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REPORT TO THE LEGISLATURE

UPDATE: Transition Collaborative Summative Report

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Authorizing Legislation: ESSSB 5253

Tania May

Assistant Superintendent of Special Education

Prepared by:

- **Tania May,** Office of Superintendent of Public Instruction, Special Education Division, Assistant Superintendent of Special Education
  Tania.May@k12.wa.us | 360-725-6075
- **Dana Phelps**, Washington Department of Social and Health Services, Developmental Disabilities Administration, Interim Assistant Secretary
  dana.phelps@dshs.wa.gov | 360-742-7318
- **Pablo Villarreal**, Washington Department of Social and Health Services, Division of Vocational Rehabilitation, Interim Department of Vocational Rehabilitation Director
  pablo.villarreal@dshs.wa.gov | 509-220-3963
- **Lisa Wheeler**, Washington Department of Services for the Blind, Assistant Director of Vocational Rehabilitation-Workforce Initiatives
  Lisa.wheeler@dsb.wa.gov | 206-906-5508
- **Shelby Satko**, Washington State Rehabilitation Council, Executive Director
  shelby.satko@dshs.wa.gov | 360-764-0728
- **Meg Iyer**, Seattle University, Center for Change in Transition Services
  iyerm@seattleu.edu |
- **Saif Hakim,** Washington Department of Social and Health Services, Developmental Disabilities Administration, Office Chief for Residential, Employment and Day Services
  Saif.hakim@dshs.wa.gov | 360-480-3895
- **Brandi Monts,** Washington Developmental Disabilities Council, Executive Director
  brandi.monts@ddc.wa.gov | (360) 586-3558

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EXECUTIVE SUMMARY

Washington State has made meaningful progress since the 2020 Transition Collaborative Summative Report in strengthening coordinated transition services for students with disabilities, particularly students with developmental disabilities who have the most significant support needs and are likely to become eligible for adult services through Developmental Disabilities Administration (DDA).

This report fulfills the requirements of Engrossed Second Substitute Senate Bill 5253 (E2SSB 5253), directing OSPI, DSHS, DSB, and partner transition agencies to collaboratively update the state's transition implementation plan.

As required, this plan addresses:
(a) Provision of coordinated transition services;
(b) Examples of coordinated transition services for students ages 16–22; and
(c) Assurance that transition services supplement and do not supplant special education funding.

Consultation with Association of County Human Services (ACHS), students, families, advocates for students with IEPs, educators and community rehabilitation providers informed this update.

Terms Used in This Report

This report centers on students likely to become eligible for adult services through Developmental Disabilities Administration (DDA). In the K–12 system, this group is most closely associated with the IDEA eligibility categories of Autism (AUT), Intellectual Disability (ID), and Multiple Disabilities (MD). Transition partners across education, employment and state agencies often utilize different terms for defining the focus student group of this report. Throughout this report, terms and their meanings are used as follows:

- **Students with disabilities**: students who have been evaluated and found eligible under one or more disability categories, who are receiving special education services[1].
- **Focus student group**: students likely to be eligible[2] for services from DDA. DDA refers to this population as students with developmental disabilities[3], or those students with the most significant support needs. In the school system, this group of students is often associated with the disability categories of Autism (AUT), Intellectual Disability (ID), and Multiple Disabilities (MD).

It is important to note that:

- This report will display data on the focus student group from many different data sets that will

[1] *WAC 392-172A-01035 Child with a disability or student eligible for special education.*
[2] *under RCW 71A*
[3] *WAC 388-823-0015 defines developmental disability as diagnosed condition of intellectual disability, cerebral palsy, epilepsy, autism, or another neurological or other condition found by DDA to be closely related to intellectual disability or requiring treatment similar to that required for individuals with intellectual disability which: originates before the age of 18, is expected to continue indefinitely and results in substantial limitation (other requirements may apply)*

have common students within it but are not a direct match of the same student due to the data reporting definition and timelines

- While the use of the focus student group serves to estimate students who have potential eligibility for DDA services is imperfect, it provides insight into a population that experiences heightened risk of service gaps, lower post-school employment outcomes, and longer timelines for eligibility and service coordination.

Research and Data on Transition

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. In 2025, the focus student group made up 21% of all students and nearly 25% of students age 15 to 21. While Washington state has made considerable improvements, students with disabilities continue to experience opportunity gaps for graduation outcomes and post-school engagement; for the focus student group, these gaps are wider and of greater concern. A 2025 ERDC study[4] found that students in the intellectual or developmental disability (IDD) grouping are significantly less likely to enroll in postsecondary education, more likely to experience delayed or absent engagement in employment or training, and show markedly lower employment rates compared to both statewide peers and students with learning disabilities. However low post secondary outcomes for students IDD are not inevitable. The same report tracked outcomes for Washington students five years after exiting school found that for students whose educational experience was in general education classrooms 80% to 100% of the time, their employment rate was very similar to all students statewide and slightly higher in the years after high school.

Partner Engagement Efforts

Transition collaborative partners include leadership with knowledge of disability and transition planning services from the Office of Superintendent of Public Instruction (OSPI) Special Education division, Developmental Disabilities Administration (DDA), Division of Vocational Rehabilitation (DVR), and Department of Services for the Blind (DSB). The Center for Change in Transition Services (CCTS) at Seattle University, an OSPI-funded Inclusionary Practices Technical Assistance Network Partner, was also included to support with transition research, data, and technical assistance.

To frame and support partner engagement efforts, the Developmental Disabilities Council (DDC) and Washington State Rehabilitation Council (WSRC) were also included.

Partner engagement efforts included transition services listening sessions conducted in Spring of 2026 with students, families, advocates, educators, ACHS, community rehabilitation providers, and local and state partners. The spring listening sessions were an essential effort to ensure that those closest to the work have meaningful opportunities to review and inform the development of the updated Transition Summative Report prior to submission to the legislature October 2026.

[4] ERDC, *Long-Term Postsecondary and Employment Outcomes of Students*, May 2025

The listening session icon is throughout the report to highlight listening session themes of barriers, bright spots and needed recommendations.

See Appendix F: Community and Partner Engagement Efforts for more details about the listening sessions and themes of barriers, bright spots and needed recommendations.

Transition Support Initiatives and Activities

Between 2022 and 2025, OSPI, DSHS (including DDA and DVR), the Department of Services for the Blind (DSB), and statewide partners engaged in sustained interagency collaboration to build foundational infrastructure necessary for long term systems change. This period focused on aligning timelines, clarifying agency roles, launching new statewide tools, and expanding access to employment focused transition services. Key statewide efforts included expansion of School-to-Work, implementation of a schools to disability agency data share, establishment of a Statewide Transition Council and regional transition networks, extension of special education eligibility until age 22 and increased emphasis on inclusive educational practices tied to postschool outcomes.

Recommendations

- **Advance statewide alignment:** Continue strengthening a consistent, statewide approach to coordinated transition planning that aligns education and adult service systems, protects the state's investment in secondary education, and promotes equitable implementation.
- **Clarify roles and timelines:** Strengthen statewide guidance on coordinated transition timelines, clarify expectations for intentional service overlap, and reinforce that school-based transition services supplement—but do not supplant—adult services.
- **Invest in system coordination:** Support cross-agency data sharing, joint professional learning, and regional transition networks to improve continuity, service coordination, and postschool outcomes. Engage business, identify barriers, and improve systems to address underemployment. Expand job readiness and work-based learning experiences for students.
- **Improve system navigation:**
    - Enhance the Consent to Share Student Information initiative through clearer communication, family-facing resources, and strategic outreach partnerships.
    - Update the Washington State Transition Map to reflect current eligibility policies, including the extension of services through age 22.
- **Strengthen service alignment:** Streamline student and family experiences with transition services as well as identifying opportunities to leverage Pre-Employment Transition Services earlier for students.
- **Ensure sustainable infrastructure:** Maintain sustained, predictable funding for foundational transition infrastructure—particularly School-to-Work services—to ensure long-term educational and economic benefits for students with disabilities and for Washington State.

TRANSITION COLLABORATIVE OVERVIEW

This section presents an overview of the scope of work, priorities, participants, and activities of the Transition Collaborative efforts.

Transition Collaborative Partners

- **State Agency Partners:** Transition collaborative partners include leadership with knowledge of disability and transition planning services from the OSPI Special Education division, DDA, DVR and DSB. The Center for Change in Transition Services (CCTS) at Seattle University, an OSPI-funded Inclusionary Practices Technical Assistant Network (IPTN) partner, was also included to support with transition research, data, and technical assistance. To frame and support partner engagement efforts, the Developmental Disabilities Council (DDC) and Washington State Rehabilitation Council (WSRC) were also included.
- **Transition Partner Engagement:** Transition collaborative outreach included a variety of statewide partners committed to successful transition for the focus student group. Additional information regarding partner engagement can be found in the Appendix F: Community and Partner Engagement Efforts.

Transition Collaborative Values

The transition collaborative partners identified collective values to ensure that collaborative efforts addressed the secondary transition priorities for students with disabilities and their families, education and provider partners, and state agencies. These values are represented within the workgroup activities and are summarized as follows:

- Stay focused on improved secondary transition outcomes;
- Keep language, tasks, and resources accessible and understandable (using “plain talk”); and
- Maintain ongoing and transparent communication with partners.

Transition Collaborative Goals

Goals of the Transition Collaborative remain steadily focused on:

- Review and recommend existing resources to build robust statewide capacity among school districts to improve transition planning for all students with disabilities;
- Minimize gaps in transition services from school to post-school life for the focus student group; and
- Develop recommendations to support students with disabilities and their families, partners, and service providers with successfully navigating the transition process in Washington state.
- Making successful transitions from school to post school activities, including participation in Competitive Integrated Employment.

SECONDARY TRANSITION RESEARCH & DATA

Research on transition practices continues to demonstrate that post-school outcomes of students with disabilities improve when educators, families, students, community members, agencies, and organizations work together to implement a broad array of transition planning practices. Four measures are critical indicators for successful post-school outcomes: quality Individualized Education Programs (IEP), dropout rates, graduation rates, and post-school outcomes (e.g., higher education, competitive employment, no engagement or engagement in other education/training or employment).

The scope of work for the transition collaborative included data reviews of transition outcomes for students with disabilities, emphasizing the focus student group.

Student Demographics

A statewide review of Washington transition data included analysis of the student population of students with disabilities and the focus student group. Table 1 summarizes the 2024 percentages of Washington students with disabilities by eligibility category, for students age 3–21, as well as students of transition age, 15–21. In 2024 just over 9,400 Washington students between the ages of 15 and 21 were eligible under the categories typically associated with the focus student group (i.e., AUT, ID, and MD). This is an increase from 8,000 Washington students between the ages of 15 and 21 associated with the focus group in 2019 as was reported in the 2020 Summative Report. It is important to note that reporting for students age 22 did not begin until the 2025 federal child count and thus is not contemplated within table 1.

Table 1: Washington Students with Disabilities, 2025

Disability Category	# Ages 3–22	% Ages 3–22	# Ages 15–22	% Ages 15–22
Autism (AUT)	27,624	16.34%	6,440	16.89%
Communication Disorders (CD)	26,392	15.61%	372	0.97%
Emotional/Behavioral Disability (EBD)	4,674	2.76%	1,832	4.84%
Other Health Impairments (OHI)	32,684	19.33%	10,672	27.72%
Intellectual Disability (ID)	4,467	2.64%	2,220	5.70%
Multiple Disabilities (MD)	3,640	2.15%	1,652	4.26%
Specific Learning Disabilities (SLD)	45,178	26.72%	14,592	38.21%
All Other Disabilities	24,432	14.45%	565	1.42%
Focus Student Group	**35,731**	**21.13%**	**10,312**	**24.84%**
All Students with Disabilities	**169,091**		**38,345**	

Source: OSPI. *Special Education Federal Child Count* (2025).

Educational Access & Achievement

To ensure an appropriate education for all students with disabilities, the IDEA mandates schools provide a continuum of placement options in the least restrictive environment (LRE)[5]. Research consistently supports a positive link between access to instruction in general education settings and improved outcomes for students with disabilities, including employment.[6] Ensuring access to a high-quality, inclusive education is one of the most powerful leverage points in improving long-term employment outcomes for students with disabilities and has been a cornerstone to our state's improvement efforts related to transition outcomes.



A 2025 report from the ERDC[7] tracking outcomes for Washington students five years after exiting school found that for students whose educational experience was in general education classrooms 80% to 100% of the time, their employment rate was very similar to all students statewide and slightly higher in the years after high school.

In 2018, Washington state ranked 44th for inclusion nationwide[8], with 56.6% of all students with disabilities included in general education settings for 80–100% of the school day. [9] For the focus student group, restrictive educational placements (e.g., self-contained classrooms) have historically been more common. While the nationwide data collection ranking is no longer in place, Washington state data described below details our state's progress in this area.

The Inclusionary Practices Project (IPP) launched in 2019, to improve inclusion rates in Washington state schools. The work of IPP was instrumental to raise the state inclusion rates from 56.6% to 63.4% of students with disabilities included in the general education setting 80-100% of the school day in just four years. In 2024 the IPP transitioned into the Inclusionary Practice Technical Assistance Network (IPTN). Building on the IPP's success, IPTN focuses on educational justice and equal opportunity for Washington students experiencing the most exclusion, students with intellectual and developmental disabilities and black students with disabilities.



The work of the IPP and now IPTN has been very impactful for the focus student group.

- Students in the focus group (all ages) were included in the general education setting for 80%–100% of the day at a rate of 26.4% in 2019. By 2025, this rate increased to 35.2%, representing a **33.3% percent increase in inclusion** over the last six years.
- Students in the focus group population of transition age (16–21) were included in the general education setting for 80%–100% of the day at a rate of 19.13% in 2019. By 2025, this rate increased to 28.98%, representing a **51.5% percent increase in inclusion** over the last six years.

[5] *IDEA Sec. 300.114(a)*.
[6] Theobald, R. J., Goldhaber, D. D., Gratz, T. M., & Holden, K. L. (2019). Career and technical education, inclusion, and postsecondary outcomes for students with learning disabilities. Journal of Learning Disabilities, 52(2), 109–119.
[7] Education Research and Data Center (ERDC), Office of Financial Management, *Long-Term Postsecondary and Employment Outcomes of Students Enrolled in Washington Public High School Special Education Programs* (Olympia, WA: May 2025), https://erdc.wa.gov/sites/default/files/2025-05/Special_Education_Report.pdf
[8] National Council on Disability. (2018). *The Segregation of Students with Disabilities.*
[9] Office of Superintendent of Public Instruction. (2024). *Special Education Federal Child Count.*

While there is still growth to be made, the significant increase in inclusion for the focus group population over the last 5 years has been a significant improvement and enabling condition for greater post school success of Washington students. See table 2 and 3 below and Appendix L: Washington Education Placement Data and Care Data Comparison for more details.

Table 2: Washington Educational Placement Data Trends for the Focus Student Group: Students with Autism, Intellectual Disabilities, or Multiple Disabilities, at transition ages (16-21 years old)

Focus Student Group	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	19.13%	29.73%	48.12%
2017–18	20.22%	30.08%	47.06%
2018–19	20.64%	31.01%	45.52%
2019-20	21.20%	31.28%	44.05%
2020-21	23.21%	31.99%	40.97%
2021-22	24.77%	32.72%	38.65%
2022-23	25.58%	34.29%	36.64%
2023-24	26.58%	35.04%	34.91%
2024-25	28.98%	34.63%	32.84%
2025-26	29.61%	34.58%	31.83%

Source: OSPI. (2016-2025). *Special Education Federal Child Count*.

The data share directed by SSB 5790 has enabled for the first time, a specific look at the rates of inclusion for a subset of students actually enrolled in DDA detailed in table 3. That data shows that 27% percent of students who had applied to DDA where signed consent was obtained, spend 80%-100% of the day in a general education setting which is aligned to the 28.98% of focus student group of this report. For students where signed consent was obtained and who are currently enrolled in DDA, the data shows that 16% spend 80-100% of the day in a general education setting. This reflects an increase in students with the most significant support needs accessing general education, and the need for continued investment in inclusionary practices.

Table 3: 2025 Washington Educational Placement Data Trends in Students with Autism, Intellectual Disabilities, or Multiple Disabilities, at transition age (16-21 years old), with differentiation for being Matched to CARE, with Active status in CARE.

Washington Education Placement Option (subset)	Washington Education Placement Data for Students of Transition Age in the Focus Student Group	Matched to CARE		Matched to CARE and Active	
In General Education 80% - 100% of the day	28.98%	1,339	27%	514	16%
In General Education 40% - 79% of the day	34.63%	1,825	37%	1,226	38%
In General Education 0% - 39% of the day	32.84%	1,585	32%	1,379	43%

Source: OSPI. (2025). *Special Education Federal Child Count*. Comprehensive Assessment Reporting Evaluation (CARE), 2025

The closeness in data supports the transition collaboratives use of the IDEA eligibility categories of Autism, Intellectual Disabilities and Multiple Disabilities for students as a focus student group for students that are likely to be potentially eligible for DDA.

Graduation & Post-School Outcomes

Graduation and post-school outcome data were reviewed for the identified disability categories.

Graduation Outcomes



Students with disabilities graduation rate has improved by nearly 6.0%, increasing from 61.7% in 2017-2018 to 65.6% in 2024-2025.

Table 4: Graduation Rate by Cohort for All Students, Students with Disabilities and Students without Disabilities[10]

Year	All Students	Students Without Disabilities	Students with Disabilities
2017-2018	80.9%	83.5%	61.7%
2018-2019	80.9%	83.6%	62.1%
2019-2020	82.9%	85.5%	64.5%
2020-2021	82.5%	85.3%	63.9%
2021-2022	82.3%	84.7%	65.3%
2022-2023	83.6%	86.1%	66.8%
2023-2024	82.5%	85.3%	65.4%
2024-2025	82.6%	85.2%	65.7%

Source: OSPI. (2016-2025). *Report Card*.

[10] If students don't graduate but are still attending, they are considered 'continuing'. Students are tracked through their 7th year in high school. The five year graduation rate includes students that graduated in 4 years and those that graduated in 5 years.

Table 5: Class of 2024 Graduation Outcomes for Washington Students with Disabilities

Disability Category	Total Graduated with a regular high school diploma	Percent Graduated with a regular high school diploma	Age 18 Graduated with a regular high school diploma	Percent 18-year-olds Graduated with a regular high school diploma
AUT	692	81.0%	169	83.3%
CD	44	88.0%	8	88.9%
EBD	212	48.4%	41	58.6%
OHI	1611	73.7%	466	81.0%
ID	235	73.7%	64	82.1%
MD	109	61.9%	37	69.8%
SLD	2727	78.8%	789	85.8%
All Other Disabilities	106	86.2%	38	86.4%
Focus Student Group	1,036	76.8%	270	80.8%
All Students with Disabilities	5,736	75.4%	1,612	82.6%

Source: OSPI CEDARS (2024). *File Spec 009 Submitted to EdPass 01/27/2025*.

Post-School Engagement Data

Data collected and reported annually by schools with support from the Center for Change in Transition Services (CCTS) show that rates of engagement with employment or postsecondary engagement in the first year after exiting school vary some by gender, race, ethnicity, and English language proficiency. The rates of engagement vary even more significantly by IDEA eligibility category ranging from 77.8% for students identified under the IDEA's Specific Learning Disability category to 43.90% for students identified under the Intellectual Disability category.

In the 2022-2023 Post-School Engagement data recent data, the focus student group[11]:



- had an engagement rate of 51.38% compared to that of all students with disabilities at 69.00%. This engagement rate has remained relatively stable over the last 10 years.
- were competitively employed at a rate of 14.98% compared to 31.82% of all students with disabilities.

Table 6 summarizes the most current data for Any Engagement versus No Engagement for students with disabilities who left school in the 2022–23 school year. Post-school data are delayed, because students are surveyed one year after they have exited the school system

[11] The Washington Post-School Outcome data for the focus student group will have common students within it but are not a direct match of the same student due to the data reporting definition and timelines.

Table 6: Washington Post-School Engagement Comparison, 2022–23[12]

Disability Category	Sample Size	Any Engagement	No Engagement
AUT	913	58.27%	41.73%
CD	84	77.38%	22.62%
EBD	265	56.98%	43.02%
OHI	1,993	70.25%	29.75%
ID	369	43.90%	56.10%
MD	240	36.67%	63.33%
SLD	3,178	77.75%	22.25%
All Other Disabilities[13]	129	61.24%	38.76%
Focus Student Group	**1,522**	**51.38%**	**48.62%**
All Students with Disabilities	**7,171**	**69.00%**	**31.00%**

Source: CCTS 2022-2023 Unpublished raw Post-School Outcome data

Table 7 summarizes the outcome data for students with disabilities in Washington who left the school system in the 2022–23 school year (same cohort as in Table 6) across the four categories of "Engaged." Higher Education, Competitive Employment, Other Education, and Other Employment are represented in "Any Engagement" column of Table 6 and in Appendix A: Detailed Post-School Data.

Table 7: Washington Post-School Engagement by Type, 2022-23

Disability Category	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment
AUT	913	23.22%	16.10%	5.26%	13.69%
CD	84	30.95%	27.38%	0.0%	19.05%
EBD	265	13.58%	27.92%	3.77%	11.70%
OHI	1,993	18.01%	33.72%	4.21%	14.30%
ID	369	2.44%	15.45%	8.13%	17.89%
MD	240	8.75%	10.00%	4.17%	13.75%
SLD	3,178	18.97%	39.68%	3.65%	15.45%
All Other Disabilities	129	25.58%	18.60%	5.43%	11.63%
Focus Student Group	**1,522**	**15.90%**	**14.98%**	**5.78%**	**14.72%**
All Students with Disabilities	**7,171**	**18.11%**	**31.82%**	**4.25%**	**14.81%**

Source: CCTS 2022-2023 Unpublished raw Post-School Outcome data

Though not tracked in the same data set, child count and placement data, and the longitudinal study from the ERDC[14] referenced in greater detail below, had a similar finding. Students associated with the focus student group experienced the lowest rates of employment and postsecondary credential attainment.

[12] Post-school data are delayed, because students are surveyed one year after they have exited the school system.
[13] Orthopedic Impairments, Deafness, Hearing Impairments, Visual Impairments, Deaf-Blindness, and TBI
[14] ERDC, *Long-Term Postsecondary and Employment Outcomes of Students*, May 2025.

"Students associated with the focus group..... need more individualized and flexible transition preparation, and early consistent employment support and expectation.

"Access to Carrer and Technical Education (CTE) course work needs to expand for students with disabilities. Still many districts need more technical assistance and support to close the gap in access and progress in CTE courses for the focus student group. "

"Families also need clearer and earlier guidance and support around understanding graduation, individualized transition services and support up to the age of 22."

Long-Term Postsecondary and Employment Outcomes of Special Education Eligible Students in Washington State

The Education Research & Data Center (ERDC) is directed to monitor outcomes of students who receive special education services after high school, to the extent that data is available.[15]

In May of 2025 ERDC published Long-Term Postsecondary and Employment Outcomes of Students Enrolled in Washington Public Highschool Special Education Programs. This ERDC study analyzes long-term postsecondary and employment outcomes for Washington students who received special education services and follows a 2015 cohort through multiple years after expected graduation. Within this cohort, the focus student group represent approximately 19% of students receiving special education services and consistently experience the lowest levels of post-school engagement, employment participation, and competitive employment among disability groupings.

Key findings of the report relating to the focus student group include:

- Educational inclusion strongly predicts outcomes. Students spending 80–100% of the school day in general education classrooms exhibit notably better employment and engagement outcomes, while students exiting school in more restrictive settings, common among those with significant developmental disabilities; experience substantially lower outcomes.
- Post-school engagement is lower for students who received special education services.
    - Students in the IDD grouping are significantly less likely to enroll in postsecondary education, more likely to experience delayed or absent engagement in employment or training, and show markedly lower employment rates compared to both statewide peers and students with learning disabilities. This demonstrates a pronounced gap for the population most likely to become eligible for DDA services.
- While students who received special education services in high school enroll at and complete credentials at postsecondary institutions at lower rates than the state average, gaps are much larger at four-year institutions. This suggests that taking steps to improve access to four-year postsecondary institutions is needed, starting with increasing support for students who receive special education services to graduate high school.

The report provides strong evidence that the focus student group are disproportionately impacted by gaps in current transition infrastructure. The findings highlight a critical systems gap: **students with developmental disabilities transition from K–12 to adulthood with poorer continuity of service, lower engagement, and weaker economic outcomes**, suggesting a need for continued support for inclusion and enhanced coordination among OSPI, DDA, DVR, DSB, postsecondary institutions, and workforce entities to support early, aligned transition planning and service sequencing.

[15] Revised Code of Washington (RCW) 28A.155.220, Substitute Senate Bill 5790

TRANSITION INITIATIVES & ACTIVITIES

The 2018 and 2020 Supplemental Operating Budgets[16] required OSPI, in collaboration with DDA and DVR, to develop an implementation plan for building statewide capacity among school districts to improve transition planning activities for students receiving special education services. This resulted in the 2020 Transition Collaborative Summative Report to the legislature.

The 2020 Transition Collaborative Summative Report identified strong interagency commitment alongside systemic barriers, including inconsistent local coordination, misaligned timelines, uneven access to employment-focused transition services, and unclear funding boundaries. These findings informed legislative action, including Senate Bill 5790 which passed in 2020 and included the following recommendations from that 2020 Transition Summative Report:

- implementing a system for OSPI, DDA, and DVR to share data about students with IDD
- establishing statewide funding for School to Work,
- developing supports to help individuals navigate the various services, and
- creating statewide and regional transition network.

This section presents an overview of the scope of work, priorities, participants, and activities of the transition collaborative efforts generally as well as those as outlined by Senate Bill 5790.

Current Landscape

Washington's transition services landscape has evolved significantly over the past several years, shaped by deliberate investments in enhanced transition structures, strengthened interagency collaboration, and the lasting impacts of the COVID-19 pandemic. Between 2020 and 2023, students with disabilities, families, school districts, and transition partners experienced unprecedented disruption to in-person instruction, community-based learning, employment experiences, and access to adult services. While emergency flexibilities supported continuity of services, the pandemic exposed long-standing fragmentation between education and adult service systems and amplified inequities for students with the most complex support needs.

In response, Washington has accelerated efforts to improve alignment across education, vocational rehabilitation, developmental disability services, and community partners, with a renewed emphasis on coordinated, results-oriented transition planning. Most notably, recent policy and practice changes, culminating in the extension of special education eligibility through age 22, have created new opportunities for agencies to align timelines, clarify shared responsibilities, and reduce service gaps, positioning the state to move away from abrupt exits and toward more intentional, collaborative transitions that better prepare students with disabilities for postsecondary education, employment, and community life.

[16] Washington State Legislature. 2018 Regular Session. *Senate Bill 6032, Sec. 501 [57]* and Washington State Legislature. 2020 Regular Session. *Engrossed Substitute Senate Bill 6168 Sec. 501 (3)(c)*.

Special Education Eligibility Extension to Age 22; Substitute Senate Bill 5253

In May 2024, the 9th Circuit Court of Appeals issued a ruling in N. D. v. Reykdal[17], concluding that the availability of adult-education programs triggers an obligation under the IDEA to provide special education services to 21-year-old students eligible for special education through their 22nd birthday.

Per the 9th Circuit's recent ruling, students who have not yet met their high school graduation requirements nor earned a high school diploma after four years are eligible for free public education until their 22nd birthday. To align with this ruling, Governor Ferguson signed SSB 5253 into law, this extended special education services to students with disabilities until the end of the school year in which the student turns 22 years of age starting with the 2025–26 school year.

Under OSPI direction and support, district partners began working immediately at the end of the 2023-2024 school year to identify 21-year-old students receiving services and who had not been issued a diploma, and convene IEP team meetings to discuss whether the student was on track to graduate with a diploma or age out and whether the IEP team believed the student requires additional services over the summer or into the 2024–25 school year, until their 22nd birthday.

Impacts and Related Recommendations

The extension of special education eligibility through the end of the school year in which a student turns 22 serves as a critical lever for strengthening interagency coordination across Washington's disability service systems. Through SSB 5253, the Legislature explicitly clarified that the continued provision of a free appropriate public education (FAPE) during this period "is not intended to reduce or supplant any other service that a student may be eligible for," thereby reinforcing, rather than displacing, the responsibilities of other state and community transition partners.

By extending the timeframe during which IDEA transition requirements apply, this policy reinforces expectations that transition services remain results-oriented, coordinated, and aligned with students' postsecondary goals, consistent with IDEA requirements. Importantly, the additional year creates a clearer and more consistent planning horizon for school districts, state agencies, and community-based providers to intentionally align timelines related to eligibility determinations, service initiation, and transitions between systems.

As a result, agencies and disability partners are better positioned to coordinate handoffs, reduce service gaps, and engage in shared responsibility for supporting students as they prepare to exit the K–12 system and enter adult services, employment, and community life. The extended eligibility period supports earlier and more deliberate cross-agency engagement, allowing transition partners to overlap services where appropriate and mitigate the discontinuities that frequently occur when students exit school-based supports at the maximum age of eligibility.

[17] Ruling in N. D. v. Reykdal

"Families, students and advocates named the need to better support the local shift from segregated static 18-22 transition programs, to support more individualized coordinated and inclusive transition services for all students. "

The eligibility extension has also provided a meaningful opportunity for OSPI to support a shift of practices away from static models and abrupt exits and toward more intentional, graduated transitions when students are ready, while strengthening connections to adult disability supports, postsecondary education, and employment opportunities. Many students in the focus student group will particularly benefit from extended skill development, community-based instruction, or supported employment exploration and the more deliberate pace and faded transition activities and supports. This approach helps soften the "cliff" many students experience at the point of exit and increases the likelihood of positive postsecondary outcomes by providing additional time for coordinated planning, skill generalization, and service overlap, consistent with IDEA's intent to prepare students for further education, employment, and independent living.

Examples of partner agency changes to policies or practices resulting from the special education extension until 22 include:

Department of Services for the Blind (DSB):

- In 2025, DSB changed[18] the definition of a student with a disability from 21 to age 22 to maintain alignment in service scope and eligibility with the state education agency. With the extension of one more year of Pre-Employment Transition Services, DSB students may receive more needed career readiness and work based learning experiences, improving their transition further from secondary to postsecondary education or to an employment outcome.

Developmental Disabilities Administration (DDA):

- While DDA made no changes to policy relating to DDA funded adult supported employment updated guidance was provided to the field on steps to confirm whether individuals between the ages of 20 and 22 remained eligible to enroll in school.[19]
- DDA also had regular collaboration with DVR and counties to ensure consistent services and to evaluate specific student situations to ensure no student was left behind. DDA provides access to adult supported employment services to eligible individuals through Home and Community Based Services Waivers[20].

Division of Vocational Rehabilitation (DVR):

- DVR updated the definition of "Student with a disability" to match the special education extension until age 22 as per SSB 5253. DVR also updated Internal and external publications

[18] Workforce Innovation and Opportunity Act, is available to students up to 21 years of age however the federal regulation allows the flexibility to meet the state's definition.

[19] DDA Management Bulletin, D24-011, Employment and Day Program – High School Transition Funding, accessible at: DDA Management Bulletins.

[20] In addition to general eligibility requirements for HCBS waiver services outlined in WAC Chapter 388-845, WAC 388-845-2110 identifies specific limits on eligibility for adult supported employment services.

and training materials to reflect the age 22 guidance.
- DVR collaborated with DDA and counties to coordinate services for students who returned for an additional year of special education. As appropriate, students transitioned to ongoing employment services and Pre-Employment Transition Services.
- The extension of special education through age 22 gives students with significant barriers to employment more time to prepare for a post-secondary or employment outcome. When needed, students may receive an additional year of Pre-Employment Transition Services to support this transition.

Washington has made meaningful progress in aligning policies and practices to help soften the "cliff" many students with disabilities experience at the point of exit from the K–12 system; however, continued improvement will require a more intentional and consistent statewide approach to coordinated early transition planning and service delivery.

Building on the momentum created by the eligibility extension to age 22, state transition agencies should continue to prioritize the development of shared guidance and implementation expectations that promote early, sustained interagency engagement, clear roles and responsibilities, and the use of gradual release and warm handoff practices tailored to student readiness.

Recommendations moving forward include:

- strengthening coordinated transition timelines
- strengthening transition training and preparation for educators
- continued targeted technical assistance to support individualized transition services to support districts to shift away from inflexible segregated 18-22 transition programs.
- building out examples of how transition services between school and transition partners can be coordinated to support a seamless transition from school to post school life in a way that supplements and not supplants special education funding
- supporting districts and transition agency staff in planning for service overlap when appropriate
- encouraging students with intellectual and developmental disabilities to participate in Pre-Employment Transition Services (Pre-ETS) at an earlier age and in work-based learning opportunities supported by Pre-ETS
- increasing the accessibility of group Pre-ETS for students with IDD
- implementing the effective elements of the program Job Foundation into Pre-ETS starting at age 14

Continued investment in cross-agency data sharing, joint professional learning, and regional collaboration structures will be essential to ensure students, particularly the focus student group, exit the school system when ready and with meaningful connections to postsecondary education, employment, and community-based disability supports.

Pre-Employment and Transition Services (Pre-ETS)

In Washington state both Vocational Rehabilitation agencies, the Division of Vocational Rehabilitation (DVR) and the Department of Services for the Blind (DSB), provide Pre-Employment Transition Services (Pre-ETS) to students in secondary and postsecondary education. Pre-ETS services are the earliest set of transition services available to both potentially eligible and eligible Vocational Rehabilitation (VR) consumers beginning at age 14 through 22 years of age, short-term in nature, and designed to help students identify career interests that may be further explored through additional VR services.

See Appendix O: Pre-Employment and Transition Services for additional background and details.

Impacts and Related Recommendations for DSB Pre-ETS

The following section summarizes recent impacts of DSB Pre-ETS implementation and improvements to reach, coordination, and outcomes:

- In 2021, the number of students receiving Pre-ETS was 30% of the students with disabilities reported. By 2024, this rate increased to 43%, representing a **13% increase of students who received Pre-ETS**.
- From 2021 to 2024, of the types of required Pre-ETS services provided to DSB students, there was a 108% increase of *Counseling on Post-Secondary Education Opportunities*, a 71% of *Job Exploration Counseling*, and an 88% increase of those who received more than one Pre-ETS required service.
- The 24-25 OSPI report of the students who consented to share their information to transition agencies offered at time of the Individual Education Plan, revealed 33% of new student contacts.

Impacts and Related Recommendations for DVR Pre-ETS

During the period of this report, Pre-Employment Transition Services (Pre-ETS) reached thousands of students statewide, with the highest participation in workplace readiness and self-advocacy services, increasing access to work-based learning and paid work experiences.



Services are currently being delivered across **345 schools statewide**, reflecting continued expansion of Pre-ETS access while also identifying areas for targeted outreach.

Pre-Employment Transition Services (Pre-ETS)

Unique Students Served | November 2024–January 2026

- **5,416** students received *workplace readiness training* focused on employability skills and preparation for work and training environments.
- **3,809** students participated in *self-advocacy instruction* supporting self-determination and understanding of disability-related rights.
- **2,132** students engaged in *job exploration counseling* to support informed career decision-making.
- **740** students received *counseling on postsecondary education or training* options.

- **1,455** students participated in *work-based learning experiences* providing exposure to real-world work environments.
- **439** students participated in *paid work-based learning or internship experiences* aligned with competitive integrated employment.

Federal Pre-ETS Reserve (15%) Utilization

DVR has met and continues to monitor compliance with the federal requirement to expend at least 15% of VR grant funds on Pre-Employment Transition Services (Pre-ETS). While the requirement was not met in FFY 2020 and FFY 2021, DVR has met or exceeded the 15% reserve requirement since FFY 2022.

This improvement is directly tied to more intentional and data-informed contract solicitation, expanded geographic coverage in underserved areas, clearer alignment of contracted services to the five required Pre-ETS activities, and strengthened fiscal monitoring throughout the federal fiscal year.

- FFY 2024 (Basic Support Grant)
    - 15% minimum requirement: $8.2M
    - Actual Pre-ETS expenditures: $8.5M (requirement met)
- FFY 2025 (Basic Support Grant)
    - 15% minimum requirement: $9.1M
    - Pre-ETS expenditures to date: $7M
    - Remaining amount to meet minimum: $2M
    - DVR plans to expend $9.3M total by 9/30/2026 exceeding the minimum requirement

Job Foundation

Job Foundation is an effort to engage students earlier in targeted employment planning and connection to the adult service system. OSPI was specifically interested in investing in the growth of transition services for underserved students across the state of Washington. DVR has been active partners with transition services funding the job development and job coaching activities which occur after the Job Foundation report is completed.

The Job Foundation program was implemented in 2021 as a four-year pilot through a collaboration with Developmental Disabilities Administration (DDA), Division of Vocational Rehabilitation (DVR), and Office of the Superintendent of Public Instruction (OSPI). As of 2026, Job Foundation is in its sixth year and is 100% funded by Developmental Disabilities Administration (DDA).

The implementation of Job Foundation ignited collaborations across the state between DDA, counties, DVR, and schools. Community rehabilitation providers use their expertise to gather important foundational information about skills and supports needed for a job. Passage of Senate Bill 5790 has only enhanced these efforts.

Impacts and Related Recommendations

Job Foundations approach of engaging students early with their employment provider has supported students to make important connections to services such as DVR, Social Security and DDA. Focusing on early engagement with students is an investment that makes a difference.

The 2021 and 2022 Job Foundation students who participated in the program have exited high school.



86% of students who completed the Job Foundation Program from the 2021 and 2022 cohorts obtained a DDA County Service Authorization (CSA) for Individual Employment Services to continue to work on their employment goals. All of those students were also connected to the Division of Vocational Rehabilitation (DVR).

DDA and DVR are committed to finding approaches to streamline student and family experiences with transition services as well as identifying opportunities to leverage Pre-Employment Transition Services to start a student's employment exploration earlier. New approaches may impact the delivery of Job Foundations in the future.

DDA Transition and Outreach

Developmental Disabilities Administration (DDA) provides individual employment supports to help individuals find and keep a job in the community; prioritizing competitive integrated employment. These services may include intake, discovery, assessment, job preparation, job marketing, job supports, record keeping and support to maintain a job.

Additionally, DDA works with all 39 counties in Washington state to have targeted outreach to clients of DDA to apply for and receive transition services through the Division of Vocational Rehabilitation (DVR). This includes counties that have an official School to Work contract and counties that do not. Counties that do not contract directly with DVR for School to Work still support transition services such as Community Based Assessment, Job Development, and Job Coaching through DVR and directly with local providers and clients of DDA.

Impacts and Related Recommendations

Table 8 provides a comparison of the rates of engagement with employment among individuals enrolled with DDA in a five-year period following exit from school. The data illuminates how the employment rate for students goes up each year after they enter adult services and shows that when connected to an employment provider the opportunities to go to work continue to increase. This supports that earlier connections to an employment provider equals a higher percentage to go to work.



The data reflects an increase in employment (35% to 67%) over those 5 years, bringing the rates of adults with IDD in Washington up to 67%. This is in alignment with Washington state's long-standing success in promoting Employment First.

Table 8: DDA Student Results, 2019-2025 School Year

Graduated June of:	Count of Individuals Graduated	Count of Individuals in Service	Count of Wage Earners	Percent Working	Percent Engaged in Employment Support
2019	936	475	316	67%	51%
2020	929	463	277	60%	50%
2021	961	413	255	62%	43%
2022	978	448	303	68%	46%
2023	1035	424	257	61%	41%
2024	1049	381	180	47%	36%
2025	1027	147	51	35%	14%

Source: DDA CARE Database and Transition Grad Report 0114. It is a point in time with data ran November 2025.

SB 5790 Implementation

School-to-Work Expansion

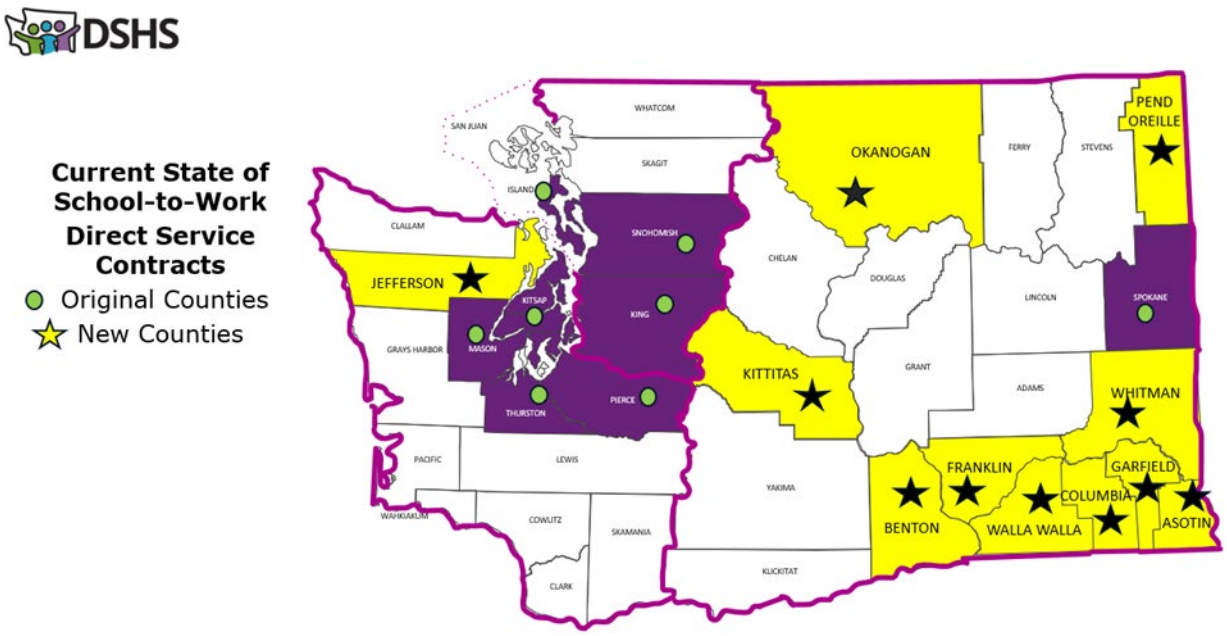
School-to-Work offers support to students with intellectual or development disabilities who are committed to find employment before they graduate. A student who is eligible for School-to-Work transition services *and* developmental disability services participates in employment activities during their last year of transition planning while still enrolled in high school, creating a seamless transition from school to adult life after school.

A school-based transition team collaborates with DVR to prepare students for work and community engagement. Team members may also connect a student with services outside of high school such as community rehabilitation providers and the Social Security Administration. These services help the student to get more support during or after high school. School-to-Work is funded by Washington state and administered by DVR.

Since enactment of SB 5790, DVR has taken significant steps to transition School-to-Work (STW) from a county-initiated model to a scalable, statewide program.

Washington has made substantial progress in expanding School-to-Work services statewide, increasing the number of counties with a direct service School-to-Work contract from **8 of 39 counties (21 percent)** in 2022, to **19 of 39 counties (49 percent)** by 2025, more than doubling county-level access to these transition services.

Figure 1: School to Work County Participation Over Time



Source: DVR Contracts within the School-to-Work program. 2025

Impacts and Related Recommendations

The expansion efforts of STW included comprehensive outreach and listening sessions with all 39 counties to assess local transition capacity, identify barriers to participation, and incorporate lessons learned from legacy STW counties. Feedback was also gathered from STW legacy counties to identify and address areas of concern. The themes of needs elevated by STW counties and how DVR responded are described in detail within Appendix G: School to Work Transition Feedback from Counties. See Appendix M: School-To-Work History and Activity Details for more detailed information.

Based on this input, DVR developed and implemented three new contract options (Program Development Contract, Pilot Direct Service Contract, Mentoring Contract) to support program development, direct service delivery, and peer mentoring, enabling counties to build infrastructure, deliver student employment services without reliance on local millage funding, and leverage expertise from established programs.[21] See Appendix H for STW contract descriptions and next steps.

> *"School-to-Work has opened many doors in Okanogan County. School-to-Work IS the resource we needed; to start pivotal conversations, build and repair relationships w County and State partners, and implement a plan to succeed in a very rural area of WA State on behalf of transition students, their families/caregivers, and educational staff in our region. School-to-Work provides the tools we need to set out on a journey paving the way for opening doors and identifying resources for transition students that otherwise WOULD NOT exist and have NEVER existed!"*
>
> *Jeri Plews, DD Contract Administrator and Parent to Parent Coordinator, Okanogan County*

STW increases connection with counties across the state and strengthens collaboration among systems working together to further student progress. It enhances knowledge of roles and responsibilities within the transition continuum for students and improves cross-agency coordination of transition services during their transition years. STW also raises awareness of transition options for students in rural areas and fosters stronger partnerships, along with the restructuring of local infrastructure and processes to better support student outcomes. These improvement efforts have strengthened local transition systems, increased cross-agency collaboration, and laid the foundation for equitable statewide access to School-to-Work services.



"Families and students experience significant confusing navigating adult disability systems and eligibility pathways and timelines"

"DVR order of selection adds further concerns of delaying access to school to work services and impacting a student's progression through coordinated transition services. "

[21] For the sake of this report, the original STW counties will be referred to as legacy counties, while non-legacy counties will be referred to as new counties.

School-to-Work recommendations include:

- In counties where there is no contract for STW, it is recommended that employment services are authorized by DVR Vocational Rehabilitation Counselors in direct partnership with Community Rehabilitation Programs (CRPs). This would address the gaps in STW services across the state.
- It is recommended that coordination with counties continue to ensure students have a seamless connection to employment services and becoming employed as well as long-term support services once stable in employment.
- Ensure infrastructure funding is available to support school to work efforts and expansion.
- Timely transitions to adult supported employment are impacted by reductions to DDA case manager staffing ratios - where staff capacity is not sufficient to meet demands for CARE assessment, leading to potential delays between request for paid services and completion of assessment - it can delay access to HCBS waiver funded employment services.

See Appendix P for detailed School-to-Work data.

Transition Council

Establishing the Statewide Transition Council has been an important part of supporting transition improvements.

Transition Council was created with a mission to enhance support for individuals with intellectual and developmental disabilities (IDDs) during their transition from school to adult services.

Transition Council established three committees (Equitable Action Committee[22], Referral System Committee and Regional Transition Networks Committee) to accomplish the following goals to achieve the council's mission:

- **Equitable Access**: Establish common guidelines and outcome goals across regional interagency transition networks to ensure equitable access to transition services for individuals receiving high school transition services and for those transitioning to adult support services.
- **Referral System**: Create a referral and information system to help students potentially eligible for adult support services from Developmental Disabilities Administration (DDA) connect with necessary services and agencies.
- **Regional Networks**: Form regional interagency transition networks that include representation from various stakeholders, such as schools, DDA, DVR, service providers, and community members, to identify improvement goals and report on progress annually.
- **Support Underrepresented Groups**: Develop strategies to connect with tribes, rural, and underrepresented groups and areas.

[22] The Equitable Access and Support Underrepresented Groups Committees were formally combined in 2025 to better align equity-focused efforts and reduce duplication

See Appendix J for more detailed information about the Transition Council creation and committees.

Collectively, the Statewide Transition Council serves as a coordinating body that connects statewide policy direction with regional and local implementation. Through its committees, the Council supports the development and sustainability of regional interagency transition networks, promotes alignment across education and adult service systems, and facilitates collaboration among state agencies, counties, schools, and community partners. The Council provides a forum for shared learning, identification of systemic barriers, and development of strategies that advance equitable access to transition services statewide. By linking regional network efforts with statewide initiatives and statutory requirements, the Council plays a central role in strengthening interagency transition planning and improving outcomes for students with disabilities as they move from school to adult life.

See Appendix K: Statewide Transition Network and Interagency Transition Networks Efforts.

Impacts and Related Recommendations

The Statewide Transition Council has continued to advance its work through three active committees that are refining structure, clarifying goals, and strengthening statewide coordination. The Equitable Access and Support Underrepresented Groups Committees were formally combined in 2025 to better align equity-focused efforts and reduce duplication. The newly combined committee has met multiple times, is finalizing its name (Equitable Transitions Committee), and is establishing a shared vision that reflects both equitable access and intentional outreach to historically underrepresented communities. Early efforts have focused on improving participation by adjusting meeting structures, identifying additional voices to engage, and developing a draft survey to better understand how regional networks currently reach students and families.

The Regional Networks Committee is focused on strengthening and sustaining regional interagency transition networks across the state. Current work includes building a comprehensive statewide inventory of networks, identifying points of contact, and documenting agency participation to align with statutory requirements. The committee has adjusted meeting times to improve member participation and identified the need to recruit additional members to broaden representation. Next steps include completing the statewide network spreadsheet, clarifying expectations for network membership and annual reporting, and exploring opportunities for statewide convenings that allow regions to share promising practices, challenges, and lessons learned.

The Referral System Committee remains actively engaged in developing a more coordinated and accessible referral and information system for students potentially eligible for adult developmental disability services. Committee members are refining goals by engaging statewide and local partners, including OSPI and county agencies, to better understand existing referral processes and gaps. The committee has emphasized the importance of translating complex systems into practical tools for educators, students, and families. Planned next steps include formalizing committee goals, meeting with additional partners, and learning more about county-level practices to inform a system that can support consistency while allowing for local variation.

Washington State Consent to Share Student Information with State Transition Agencies Data Share and Outreach

As directed by SB 5790, the Office of Superintendent of Public Instruction (OSPI) developed and implemented a consent form[23] to streamline the transition experience for students by enabling the secure sharing of student information with partner agencies for which students may be eligible. While this work was unfunded, OSPI also developed an application to annually collect and verify consent received from the deployment of the consent form. The Consent to Share application and process were piloted in 2023-2024 and launched statewide during the 2024-2025 school year. See Appendix C for more details about the Washington Consent to Share Data pilot.

To support successful implementation, OSPI provided extensive professional development and technical assistance. Audience specific one pager[24] were created in collaboration with agency partners in 2024 to assist schools and families to understand the Consent form to Share Contact Information with State Transition Agencies. In addition, annual publication of a comprehensive User Manual and annual recorded webinars served as invaluable resources for school and ESD staff. Dedicated Office Hours were held from March through May 2024, transitioning to biweekly sessions throughout the 2024–25 and 25-26 school year to sustain ongoing support.

The Washington State Consent to Share Student Information with State Transition Agencies form specifies that the data share may include:

- Name
- Date of Birth
- Disability Category
- Grade
- Expected Graduation Date
- School District
- School
- ESD
- County

Starting with the 2025 data set, additional data fields included: gender, race/ethnicity, English Language Learner (ELL) status, Annual IEP meeting date and age at the time of the meeting, previous IEP review date, and District Exit Date.

The data share provides valuable annual data to state transition agencies and county disability providers to not only identify and serve students who are potentially eligible for services but also to engage in caseload forecasting, to strengthen partnerships between disability services and schools and to engage in targeted outreach to inform students and families of the services they may be eligible for and support meaningful and timely connection to needed supports.

Tables 9 highlights the Washington Consent to Share for the focus student group of this report.

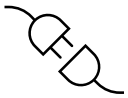
[23] The Consent Form to Share Contact Information with State Transition Agencies can be found on the Model Forms for Services to Students in Special Education webpage. This form can be downloaded in two forms and is also translated.
[24] Consent Form One Pager for Students and Families , Consent Form One Pager for Schools



1,415 student records were shared with the state transition agencies in the 2023-2024 pilot. **16,825 student records** were shared with the state transition agencies in 2024-2025. This included **5316 records** from the focus student group.

Table 10-11 crosswalks the consent to share data with students who are currently engaged with or being served by DDA, identifying both connected students and those potentially eligible but not yet engaged. This analysis enables clearer identification of outreach priorities within the transition-age population.

In the first year of statewide data collection (2024–2025):



- 43.87% of students of transition age provided consent to share their information with state transition agencies they were potentially eligible for.
- 62% percent of the focus student group for whom consent to share was received were engaged or have at some point connected with DDA. This means that **2001 students in the focus student group were potentially eligible but not yet connected to services**.

Table 9: Washington Consent to Share Data, 2023-2024 and 2024-2025 School Year for Focus Student Group

School Year	Total Consent Received	Autism (AUT)	Intellectual Disability (ID)	Multiple Disabilities (MD)	Focus Student Group
2023-2024	1415	204	114	38	356
2024-2025	16825	3068	1316	893	5316

Source: EDS Consent Received to Share Student Information with State Transition

Table 10: Washington Consent to Share Data for 2023-2024 and 2024-2025 School Year for Focus Student Group that Matched with the DDA CARE Data System

School Year	Total # Matched with CARE	# of Focus Student Group Matched with CARE	# of Focus Student Group Not Yet Engaged	% Focus Student Group Matched with CARE
2023-2024	311	195	161	55%
2024-2025	4920	3315	2001	62%

Source: OSPI Data Sets transferred to DSHS (2024-2025), and CARE Data Warehouse extracts.

Table 11: Washington Consent to Share Data by Disability Category, 2023-2024 and 2024-2025 School Year for Focus Student Group that Matched with the DDA CARE Data System

School Year	Focus Student Group Matched with CARE	Focus Student Group Matched with CARE %	Autism (AUT) # Matched with CARE	Autism (AUT) % Matched with CARE	Intellectual Disability (ID) # Matched with CARE	Intellectual Disability (ID) % Matched with CARE	Multiple Disabilities (MD) # Matched with CARE	Multiple Disabilities (MD) % Matched With CARE

2023-2024	195	55%	97	48%	66	57%	32	84.00%
2024-2025	3315	62%	1725	56%	843	64%	747	83.70%

Source: OSPI Data Sets transferred to DSHS (2024-2025), and CARE Data Warehouse extracts.

See Appendix C for a full break down of consent to share information data by year, student age, disability category and matched to the DDA CARE Data System.

Impacts and Related Recommendations

While not all focus group students will ultimately be determined eligible for agency transition services, this annual statewide data provides critical insight to inform how and where outreach efforts should be focused. By identifying students who are potentially eligible but not yet connected, the data enables state and local partners to move beyond primarily individualized outreach, which can result in regional inconsistency and toward increased practices of more strategic, coordinated, and scalable engagement approaches to extend the reach and connection to potentially eligible students. This shift towards more strategic, coordinated, and scalable engagement approaches is particularly important in light of statewide capacity constraints resulting from the 2024–2025 reduction in force many agencies experienced.



"Transition fairs and peer to peer family networks and community outreach approaches were consistently elevated as highly effective outreach models."

Examples of improvements to transition outreach in Washington resulting from this data share include:

- **Continued engagement with regional transition networks**
- **Expanded local transition fairs**, often developed collaboratively with county disability services
- **Increases in jointly developed student and family resources** that clearly describe available transition services and connections to other related services a student may be eligible for
- **Improved messaging and technical assistance** for school and disability services staff on facilitating timely and meaningful connections to transition services
- **Strengthened partnerships** among transition agencies, counties, school districts, and educational service districts
- **Enhanced data integration within DSHS**, including updated data-sharing agreements that enable cross-program checks of student connections to DDA, DVR, or both—supporting more targeted and coordinated follow-up once fully implemented

The consent to share data also allowed transition agencies to identify unserved but potentially eligible students and develop a plan for outreach. Examples of agency responses when a potentially eligible but not yet connected student was identified include:

Department of Services for the Blind (DSB):

- Contacted the local education district, school administrators, and Teachers of Blind and Low Vision (TBLV)
- Created Pre-ETS programming in the local area that potentially eligible students may participate in.
- Coordinated and participate in community outreach with other education and transition partners.

Developmental Disability Administration (DDA):

- Shares the report of unserved but potentially eligible student to the county's disability partners where the student school is located to start local outreach efforts.
- Use the report and new data to identify active and inactive matched clients, distinguish paid services and case management status, and filter by exit status, age, and graduation date. This allows staff to prioritize outreach to transition-age youth not yet connected Job Foundation, School to Work or other early employment supports through DVR.
- Improved connection to Regional Transition Networks as a place to connect with County partners, educators, and others to share updates on the data share and learn how the consent and data share process is working at the different stages of the process.
- To elevate current information about eligibility and services, DDA developed a new Information for Educators landing page, collating frequently asked questions and answers for educators working with enrolled and potentially eligible youth and their families.

Division of Vocational Rehabilitation (DVR):

To enhance outreach and coordination, DVR will continue to:

- Conduct routine data crosswalks to identify and prioritize students who are not yet connected to services;
- Collaborate with DDA, school districts, and transition partners to align referral pathways; and
- Implement targeted communication strategies, including direct outreach and informational sessions, to ensure students and families are aware of Transition services including School-to-Work employment services and Pre-Employment Transition Services.

Barriers and Related Recommendations

The student records shared in the Consent To Share Student Information with State Transition Agencies data share include many valuable fields of data to support outreach to students and families to make meaningful connections to the services they may be eligible for.

One barrier has been that the Comprehensive Education Data and Research System (CEDARS) that OSPI and educational partners use does not include the direct student contact methods of phone number or home address. The data share instead shares the County in which the school is located. Additionally, the data share includes the student's school, school district, and education service district to support local and regional connections and data analysis. The lack of direct contact information has been a barrier for many state and county transition partners. There are also capacity constraints with

transition agencies, county partners, and district and school staff that make individual outreach and connection problematic.

Listening Session participants elevated the need for more coordinated messaging included:

- *coordinated messaging,*
- *shared informational materials,*
- *clearer family guidance,*
- *and consistent outreach language across agencies.*

Recommendations to improve impact of the Consent to Share Student Information with State Transition Agencies include:

- more transparent communication across all transition partners (schools, counties, providers) about the purpose and opportunities of the data share.
- Jointly developed resources are needed to support students and families who provide consent to know what to expect from outreach.
- develop additional resources that are targeted to transition audiences,
- leverage partnership with family facing organization to communicate the purpose and benefit of the data share
- consider potential benefits and means of including student level contact information within the data share
- continue to shift towards more strategic, coordinated, and scalable engagement approaches

DDA convened a 5790 Data Utilization Workgroup to create joint materials and a collaborative outreach strategy. The workgroup compiled detailed information on the challenges they faced and proposed solutions that are described in detail within Appendix D: DDA Data Utilization Workgroup Recommendations. Core themes of including direct contact information, jointly developed resources and enhanced collaboration across transition partners are reflected in the recommendations above.

Washington State Transition Map

In 2024, the Washington State Rehabilitation Council (WSRC) lead the development and publication of Washington State Transition Map. This resource is a one-page summary to help individuals and families learn about, compare, and connect to key job transition services that students may be eligible for as they prepare to leave high school. It is fully accessible by screen reader, downloadable in twelve languages and includes simple QR codes to support more streamlined application processes.

The map highlights key transition programs provided by DSHS' Division of Vocational Rehabilitation and Developmental Disabilities Administration, Office of Superintendent of Public Instruction, and Department of Services for the Blind and includes the following information for each:

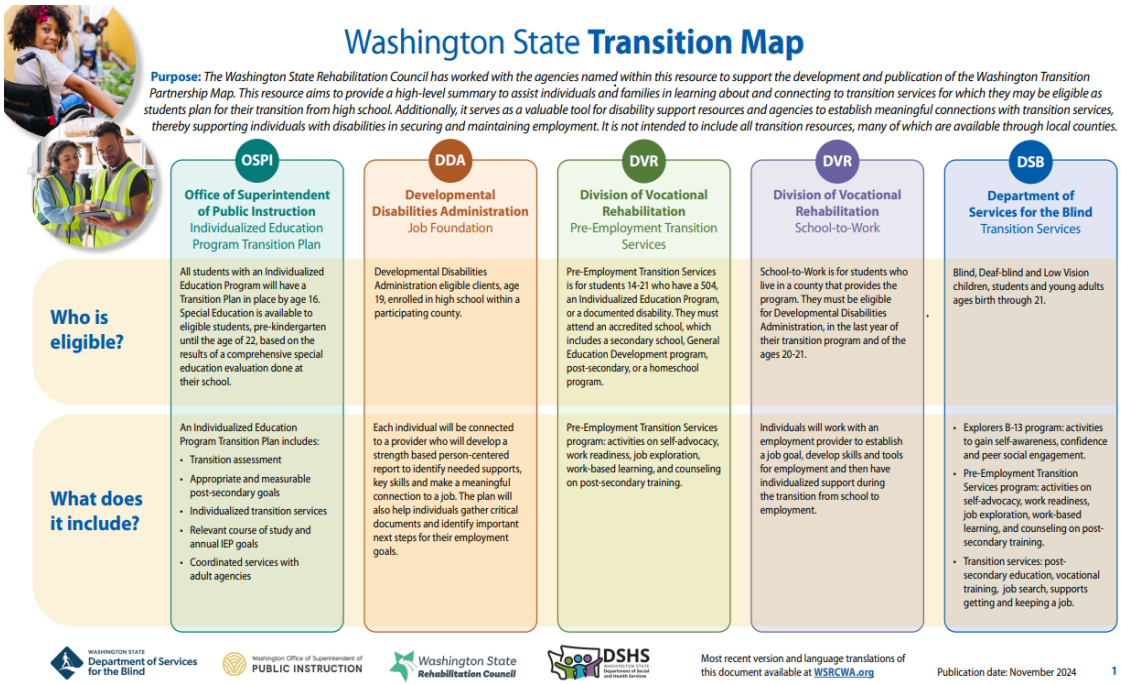
- Program eligibility
- Services included
- How it will help individuals to get or maintain employment and continued education and training,
- How to apply

"Transition information is often dependent on informal local relationships and knowledge that vary greatly by region. The transition systems and information are difficult even for professionals to understand and navigate."

"Families experience confusion regarding differences between Job Foundations, School to Work and Pre-ETS."

The map serves as a valuable companion tool to the Consent to Share Student information with State Transition Agencies that also supports staff and disability support resources and agencies to establish meaningful connections with transition services to support individuals with disabilities in securing and maintaining employment. It supports a variety of roles with different knowledge levels to share accurate and consistent information to facilitate meaningful connections for students.

FIGURE 2: Washington State Transition Map, Front Side



Washington State **Transition Map**

Purpose: *The Washington State Rehabilitation Council has worked with the agencies named within this resource to support the development and publication of the Washington Transition Partnership Map. This resource aims to provide a high-level summary to assist individuals and families in learning about and connecting to transition services for which they may be eligible as students plan for their transition from high school. Additionally, it serves as a valuable tool for disability support resources and agencies to establish meaningful connections with transition services, thereby supporting individuals with disabilities in securing and maintaining employment. It is not intended to include all transition resources, many of which are available through local counties.*

	OSPI	DDA	DVR	DVR	DSB
	Office of Superintendent of Public Instruction Individualized Education Program Transition Plan	**Developmental Disabilities Administration** Job Foundation	**Division of Vocational Rehabilitation** Pre-Employment Transition Services	**Division of Vocational Rehabilitation** School-to-Work	**Department of Services for the Blind** Transition Services
Who is eligible?	All students with an Individualized Education Program will have a Transition Plan in place by age 16. Special Education is available to eligible students, pre-kindergarten until the age of 22, based on the results of a comprehensive special education evaluation done at their school.	Developmental Disabilities Administration eligible clients, age 19, enrolled in high school within a participating county.	Pre-Employment Transition Services is for students 14-21 who have a 504, an Individualized Education Program, or a documented disability. They must attend an accredited school, which includes a secondary school, General Education Development program, post-secondary, or a homeschool program.	School-to-Work is for students who live in a county that provides the program. They must be eligible for Developmental Disabilities Administration, in the last year of their transition program and of the ages 20-21.	Blind, Deaf-blind and Low Vision children, students and young adults ages birth through 21.
What does it include?	An Individualized Education Program Transition Plan includes: • Transition assessment • Appropriate and measurable post-secondary goals • Individualized transition services • Relevant course of study and annual IEP goals • Coordinated services with adult agencies	Each individual will be connected to a provider who will develop a strength based person-centered report to identify needed supports, key skills and make a meaningful connection to a job. The plan will also help individuals gather critical documents and identify important next steps for their employment goals.	Pre-Employment Transition Services program: activities on self-advocacy, work readiness, job exploration, work-based learning, and counseling on post-secondary training.	Individuals will work with an employment provider to establish a job goal, develop skills and tools for employment and then have individualized support during the transition from school to employment.	• Explorers B-13 program: activities to gain self-awareness, confidence and peer social engagement. • Pre-Employment Transition Services program: activities on self-advocacy, work readiness, job exploration, work-based learning, and counseling on post-secondary training. • Transition services: post-secondary education, vocational training, job search, supports getting and keeping a job.

Department of Services for the Blind · Washington Office of Superintendent of Public Instruction · Washington State Rehabilitation Council · DSHS

Most recent version and language translations of this document available at WSRCWA.org

Publication date: November 2024 1

Impacts and Recommendations

Disability support partners, agencies, and the individuals they collectively serve have elevated incredible stories about how this resource has been integrated into the agency, community, and school partner outreach to elevate awareness of services available to support post-school journey and employment goals.

> *"The Washington State Transition Map has become an essential tool in my work supporting students with disabilities and their families. It provides a clear, accessible way to visualize the complex systems involved in transition and helps families, schools, and partner agencies understand how DVR, schools, and community programs connect. In the field, I've used it to guide conversations during transition planning meetings, helping everyone see where a student is in their journey and what steps come next. It's made collaboration easier and given families a sense of direction and confidence as they navigate the process toward employment and adulthood."*
>
> *Sam Blazina, DVR Pre-Employment Transition Services Program Manager*

Recommendations include updating the Washington State Transition Map to include updated eligibility information related to the special education extension to 22, updated agency information, and when students should start the application process.

Workforce and Business

The unemployment and underemployment of people with disabilities in Washington State is significantly higher compared to the non-disabled population. A proven workforce strategy that assists in closing this gap is through the development of business relationships with disability service agencies like DVR and DSB. Some proven effective strategies that improved employer's practices for hiring people with disabilities was through accessibility training, the development of work based learning experiences, and customized employment.

Customized employment is a commonly used and effective strategy for addressing the underemployment of people with intellectual and developmental disabilities. However, the number of hours worked per week is typically lower. For example, for customers of DVR, the median hours worked per week by individuals....

Data analysis of median earnings for participants in DVR services indicate that individuals with intellectual and developmental disabilities earn a median hourly wage of $17.39 per hour but work significantly fewer hours per week than other DVR participants with a different primary disability type.



For example, the median hours worked per week by individuals with intellectual and developmental disabilities are **11.5 hours per week** compared to people with behavioral health/psychosocial disabilities who work a median **23 hours per week**.

Individuals with intellectual and developmental disabilities have expressed interest in working between 15 and 20 hours per week, but this level of hours is not being met.



"Many Community Rehabilitation Providers elevated that the employment hour requirements are too rigid to meet the needs of some students with intensive support needs."

"Educators elevated the need for targeted technical assistance to develop employer agreements and expand employer and community partnerships"

To address the underemployment of people with intellectual and developmental disabilities, the following strategic areas have been identified to initiate improvements in this area:

- Engage with businesses as well as state and local government as employers to identify support needs businesses/employers have that are not currently met to ensure these do not prevent or reduce hiring people into jobs that have at least 15 – 20 hours per week. Leverage vocational rehabilitation supports to businesses to address these needs.
- Engage with DVR participants, families, and service providers to identify barriers individual's experience to working their desired number of hours per week (for example unmet transportation needs, personal care needs, etc.). Utilize this information to plan for service improvements.
- Partner with DDA to enhance service coordination and collaboration for people participating in DVR services and DDA employment services.

- Examine service and contract structures with Community Rehabilitation Programs and other vendor partners to determine what improvements could be made to support and incentivize an increase in hours per week for those individuals seeking more work.
- Develop targeted technical assistance to support expanded employer partnerships that can be used by across providers, districts and agency partners.
- Identify barriers and biases that prevent individuals from fully engaging in employment through discussions with business leaders, community partners, system advocates, families, and DVR participants.

DSHS Integration Feedback Themes

A significant theme from the listening sessions as well as feedback submitted by Association of County Human Services (ACHS) and the Community Employment Alliance (CEA) (see Appendix F-2 and F-3) was around DSHS Integration to streamline and improve the customer experience between DDA and DVR services and to prevent gaps in services. While the listening session participants focused heavily on DSHS Integration the recommendations below largely apply to improved system navigation of coordinated transition services generally and thus are reflected throughout the report as well.



Listening Session Feedback included recommendations around:

1. ***Need for a centralized transition navigation system***

   Participants recommended: a centralized statewide transition website, single point of contact models, and consolidated navigation infrastructure.

2. ***Simplified enrollment and application processes***

   Participants specifically recommended: streamlining enrollment, simplifying applications, and coordinating access between systems.

3. ***Better alignment of DVR and DDA/DDCS eligibility and timelines***

   A major recurring issue was DVR timelines and DDA/DDCS eligibility timelines do not align well causing untimely gaps in services and leading to loss of student progress and momentum. Participants described delays between systems, and gaps of long waitlists between services.

   Recommendations included: aligning age requirements, aligning eligibility structures, synchronizing timelines, and coordinating transitions between programs to prevent gaps. Additionally, a primary recommendation by Counties, CEA and CRP as well as some students/families and advocates) was that that Job Foundations and school to work be administered by DDA to support continuity of services and specialized expertise for servicing students with IDD.

4. ***Data integration at DSHS level to make service delivery and improvement decisions - currently much of data is not able to be seen together presenting a large barrier***

SUMMARY

Washington State has made measurable and strategically significant progress in improving educational and post-school outcomes for students with disabilities through coordinated transition efforts. Investments in inclusive education practices, interagency transition infrastructure, and data-informed outreach are yielding demonstrable educational benefits, particularly for the focus student group. These efforts advance the core goals of the Transition Collaborative; to minimize gaps in transition services from school to post school life for the focus student group and to support successful transitions to their post school activities. While outcomes are improving, persistent disparities for the focus student group underscore the need for continued legislative attention to statewide consistency, system capacity, and cross-agency alignment to ensure that educational gains translate into durable adult outcomes.

Bright Spots: Evidence of Educational Benefit and System Impact

Increased Access to Inclusive Education Environments

Washington has achieved substantial gains in inclusive instructional access for students in the focus student group, a key indicator of educational quality and rigor.

- From 2019 to 2025, the percentage of these students (all ages) educated in general education settings for 80–100 percent of the school day increased by 33.3 percent.
- For transition-age students (ages 16–21), inclusion increased by more than 50 percent over the same period.

These gains reflect improved implementation of IDEA's least restrictive environment requirements and are strongly associated with higher expectations, access to grade-level instruction, and improved post-school outcomes.

Improved Educational Completion Outcomes.

The graduation rate for students with disabilities increased from 61.7 percent in 2017–18 to 65.4 percent in 2023–24, representing nearly a six-percentage-point improvement.

This trend suggests that investments in inclusive practices, transition planning, and coordinated supports are strengthening student persistence and completion: key legislative indicators of system effectiveness and educational return on investment.

Demonstrated connection between education and employment preparation.

Targeted transition initiatives are producing strong education to employment outcomes.

- Among students completing the Job Foundation Program, 86 percent secured authorization for ongoing Individual Employment Services, and 100 percent were connected to the Division of Vocational Rehabilitation.

These results demonstrate the educational value of structured, work-based learning experiences embedded within the secondary program and reinforce the requirement that transition services be results-oriented and employment-focused.

Expanded Statewide Access to Transition Services.
Legislative and agency investments have more than doubled county-level access to School-to-Work services, expanding from 21 percent of counties in 2022 to nearly half of all counties by 2025.

This expansion strengthens educational equity by increasing access to career preparation and community-based instruction regardless of geographic location.

Data-driven Coordination Improving Educational Continuity.
The first statewide deployment of cross-agency student data sharing resulted in 16,825 records shared with transition agencies in 2024–25. This initiative enabled identification of students not yet connected to services and supported earlier, more intentional outreach.

This system improvement directly supports continuity of services beyond graduation and reduces the likelihood that educational progress made in high school is lost due to service gaps at exit.

Extension of Eligibility to Age 22 as Lever for Improving Coordination of Transition Services
The extension of special education eligibility through the end of the school year in which a student turns 22 represents a high-impact policy decision. For students with significant support needs, this additional time allows for extended instruction, community-based learning, and supported employment exploration at a developmentally appropriate pace. This policy strengthens educational outcomes by reducing abrupt exits, enabling skill generalization, and allowing for intentional overlap with adult services.

Challenges and Barriers: Persistent System Gaps Affecting Educational Outcomes

Uneven Student Engagement and Post-school Outcomes.
Despite system improvements, the focus student group continues to experience substantially lower engagement and employment outcomes.

- Postsecondary Engagement rates have remained relatively flat for over a decade and lag significantly behind those of other students with disabilities.
- Competitive employment rates are less than half those of the broader special education population.

These gaps indicate that educational gains are not yet translating consistently into post-school success for the focus student group.

Fragmented Transition Systems and Misaligned Timelines.

A well-documented barrier in transition systems is the misalignment between K–12 education timelines and adult service eligibility, intake, and funding cycles. Schools are required to provide transition services until exit, while adult systems often cannot formally engage until after eligibility determinations are complete. This structural misalignment contributes to service gaps, delayed engagement, and loss of momentum following graduation.

Inconsistent Implementation Across Regions and Districts.

While statewide policies are in place, local implementation varies widely due to differences in staffing capacity, regional infrastructure, and access to community partners. This variability results in inequitable educational experiences and outcomes depending on geography, despite uniform statutory requirements.



"Rural inequities and rural access barriers continue to create inconsistent access barriers and inconsistent transition barriers. Transportation and internet access continue to be major barriers to transition services and outcomes. "

Capacity Constraints Across Education and State and County Transition Partners.

Staffing shortages, turnover, and workload pressures across school districts, educational service districts, state agencies, counties, and providers limit the ability to sustain high-quality transition planning. Additionally, there is a need for more job readiness and work-based learning experiences for students. These capacity challenges affect timely assessments, meaningful family engagement, coordinated planning meetings, and follow-through on transition activities; all of which are essential to educational benefit.



"Many Transition Specialist roles in districts are reported to be reduced or eliminated because of budget constraints."

Complexity and Lack of Shared Understanding Across Systems.

Transition systems remain difficult for students and families to navigate. Differences in terminology, eligibility criteria, funding rules, and service models across education, vocational rehabilitation, and developmental disability systems create confusion and reduce effective participation. Without clear, shared messaging and coordinated guidance, families often experience the transition process as fragmented and opaque.

The Persistent "Cliff" at Exit.

Although recent policy changes are beginning to soften the transition cliff, many students and families still experience a sharp reduction in services and supports upon leaving the high school. This cliff undermines the educational investments made during high school and can result in regression, disengagement, or delayed entry into employment or postsecondary pathways. Additionally, individuals with intellectual and developmental disabilities have expressed interest in working between 15 and 20 hours per week, but this level of hours is not being met.

Recommendations: Legislative Opportunities to Strengthen Educational Impact

To improve long-term outcomes and smooth transitions for students with disabilities from school to adult life, WA should expand its investments in inclusionary practices to ensure access to high quality general education settings and curricula for the focus student group and continue to invest in the cross-systems collaboration. Washington should continue advancing a consistent, statewide approach to coordinated transition planning and service delivery. Legislative support can reinforce alignment between education and adult systems, clarify expectations, and promote equitable implementation and continue to invest in the cross-system collaboration tools of the data share, school to work and network of regional and statewide transition council.

Priority actions include strengthening statewide guidance on coordinated transition timelines; supporting intentional service overlap where appropriate; and clarifying how school-based transition services can be aligned with, but not replaced by, adult services. Continued investment in cross-agency data sharing, joint professional learning, and regional transition networks will further improve continuity and outcomes.

Additional recommendations include:

- Enhancing the Consent to Share Student Information initiative through clearer communication, family-facing resources, and strategic outreach partnerships will increase its effectiveness and educational impact.
- Updating the Washington State Transition Map to reflect current eligibility policies and include when students should start the application will further support transparency and system navigation.
- More job readiness activities and work-based learning experiences
- Update and streamline the experience students and families have with transition including starting services earlier to improve student employment outcomes

Sustained and predictable funding for foundational transition infrastructure, particularly School-to-Work services, remains essential to ensuring that improved policies and practices result in long-term educational and economic benefits for students with disabilities and for Washington State as a whole.

Strategic improvement efforts are needed to address the underemployment of people with intellectual and developmental disabilities. Key recommendations include:

- Engage businesses, state and local government employers, and community partners to identify unmet employer support needs that may limit hiring, particularly for jobs offering at least 15–20 hours per week.
- Identify system and individual barriers that impact and utilize this information to plan for service improvements.
- Develop targeted technical assistance to support expanded employer partnerships that can be used by across counties, providers, districts and agency partners.

- Review service and contract structures with community rehabilitation programs and other vendors to improve support and incentives for increased work hours for those that want them.

Closing

It is important to note that this report is intended to provide an update of the status of transition-related work and opportunities for continued advancement in Washington State rather than a comprehensive evaluation of all issues and efforts raised by partners. The feedback received by listening session participants identified numerous opportunities for further exploration, analysis, and system improvement related to transition planning, service coordination, employment, postsecondary education, independent living, family engagement, and cross-system alignment. The Transition Collaborative recognizes the value of these contributions and will continue to review and build upon the feedback provided to inform future system improvement efforts. This includes ongoing work to strengthen statewide messaging, improve coordination and integration across transition service systems, enhance navigation and access for students and families, and advance collaborative strategies that improve transition outcomes for students with disabilities across Washington State.

The Transition Collaborative is deeply appreciative of the time, expertise, honesty, and lived experience shared by the community throughout this process and recognizes community engagement as essential to the ongoing continued improvement of transition systems across Washington state.

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Appendix A: Detailed Post-School Data

The four tables below include detailed post-school engagement data[25] for students included in the focus student group.

Table A-1: Washington Post-school Engagement Data for Students with Autism

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	459	27.89%	11.11%	4.79%	16.78%	60.57%	39.43%
2014–15	431	28.07%	11.83%	4.87%	14.15%	58.93%	41.07%
2015–16	534	27.34%	16.29%	3.93%	15.17%	62.73%	37.27%
2016–17	540	27.41%	16.67%	5.19%	15.00%	64.26%	35.74%
2017–18	597	27.64%	16.92%	5.70%	14.24%	64.49%	35.51%
2018-19	669	24.36%	16.74%	6.28%	13.30%	60.69%	39.31%
2019-20	745	20.67%	10.20%	6.71%	16.51%	54.09%	45.91%
2020-21	677	21.71%	14.62%	3.84%	19.20%	59.38%	40.62%
2021-22	698	23.21%	21.63%	6.88%	10.60%	62.32%	37.68%
2022-23	913	23.22%	16.10%	5.26%	13.69%	58.27%	41.73%

Table A-2: Washington Post-school Engagement Data for Students with Intellectual Disability

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	328	3.96%	10.06%	5.49%	25.61%	45.12%	54.88%
2014–15	330	3.64%	13.64%	3.33%	26.97%	47.58%	52.42%
2015–16	360	3.06%	15.83%	3.89%	25.83%	48.61%	51.39%
2016–17	392	5.87%	19.90%	3.83%	20.92%	50.51%	49.49%
2017–18	364	4.40%	20.60%	5.49%	20.88%	51.37%	48.63%
2018-19	387	4.65%	17.31%	5.43%	23.00%	50.39%	49.61%
2019-20	387	1.55%	12.14%	5.94%	27.39%	47.03%	52.97%
2020-21	217	2.76%	11.98%	5.07%	25.81%	45.62%	54.38%
2021-22	248	4.03%	21.77%	3.63%	18.55%	47.98%	52.02%
2022-23	369	2.44%	15.44%	8.13%	17.89%	43.90%	56.10%

[25] Source: CCTS 2022-2023 Unpublished raw Post-School Outcome data

Table A-3: Washington Post-school Engagement Data for Students with Multiple Disabilities

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	170	4.12%	2.94%	2.35%	20.00%	29.41%	70.59%
2014–15	205	6.34%	11.22%	5.85%	19.02%	42.44%	57.56%
2015–16	184	6.52%	10.87%	5.43%	19.02%	41.85%	58.15%
2016–17	189	6.35%	9.52%	4.76%	15.34%	35.98%	64.02%
2017–18	197	7.11%	11.17%	6.09%	9.14%	33.50%	66.50%
2018-19	236	5.51%	11.02%	8.90%	9.75%	35.17%	64.83%
2019-20	229	5.24%	3.93%	6.11%	12.66%	27.95%	72.05%
2020-21	150	4.00%	6.67%	2.67%	18.00%	31.33%	68.67%
2021-22	172	6.98%	14.53%	4.07%	14.53%	40.12%	59.88%
2022-23	240	8.75%	10.00%	4.17%	13.75%	36.67%	63.33%

Table A-4: Washington Post-school Engagement Data for the Focus Student Group

Year	Sample Size	Higher Ed	Competitive Employment	Other Education	Other Employment	Any Engagement	No Engagement
2013–14	957	15.46%	9.30%	4.60%	20.38%	49.74%	50.26%
2014–15	966	15.11%	12.32%	4.55%	19.57%	51.55%	48.45%
2015–16	1078	15.68%	15.21%	4.17%	19.39%	54.45%	45.55%
2016–17	1121	16.32%	16.59%	4.64%	17.13%	54.68%	45.32%
2017–18	1158	16.84%	17.10%	5.70%	15.46%	55.09%	44.90%
2018-19	1292	15.02%	15.87%	6.50%	15.56%	52.94%	47.06%
2019-20	1361	12.64%	9.70%	6.39%	18.96%	47.69%	52.31%
2020-21	1044	15.23%	12.93%	3.93%	20.40%	52.49%	47.51%
2021-22	1118	16.46%	20.57%	5.72%	12.97%	55.72%	44.28%
2022-23	1522	15.90%	14.98%	5.78%	14.72%	51.38%	48.62%

Source: CCTS 2013-2023 Unpublished raw Post-School Outcome data

Appendix B: Post School Outcomes: Question 18

The tables below include analysis of the data for question 18, on the Post-School Survey which is administered annually by phone call to former students ages 16-21 with an Individual Education Program (IEP) one year after the student graduated or permanently exited high school. The data below reflects the self-reported answer to the question "In the year since leaving high school, did you connect with an adult service agency?"

Data are not displayed in years with fewer than 10 respondents (N/A).

Table B-1: Division of Vocational Rehabilitation Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	590	557	392	391	566
Percent of WA state Respondents	8.59%	7.77%	6.26%	6.00%	7.89%
Number of Focus Group Respondents	363	340	228	244	369
Percent of Focus Group Respondents (of WA state Respondents)	5.29%	4.74%	3.64%	3.74%	5.15%

Table B-2: Developmental Disabilities Administration (DDCS) Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	426	452	265	359	498
Percent of WA state Respondents	6.20%	6.30%	4.23%	5.50%	6.94%
Number of Focus Group Respondents	325	356	191	235	361
Percent of Focus Group Respondents (of WA state Respondents)	4.73%	4.97%	3.05%	3.60%	5.03%

Table B-3: Washington State Department of Services for the Blind Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
All Responders # Connections	N/A	13	12	N/A	21
All Responders # Connections	N/A	0.18%	0.19%	N/A	0.29%
Focus Group Responders # of Connection	N/A	N/A	N/A	N/A	N/A
Focus Group Responders % of Connection	N/A	N/A	N/A	N/A	N/A

Table B-4: Job Corps Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
All Responders # Connections	100	56	45	70	62
All Responders # Connections	1.46%	0.78%	0.72%	1.07%	0.86%
Focus Group Responders # of Connection	13	N/A	N/A	11	N/A
Focus Group Responders % of Connection	0.19%	N/A	N/A	0.17%	N/A

Table B-5: WorkSource Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	147	101	108	112	141
Percent of WA state Respondents	2.14%	1.41%	1.72%	1.72%	1.97%
Number of Focus Group Respondents	18	17	20	15	25
Percent of Focus Group Respondents (of WA state Respondents)	0.26%	0.24%	0.32%	0.23%	0.35%

Table B-6: Disability Support Services-College Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	160	195	141	112	149
Percent of WA state Respondents	2.33%	2.72%	2.25%	1.72%	2.08%
Number of Focus Group Respondents	49	59	32	33	46
Percent of Focus Group Respondents (of WA state Respondents)	0.71%	0.82%	0.51%	0.51%	0.64%

Table B-7: Mental Health Provider Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	94	128	91	97	99
Percent of WA state Respondents	1.37%	1.79%	1.45%	1.49%	1.38%
Number of Focus Group Respondents	24	36	25	24	30
Percent of Focus Group Respondents (of WA state Respondents)	0.35%	0.50%	0.40%	0.37%	0.42%

Table B-8: Social Security Administration (SSA)[26]

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
All Responders # Connections	N/A	N/A	N/A	N/A	260
All Responders # Connections	N/A	N/A	N/A	N/A	3.63%
Focus Group Responders # of Connection	N/A	N/A	N/A	N/A	168
Focus Group Responders % of Connection	N/A	N/A	N/A	N/A	2.34%

Table B-9: Other Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	263	260	192	188	186
Percent of WA state Respondents	3.83%	3.63%	3.07%	2.88%	2.59%
Number of Focus Group Respondents	133	139	80	80	103
Percent of Focus Group Respondents (of WA state Respondents)	1.94%	1.94%	1.28%	1.23%	1.44%

Table B-10: Don't Know/Declined to Answer Agency Connections

	2018-2019 Leavers	2019-2020 Leavers	2020-2021 Leavers	2021-2022 Leavers	2022-2023 Leavers
Number of Respondents	45	36	42	40	49
Percent of WA state Respondents	0.66%	0.50%	0.67%	0.61%	0.68%
Number of Focus Group Respondents	20	17	14	12	24
Percent of Focus Group Respondents (of WA state Respondents)	0.29%	0.24%	0.22%	0.18%	0.33%

Source: CCTS 2022-2023 Unpublished raw Post-School Outcome data

[26] Prior to 2022-23, Social Security Administration connections were included in Other Agency Connections.

Appendix C: Washington Consent to Share Data Details

OSPI Consent to Share Data Pilot

The Consent Form was first published in April 2023, followed by the recruitment of 36 pilot districts representing each of the nine Educational Service Districts (ESDs), including medium, large, and extra-large districts across the state. In February 2024, OSPI launched the Consent Collection Platform with participating districts, marking a key milestone in the pilot phase. An Interagency Data Share Agreement was finalized in summer 2024, enabling pilot data to be shared with transition agencies in September 2024. A survey deployed to pilot districts provided feedback to inform statewide implementation, support continuous improvement of both the consent form and platform. Full statewide data sharing began September 2025, marking the transition from pilot to full implementation.

OSPI Consent to Share Data Breakdown

In the 2023-24 school year (pilot year) 1415 student records were shared with the state transition agencies on 10/14/2024. In 2024-2025 school year (statewide deployment) 16,825 student records were shared with the state transition agencies on 9/11/2025.

Table C-1: Washington Consent to Share Data, 2023-24 School Year (Pilot Year)

Age at End of Reporting Period	Autism (AUT)	Communication Disorder (CD)	Emotional/ Behavioral Disability (EBD)	Other Health Impairment (OHI)	Intellectual Disability (ID)	Multiple Disabilities (MD)	Specific Learning Disability (SLD)	All Others	**Focus Student Group**	**Total Consent Received**
15	3		1	7	2	1	6	0	6	20
16	59	7	34	113	24	7	183	11	90	438
17	57	12	21	110	23	4	192	11	84	430
18	49	3	19	91	28	10	139	8	87	347
19	17		6	27	20	6	30	4	43	110
20	6	1	2	13	12	6	3	1	24	44
21	13			3	5	4	1	0	22	26

Table C-2: Washington Consent to Share Data, 2024-25 School Year (All LEAs participating)

Age at End of Reporting Period	Autism (AUT)	Communication Disorder (CD)	Emotional/ Behavioral Disability (EBD)	Other Health Impairment (OHI)	Intellectual Disability (ID)	Multiple Disabilities (MD)	Specific Learning Disability (SLD)	All Others	**Focus Student Group**	**Total Consent Received**
16	653	39	206	1224	226	154	1562	60	1033	4124
17	770	26	216	1431	241	192	1846	74	1203	4796
18	685	21	167	1282	292	160	1681	73	1137	4361
19	441	10	60	477	219	145	542	48	805	1942
20	274	2	24	189	178	143	101	12	595	923
21	229		8	95	146	130	41	12	505	661
22	16		3	3	14	8		1	38	45

Consent to Share Data Cross-walked with CARE Data

CARE Web is the comprehensive client database used by the Developmental Disabilities Administration .

A Match in CARE means that a person has at some point applied for DD services. This includes both active and inactive status.

Individuals with a match in CARE who are Inactive either:

- applied and were determined ineligible or
- had applied and were determined eligible but have had their eligibility expire and did not renew, or
- have moved out of state.

A Match in CARE and Active status means that a person has been determined eligible for DD enrollment. This includes individuals who are enrolled but not receiving any paid services and those who are receiving paid services through HCBS waiver or Community First Choice.

Table C-3 crosswalks the consent to share data with students who are currently engaged with or being served by DDA, identifying both connected students and those potentially eligible but not yet engaged. As predicted in the definition of the "focus group" the crosswalk shows that IDEA disability types of Autism, Intellectual Disability and Multiple Disability are among the IDEA categories most frequently overlapping with DDA eligibility. The crosswalk also reveals that there is similar overlap with the IDEA category of Health Impairment andDDA eligibility. This analysis enables clearer identification of outreach priorities within the transition-age population.

A note for the following tables in this Appendix: Datapoints with fewer than 11 observations and have been suppressed for student privacy. Except for those enrolled in Non Public Agencies, the Least Restrictive Environment category includes ages 6 to 21 regardless of grade level and Age 5 not grade level PK.

Table C-3: Disability Details for Children who Consented to Share Student Information with State Transition Agencies in 2024 and 2025 who are Matched in CARE

	2024		2025	
TOTAL Student Consents Received	*1,416*		*16,852*	
Matched with CARE	311 (22%)		4,920 (29%)	
Of those matched in CARE…				
Percent active in CARE	186 (60%)		3,239 (66%)	
IDEA Disability Type *(of those matched in CARE)*	2024 Count	2024 Percent	2025 Count	2025 Percent
Emotional/Behavioral Disability	–	–	84	2%
Orthopedic Impairment	–	–	27	1%
Health Impairment	64	21%	993	20%
Specific Learning Disability	30	10%	410	8%
Intellectual Disability	66	21%	843	17%
Multiple Disabilities	32	10%	747	15%
Deafness	0	0%	14	0%
Hearing Impairment	–	–	20	0%
Visual Impairment	–	–	14	0%
Deaf-Blindness	0	0%	–	–
Communication Disorders	–	–	–	–
Autism	97	31%	1,725	35%
Traumatic Brain Injury	–	–	29	1%

Source: OSPI Data Sets transferred to DSHS (2024-2025), and CARE Data Warehouse extracts on 11/6/2024 and 10/17/2025.

Table C-4: 2025 Details for Children who Consented to Share Data that Matched to CARE, including Race, English Language Learner programming, and Least Restrictive Environment

	2025 Matched to CARE	
TOTAL Student Consents Received	*16,852*	
Matched with CARE	4,920	29%
Of those matched with CARE…		
Percent active in CARE	3,239	66%
Race Type		
American Indian/Alaskan Native	57	1%
Asian	359	7%
Black/African American	308	6%
Hispanic/Latino of any race(s)	1,191	24%
White	2,531	51%
Native Hawaiian/Other Pacific Islander	50	1%
Two or More Races	424	9%
English Language Learner (ELL) Programming		
A - Two Way Dual Language	–	–
B - Transitional Bilingual - Late Exit	–	–
C - Transitional Bilingual - Early Exit	–	–
D - Content ESL (sheltered instruction)	362	7%
E - Supportive Mainstream	485	10%
N - Newcomer Program	–	–
P - Waiver (Parent Waiver from Program Services)	22	0%
Not ELL	4,037	82%
Least Restrictive Environment (LRE) Category		
1 - 80% - 100% Regular Class	1,339	27%
2 - 40% - 79% Regular Class	1,825	37%
3 - 0% - 39% Regular Class	1,585	32%
4 - Public Separate Day School	28	1%
5 - Private Separate Day School	–	–
6 - Public Residential Facility	22	0%
7 - Private Residential Facility	–	–
8 - Homebound or Hospital Program	29	1%
9 - Parentally-placed in Private Schools (PPPS)	–	–
10 - Home Schooled/Part-Time Enrolled	–	–
11 - Non-Public Agency	19	0%
12 - Non-Public Agency-Day School	53	1%
30 - Correctional Facility	–	–

Source: OSPI Data Sets transferred to DSHS (2024-2025), and CARE Data Warehouse extracts on 11/6/2024 and 10/17/2025.

Table C-5: 2025 Details for Children who Consented to Share Data and then Did, or Did Not, Match to CARE+

	2025 *Matched to CARE*		2025 *No Match to CARE*	
TOTAL	*4,920*		*11,932*	
With exit date	574	12%	2676	22%
IDEA Disability Type				
Emotional/Behavioral Disability	84	2%	600	5%
Orthopedic Impairment	27	1%	–	–
Health Impairment	993	20%	3,708	31%
Specific Learning Disability	410	8%	5,363	45%
Intellectual Disability	843	17%	473	4%
Multiple Disabilities	747	15%	185	2%
Deafness	14	0%	37	0%
Hearing Impairment	20	0%	48	0%
Visual Impairment	14	0%	51	0%
Deaf-Blindness	–	–	–	–
Communication Disorders	–	–	89	1%
Autism	1,725	35%	1,343	11%
Traumatic Brain Injury	29	1%	25	0%
Race Type				
American Indian/Alaskan Native	57	1%	269	2%
Asian	359	7%	329	3%
Black/African American	308	6%	682	6%
Hispanic/Latino of any race(s)	1,191	24%	3,677	31%
White	2,531	51%	5,808	49%
Native Hawaiian/Other Pacific Islander	50	1%	118	1%
Two or More Races	424	9%	1,046	9%
English Language Learner (ELL) Status				
A - Two Way Dual Language	–	–	–	–
B - Transitional Bilingual - Late Exit	–	–	31	0%
C - Transitional Bilingual - Early Exit	–	–	–	–
D - Content ESL (sheltered instruction)	362	7%	818	7%
E - Supportive Mainstream	485	10%	1,331	11%
N - Newcomer Program	–	–	12	0%
P - Waiver (Parent Waiver from Program Services)	22	0%	51	0%
Not ELL	4,037	82%	9,679	81%
Least Restrictive Environment (LRE) Category				
1 - 80% - 100% Regular Class*	1,339	27%	8528	71%
2 - 40% - 79% Regular Class*	1,825	37%	2762	23%
3 - 0% - 39% Regular Class*	1,585	32%	428	4%
4 - Public Separate Day School*	28	1%	26	0%
5 - Private Separate Day School*	–	–	0	0%
6 - Public Residential Facility*	22	0%	25	0%
7 - Private Residential Facility*	–	–	0	0%
8 - Homebound or Hospital Program*	29	1%	–	–
9 - Parentally-placed in Private Schools* (PPPS)	–	–	0	0%
10 - Home Schooled/Part-Time Enrolled*	–	–	13	0%
11 - Non-Public Agency	19	0%	20	0%

Least Restrictive Environment (LRE) Category				
12 - Non-Public Agency-Day School	53	1%	72	1%
30 - Correctional Facility*	–	–	52	0%

Source: OSPI Data Sets transferred to DSHS (2024-2025), and CARE Data Warehouse extracts on 11/6/2024 and 10/17/2025.

Appendix D: DDA Data Utilization Workgroup Recommendations

With the first set of data expected from participating districts in fall 2024, DDA convened an informal 5790 Data Utilization Workgroup. Partners from DVR, OSPI, DSB, DDC, WSRC and representatives from the Association of County Human Services met monthly between July 2024 and July 2025 to identify steps necessary for receiving and making use of the new data.

Initially, the workgroup set an ambitious goal of developing joint communication materials and a collaborative outreach strategy, using the new data share to follow up with families who had consented, and support earlier connections to services students are potentially eligible to receive.

As the workgroup began unpacking what the data would and would not include, and what resources were available to dedicate to collaborative outreach, the workgroup revised its goals to:

- recommend enhancements to the consent form and process, and
- identify additional resources needed to support ongoing, collaborative outreach.

The group identified three areas requiring further attention to enable effective use of this new data share which are described in greater detail below.

1. Enhancements to the consent form to enable direct, timely, and tailored follow up with families.
2. Additional resources to sustain collaborative and equitable outreach making use of the data.
3. A collaborative workspace for state agency, county, and school district staff to troubleshoot implementation challenges as the consent form is updated and referral networks are solidified.

Enhancements to the data share and consent form are necessary to enable direct, timely, and tailored follow up with families.

Direct

At the time this new data share effort was launched, OSPI did not collect or maintain contact information for students or families. Because contact information was not available in OSPI's CEDARS database,[27] it was not included in the data elements shared by OSPI to DSHS, DSB and counties in the pilot year (2024) or in the first year of statewide rollout (2025).

Without this contact information, staff at DSHS, DSB and Counties are limited in the ability to use the new data share to follow up with families to learn more about what services they might want and be eligible to receive.

The workgroup identified potential solutions to remedy this gap, including:

1. Propose amendments to relevant statutes to authorize OSPI to collect and share student contact information for the purposes outlined in SB 5790.

[27]Since then, the legislature has directed districts to report and OSPI to collect contact or "directory" information for high school students to facilitate meaningful data sharing with the Washington State Achievement Council and institutions of higher education. RCW 28A.150.515; see also: Student Data Directory User Guide; and OSPI-WSAC-Data Sharing_2024_WSAC_OnePager.pdf.

2. Amend the consent form to enable families to consent to have their school district disclose student contact information to the state transition agencies and counties, along with OSPI.

Adding contact information in the state level data share and also amending the consent form to enable direct information sharing from the school district to transition partners could also increase the timeliness of follow up with families.

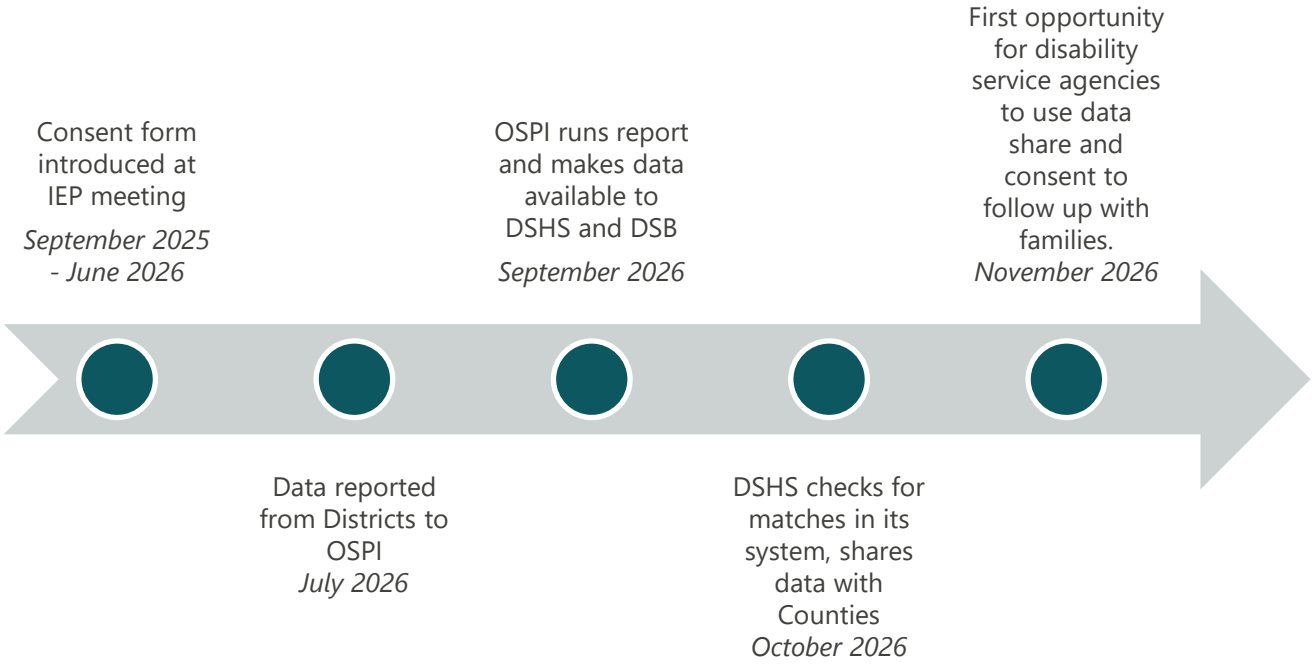
Timely

As the consent form and data share are currently structured, there is a **minimum of three months and up to a year or more delay** between when a family signs the consent and when disability service agencies have the first opportunity to follow up with the family.

School districts present the consent forms at annual IEP meetings, which can occur at any point during the school year. Districts complete their data reporting to OSPI in the summer, and OSPI shares the prior year's data with DSHS and DSB early in the fall. DSHS then checks for matches in its systems and distributes the data to each County Developmental Disabilities program.

With this flow: from IEP team to district to OSPI to DSHS and DSB to County, staff who want to use this data to follow up with families first learn of a family's consent up to one year or more after the family has given consent.

The figure below is a visual timeline of the current flow of the consent and data share.



The proposed solution of amending the consent form to enable families to have the school district disclose information directly could substantially tighten this timeline.

Depending on local resources and practices, school districts could follow up with local transition agency partners immediately following the IEP meeting when consent is obtained, or on a periodic basis during the school year as they collaborate with partners in regional transition networks.

Authorizing without mandating this local data sharing could enable school districts to set up processes that work within their systems and existing resources.

Continuing to share the data at the state level would enable the state agencies to target additional resources to those areas where fewer students are connecting early to transition agencies.

Empowering school districts to disclose the same information directly to their local partners would have the additional benefit of enabling more tailored referrals and follow up with families.

Tailored

One of primary goals behind the establishment of the new data share and other components of SB 5790 was to lift the burden of complex systems navigation off the shoulders of families and connect more students who are potentially eligible to developmental disabilities services at earlier ages.

This requires all partners to build a shared understanding of who is "potentially eligible for developmental disabilities services."

Only a subset of the total population of students with IEPs will likely be eligible for DDA adult services. However, there currently is no single data point or set of data points that would enable accurate identification of which students among all students with IEPs are potentially eligible for DD services.[28]

Historically, school and disability service systems have estimated DD eligible student populations by combining students identified under the IDEA eligibility categories of Autism, Intellectual Disability and Multiple Disabilities. Knowing that this would be both under and over inclusive, it has provided general estimates that more or less line up with national prevalence estimates.

One thing the new data share shows, though, is that in fact, a significant percent of students who are eligible for DD services have been identified under other IDEA eligibility categories, including Other Health Impaired, Emotional/Behavior Disability, and Speech and Language Impairment. See Appendix C: Washington Consent to Share Data Details for more information.

In the absence of a data marker, empowering educators who are familiar with a student to share information and consult directly with local disability service agency contacts is the most effective and efficient way to enable tailored referrals for students potentially eligible for DD services.

[28] Our state recently increased capacity to identify students with sensory disabilities, adding a new data field to the CEDARS data to indicate students who are Deaf/hard of hearing or Blind/low vision or a combination. See CEDARS Appendix AL, p.94, https://content.govdelivery.com/attachments/WAOSPI/2024/10/07/file_attachments/3024192/October-2024-Information-from-Partners.pdf

Additional resources to sustain collaborative and equitable outreach making use of the data.

State level resources to update and maintain clear, consistent, and accessible information

Supporting early connections and equitable access to relevant resources across multiple complex service systems requires that all partners have a clear, shared understanding of the roles, responsibilities, and opportunities for each:

- What can students and families expect from schools in transition services?
- What can students and families expect from DVR and DSB?
- Who is potentially eligible and what can eligible individuals expect from DDA?
- How do County DD programs support and facilitate access to DD and VR services?

As rules change and new students, families and staff come through the school and disability service systems, agency staff are challenged to maintain clear, consistent, up-to-date, and accessible informational materials.

Time for Teachers and their Local Partners

While state level collaboration is critical, the primary connections happen at the local level, and local partners need more resources to support, expand, and sustain their work.

The 5790 consent form provides a valuable prompt for discussions between educators and families about the different disability services available through DDA, DVR, DSB and Counties. While educators are not expected to be experts on each of the different service systems, they do need time and resources to learn the basics about the different services available through DVR, DSB, DDA and Counties.

County Developmental Disabilities Programs provide substantial support to local organizations that provide information and education to the community. Several counties facilitate regular regional interagency meetings and have added Transition Program specialists to their staff to support ongoing collaboration with schools. More support is needed to sustain and expand these efforts in other counties.

Additional capacity is needed in DDA field offices to enable staff to be responsive to and proactive in reaching out to education partners, participate in outreach events, attend individual IEP meetings when requested and have resources ready to communicate with families in their primary languages.

DDA Case Resource Managers also need additional time for training and collaboration with families to support their connection with and navigation of early VR services and coordinated planning as they complete their last years of school and prepare to exit special education services. Like teachers, DDA Case Resource managers are not expected to be experts in special education or VR services, but they do need time to build and maintain basic knowledge of those services to facilitate meaningful connections for families.

Similarly, VR agency staff need time for training and collaboration to support more DDA eligible youth in connecting to Pre-Employment Transition Services, Job Foundation, School to Work and other early VR services.

A collaborative workspace for state agency, county, and school district staff to troubleshoot implementation challenges and share best practices.

One of the key "lessons learned" from the one-year informal 5790 Data Share Utilization workgroup was that continued collaboration would be essential to make this new data share the effective tool it was intended to be.

The Statewide Transition Council and Regional Transition Networks, also part of SB5790, provide a potential place for continuing to bring partners together to share updates and receive feedback on what's working with the data share.

Appendix E: Graduation, Diploma And Pathway Data

A student's graduation class year is established in their freshman year of high school based on a four year high school plan. Within each graduation class students may graduate within 4 years, 5 years, 6 years, or 7 years based on their graduation plan and progress. Table E-1 provides a high-level summary of:

- Diploma outcomes for all students, students with IEPs and the Focus Student Group based on graduation class, school year and how many year a student stays in high school (Cohort Year for Reference)
- Graduation Pathway outcomes (ASVAB, CTE Pathway, or Math and ELA Pathway) for all students, students with IEPs and the Focus Student Group based on graduation class, school year and how many year a student stays in high school (Cohort Year for Reference)

Additional detailed data for each graduation pathway is found in Table E-2 through Table E-4.

Table E-1: Graduation Outcomes for Washington Students with Disabilities by Year for ASVAB, CTE and Math ELA Pathways

Class of	Year Of Data	Cohort Year for Reference	Total Graduation Each Year	Total With IEP Graduates Each year	Focus Group Graduates	% Graduated and Met ASVAB pathway	% With IEP and Met ASVAB pathway	% **Focus Group** Graduated and Met ASVAB Pathway	% Graduated And Met CTE pathway	% With IEP and Met CTE pathway	% **Focus Group** Graduated and Met CTE Pathway	% Graduated And Met Math ELA Pathway	% With IEP and Met Math ELA Pathway	% **Focus Group** Graduated and Met Math ELA Pathway
2020	2020	4 Year	69482	5821	655	3.17%	1.89%	2.60%	41.78%	44.65%	40.92%	77.09%	20.43%	40.92%
2020	2021	5 Year	2532	578	167	3.99%	0.87%	0.60%	22.71%	28.89%	20.96%	30.53%	16.96%	39.52%
2020	2022	6 Year	873	378	213	3.44%	1.06%	1.41%	30.36%	34.66%	33.33%	30.70%	36.77%	52.58%
2020	2023	7 Year	791	486	358	1.77%	0.21%	0.28%	27.43%	31.28%	31.84%	45.89%	57.20%	66.76%
2020	All	Dropout	10874	1287	257									
2021	2021	4 Year	70009	6164	747	4.91%	2.30%	2.28%	49.41%	54.54%	43.51%	67.36%	18.40%	36.81%
2021	2022	5 Year	2579	620	184	5.20%	2.74%	2.72%	33.07%	37.74%	34.78%	30.94%	19.68%	43.48%
2021	2023	6 Year	979	393	236	3.27%	1.02%	0.85%	31.26%	36.13%	33.05%	29.62%	38.68%	54.24%
2021	2024	7 Year	519	302	228	3.08%	0.66%	0.00%	30.64%	34.77%	33.33%	42.00%	56.29%	64.91%
2021	All	Dropout	10624	1387	255									
2022	2022	4 Year	70121	6198	738	5.39%	3.24%	3.79%	56.49%	63.89%	52.85%	56.58%	17.34%	32.66%
2022	2023	5 Year	3311	562	147	4.59%	3.56%	1.36%	37.00%	43.59%	38.10%	28.27%	17.08%	38.10%
2022	2024	6 Year	583	217	119	6.35%	3.23%	2.52%	34.99%	41.01%	32.77%	20.41%	36.41%	52.10%
2022	2025	7 Year	396	202	149	2.27%	0.00%	0.00%	31.82%	40.59%	40.27%	29.04%	46.53%	52.35%
2022	All	Dropout	10744	1458	316									
2023	2023	4 Year	71329	6306	808	6.28%	3.54%	5.07%	59.01%	64.70%	59.90%	62.18%	22.28%	37.62%
2023	2024	5 Year	2017	451	138	9.82%	4.66%	4.35%	39.86%	47.23%	51.45%	24.59%	17.07%	35.51%
2023	2025	6 Year	572	209	97	3.85%	0.96%	1.03%	32.17%	38.28%	37.11%	20.28%	32.54%	53.61%
2023	All	Dropout	10488	1106	159									
2024	2024	4 Year	72483	6390	775	7.25%	4.12%	6.32%	61.81%	70.75%	64.90%	63.60%	24.05%	38.71%
2024	2025	5 Year	2127	512	145	7.99%	5.86%	4.14%	32.63%	40.82%	41.38%	20.69%	15.43%	35.86%
2024	All	Dropout	10279	1034	136									
2025	2025	4 Year	74636	6500	810	7.25%	4.00%	4.94%	64.32%	73.55%	65.68%	64.04%	24.89%	42.59%
2025	All	Dropout	8848	695	107									

Source: OSPI CEDARS (2020-2025)

Table E-2: ASVAB Outcome Details for Washington Students with Disabilities by Year

Class of	Year Of Data	Cohort Year for Reference	Total Graduation Each Year And Met ASVAB pathway	Percent Graduation Each Year And Met ASVAB pathway	Graduated With IEP and Met ASVAB pathway	Percent With IEP and Met ASVAB pathway	Focus Group Graduated and Met ASVAB Pathway	Percent Focus Group Graduated and Met ASVAB Pathway
2020	2020	4 Year	2201	3.17%	110	1.89%	17	2.60%
2020	2021	5 Year	101	3.99%	5	0.87%	1	0.60%
2020	2022	6 Year	30	3.44%	4	1.06%	3	1.41%
2020	2023	7 Year	14	1.77%	1	0.21%	1	0.28%
2021	2021	4 Year	3434	4.91%	142	2.30%	17	2.28%
2021	2022	5 Year	134	5.20%	17	2.74%	5	2.72%
2021	2023	6 Year	32	3.27%	4	1.02%	2	0.85%
2021	2024	7 Year	16	3.08%	2	0.66%	0	0.00%
2022	2022	4 Year	3779	5.39%	201	3.24%	28	3.79%
2022	2023	5 Year	152	4.59%	20	3.56%	2	1.36%
2022	2024	6 Year	37	6.35%	7	3.23%	3	2.52%
2022	2025	7 Year	9	2.27%	0	0.00%	0	0.00%
2023	2023	4 Year	4476	6.28%	223	3.54%	41	5.07%
2023	2024	5 Year	198	9.82%	21	4.66%	6	4.35%
2023	2025	6 Year	22	3.85%	2	0.96%	1	1.03%
2024	2024	4 Year	5258	7.25%	263	4.12%	49	6.32%
2024	2025	5 Year	170	7.99%	30	5.86%	6	4.14%
2025	2025	4 Year	5408	7.25%	260	4.00%	40	4.94%

Source: OSPI CEDARS (2020-2025)

Table E-3: CTE Outcome Details for Washington Students with Disabilities by Year

Class of	Year Of Data	Cohort For Reference	Total Graduation Each Year And Met CTE pathway	Percent Graduation Each Year And Met CTE pathway	Graduated With IEP and Met CTE pathway	Percent With IEP and Met CTE pathway	Focus Group Graduated and Met CTE Pathway	Percent Focus Group Graduated and Met CTE Pathway
2020	2020	4 Year	29027	41.8%	2599	44.6%	268	40.9%
2020	2021	5 Year	575	22.7%	167	28.9%	35	21.0%
2020	2022	6 Year	265	30.4%	131	34.7%	71	33.3%
2020	2023	7 Year	217	27.4%	152	31.3%	114	31.8%
2021	2021	4 Year	34590	49.4%	3362	54.5%	325	43.5%
2021	2022	5 Year	853	33.1%	234	37.7%	64	34.8%
2021	2023	6 Year	306	31.3%	142	36.1%	78	33.1%
2021	2024	7 Year	159	30.6%	105	34.8%	76	33.3%
2022	2022	4 Year	39613	56.5%	3960	63.9%	390	52.8%
2022	2023	5 Year	1225	37.0%	245	43.6%	56	38.1%
2022	2024	6 Year	204	35.0%	89	41.0%	39	32.8%
2022	2025	7 Year	126	31.8%	82	40.6%	60	40.3%
2023	2023	4 Year	42088	59.0%	4080	64.7%	484	59.9%
2023	2024	5 Year	804	39.9%	213	47.2%	71	51.4%
2023	2025	6 Year	184	32.2%	80	38.3%	36	37.1%
2024	2024	4 Year	44799	61.8%	4521	70.8%	503	64.9%
2024	2025	5 Year	694	32.6%	209	40.8%	60	41.4%
2025	2025	4 Year	48006	64.3%	4781	73.6%	532	65.7%

Source: OSPI CEDARS (2020-2025)

Table E-4: Math and ELA Pathway Outcome Details for Washington Students with Disabilities by Year

Class of	Year Of Data	Cohort for Reference	Total Graduation Each Year And Met Math ELA Pathway	Percent Graduation Each Year And Met Math ELA Pathway	Graduated With IEP and Met Math ELA Pathway	Percent With IEP and Met Math ELA Pathway	Focus Group Graduated and Met Math ELA Pathway	Percent Focus Group Graduated and Met Math ELA Pathway
2020	2020	4 Year	53565	77.09%	1189	20.43%	268	40.92%
2020	2021	5 Year	773	30.53%	98	16.96%	66	39.52%
2020	2022	6 Year	268	30.70%	139	36.77%	112	52.58%
2020	2023	7 Year	363	45.89%	278	57.20%	239	66.76%
2021	2021	4 Year	47156	67.36%	1134	18.40%	275	36.81%
2021	2022	5 Year	798	30.94%	122	19.68%	80	43.48%
2021	2023	6 Year	290	29.62%	152	38.68%	128	54.24%
2021	2024	7 Year	218	42.00%	170	56.29%	148	64.91%
2022	2022	4 Year	39677	56.58%	1075	17.34%	241	32.66%
2022	2023	5 Year	936	28.27%	96	17.08%	56	38.10%
2022	2024	6 Year	119	20.41%	79	36.41%	62	52.10%
2022	2025	7 Year	115	29.04%	94	46.53%	78	52.35%
2023	2023	4 Year	44352	62.18%	1405	22.28%	304	37.62%
2023	2024	5 Year	496	24.59%	77	17.07%	49	35.51%
2023	2025	6 Year	116	20.28%	68	32.54%	52	53.61%
2024	2024	4 Year	46098	63.60%	1537	24.05%	300	38.71%
2024	2025	5 Year	440	20.69%	79	15.43%	52	35.86%
2025	2025	4 Year	47795	64.04%	1618	24.89%	345	42.59%

Source: OSPI CEDARS (2020-2025)

Appendix F: Community and Partner Engagement Efforts

The Transition Collaborative Engagement Team established a Community Engagement Plan to consult with nonprofit transition providers and advocates for students with Individualized Education Plans to inform the updated summative report per requirements of Engrossed Second Substitute Senate Bill 5253 (E2SSB 5253). Transition Collaborative held Transition Services Listening Sessions from March 2026 through April 2026. The purpose of the listening sessions were to ensure that those closest to the work had meaningful opportunities to review and inform the development of the updated Transition Summative Report prior to submission to the legislature.

Consultation via Listening Sessions with nonprofit transition providers, counties, tribes, students, families, educators and advocates for students with IEPs will inform:

- Framing for recommendations
- Identifying opportunities and next steps

Engagement Planning Team:

- Washington State Rehabilitation Council - Shelby Satko
- Developmental Disabilities Council - Brandi Monts
- Office of Superintendent of Public Instruction - Alexandra Toney
- Division of Vocational Rehabilitation - Pablo Villarreal
- Developmental Disabilities Administration – Branda Matson & Ben Martin
- Department of Services for the Blind – Lisa Wheeler

Marketing

The engagement planning team developed messaging to inform students, youth, families, providers and community partners about how to engage in listening sessions for email distribution. The Developmental Disabilities Council created the Transition Collaborative Project webpage to provide registration details and contact information for sessions as well as advance materials. The webpage included audience specific Community Listening Session flyers. A Listening Session Prep Video was also provided to engage the community in the importance of community impact, encourage participation and share how the provided feedback will help improve transition from school to adult life for students with disabilities across Washington.

Each Collaborative member communicated the listening sessions in upcoming meetings, monthly updates and regular communication channels.

Timeline

Table F-1: Timeline

Date	Action
January 29th	• Engagement Plan draft to Transition Collaborative
January 30th	• Summative Draft to Transition Collaborative
February 2nd	• Review Transition Collaborative Draft • Review Engagement Plan Proposal ○ Identify/Assign facilitation leads
February 13th	• Transition Collaborative feedback on Summative report draft
February 16th – February 27th	• Engagement Team build draft presentation
February 25th	• DSHS Office of Indian Policy Letter sent requesting input from Tribal Leaders.
March 2nd – March 6th	• Share draft slide deck with Transition Collaborative for review/feedback
March 16th	• Summative Report draft and presentation slide deck finalized, ready to share with 1st listening session group
March 23rd – April 29th	• Refer to Listening Sessions Schedule & Attendee Participation
April 30th	• Partner feedback deadline
May 4th – 22nd	• Post-Session Feedback Review/Debrief
May 26th	• Updated Summative Report Draft to Transition Collaborative
June 11th	• Transition Collaborative Quarterly meeting ○ Review Summative Report updates and discuss next steps
September 10th	• Transition Collaborative Quarterly meeting
October 2026	• Submit Summative Report to legislators

Engagement with Tribes

The Department of Social and Health Services Office of Indian Policy sent a Dear Tribal Leader Letter in June 2026, respectfully requesting input on the draft report to frame summative report recommendations to improve transition services and identify opportunities and next steps as well as identify individual impacts improved transition services would have. During a DSHS Indian Policy Advisory Committee (IPAC) Subcommittee for DDA in July 2026, DSHS shared the draft report, provided an overview, and offered an additional opportunity for input.

DSHS offered formal Tribal consultation, and no requests for consultation have been received by the time of this report finalization. The Transition Collaborative remains committed to ensuring government to government consultation occurs if requested and will include a report addendum with any input received through consultation.

Listening Sessions

Agenda

Each listening session was scheduled for 90 minutes, with the following agenda:

- Overview of summative draft report (30 minutes)
- Facilitated discussion guided by four questions (55 minutes)
    - Where do students or families have gaps or confusion when moving from school to adult services?
    - What is working well and should expand statewide?
    - When or how does coordination work well? When does it breakdown?
    - What is one change that would improve transition outcomes the most?
- Wrap-Up/Next Steps (5)

Accessibility

Each virtual scheduled listening session hosted zoom meeting platform and included live transcription provided by CART services. American Sign Language interpreters were provided as requested. No additional accommodation was requested.

The Developmental Disabilities Council created the Transition Collaborative Project webpage that provided public access to the following materials three weeks in advance:

- Summative Report draft with appendices
- PowerPoint Slide deck
- Companion Guide – A plain language guide of the summative draft report provided in 13 languages
- Feedback options and deadline
    - Feedback form with four questions asked in listening sessions
    - Written feedback submitted to wsrc@dshs.wa.gov

Schedule & Attendee Participation

A total of 242 attendees logged in (including presenters, CART, and ASL interpreters that attended each session).

Table F-2: Meeting Participation

Partner Group	Date	Attendees[29]
Association of County Human Services	March 23	56
Students, Families, & Community Partners	April 22	44
Educators	April 23	52
Community Rehabilitation Providers	April 29	90

Source: Zoom Registration Data, May 2026

[29] Attendee totals include presenters, CART, and ASL Interpreters

Data Synthesis

Feedback was collected through facilitated discussion, participant chat responses, and written feedback submissions.

Following the listening sessions, feedback from the participation records, transcripts, chat logs, and written responses to the feedback survey was reviewed and synthesized to identify recurring patterns, shared concerns, and emerging recommendations across stakeholder groups. Similar comments and ideas were grouped into common themes while also preserving important distinctions in perspective across the listening sessions. Themes were organized into primary themes, representing broad system-level patterns observed across multiple community groups, and secondary themes, representing more specific operational, implementation, or programmatic feedback.

The table found in F-1-1 summarizes the primary themes and F-2-2 summarizes the secondary themes identified through this synthesis process and indicates which listening sessions contributed to each theme.

Primary themes were identified when feedback reflected consistent, cross-cutting system issues or opportunities raised across multiple listening sessions and stakeholder groups. These themes generally reflected statewide patterns related to coordination, access, infrastructure, communication, equity, transition outcomes, and interagency alignment. Secondary themes were identified when feedback reflected more targeted recommendations, operational barriers, implementation challenges, promising practices, or program-specific considerations that provided additional detail and context to the broader primary themes. Secondary themes were intentionally retained in the analysis to preserve important nuance from participants and to support future policy, programmatic, and implementation planning efforts. Together, the primary and secondary themes provide both a high-level view of statewide transition priorities and a more detailed understanding of the experiences and recommendations shared by stakeholders throughout the listening sessions.

Two additional written submitted by the Association of County Human Services (ACHS) and the Community Employment Alliance (CEA) are included in full within this report as Appendix F-2 and F-3. Because those appendices were collaboratively developed as unified organizational responses, they were not separately coded or synthesized into the thematic analysis reflected in table F-1-1 or F-2-2 below.

Feedback Integration

Community feedback gathered through the Transition Collaborative listening sessions played a significant role in informing revisions to the 2026 Transition Collaborative Summative Report. Input from students, families, advocates, educators, counties, community rehabilitation providers, and other stakeholders was reviewed throughout the drafting process and used to strengthen the accuracy, relevance, and practical application of the report recommendations and findings. Feedback helped validate areas of progress identified within the report while also elevating ongoing barriers, regional

inconsistencies, and emerging needs experienced by students and families navigating transition systems.



The listening session icon with teal colored italicized text is throughout the report to highlight selected listening session feedback and stakeholder perspectives that help contextualize key findings, recommendations, and systems challenges.

These callouts are intended to elevate the lived experience, implementation realities, and operational perspectives shared during the engagement process. While not every individual comment or perspective is directly quoted within the body of the report, the full range of primary and secondary themes identified through the synthesis process are included within this appendix and connected to the listening sessions from which they emerged.

The listening session feedback was directly added to the report throughout and was also used to inform updates to report language, the addition of contextual details and implementation considerations, the development of new content areas, and revisions to existing recommendations. In several instances, community feedback also informed the enhancement of recommendations intended to strengthen transition coordination, improve access to inclusive transition services, reduce systems fragmentation, and better support students with disabilities in preparing for adult life, employment, postsecondary education, and community participation. The transition collaborative will continue to work through the feedback provided to advance system improvement initiatives including enhanced messaging and integration for coordinated transition services.

The Transition Collaborative is deeply appreciative of the time, expertise, honesty, and lived experience shared by participants throughout this process and recognizes community engagement as essential to the continued improvement of transition systems across Washington state.

Appendix F-1: Listening Sessions Summary

Table F-1-1: Primary Feedback Themes

Feedback Theme	Category	ACHS	Student Family Advocate	Educator	CRP
Inclusive education and high expectations are strongly connected to improved post-school outcomes.	Things that are working well		X	X	
Collaboration between schools, counties, DVR, DDCS/DDA, providers, and families improves outcomes when consistently implemented.	Things that are working well	X	X	X	X
Expanded work-based learning, Pre-ETS access, paid internships, and employer partnerships needed	What should be expanded	X		X	X
Need stronger statewide coordination, alignment, and consistent messaging across agencies and regions.	Recommendation	X	X	X	X
Need earlier transition outreach and planning across Birth-to-Three, preschool, middle school, and secondary settings.	Recommendation	X	X	X	X
Families need clearer guidance regarding graduation, age 22 eligibility, and continuation of transition services.	Recommendation	X	X	X	
Students with significant support needs require more individualized and flexible transition pathways and employment expectations.	Recommendation		X		X
IDD specific Employment Transition services (School to work and Job Foundations) should be housed in DDA	Recommendation	X			X
Families and students experience significant confusion navigating adult disability systems and eligibility pathways. DVR current order of selection adds further concern of delaying access to school to work services and impacting a student's progression through coordinated transition services.	Barrier	X	X	X	X
Regional inequities and rural access barriers continue to create inconsistent transition outcomes. transportation and internet access are major barriers."	Barrier	X	X		X

Table F-1-2: Secondary Feedback Themes

Feedback Theme	Category	ACHS	Student Family Advocate	Educator	CRP
Continue expanding the highly effective transition outreach strategies of transition fairs, community partnerships, peer to peer family networks and local family outreach	Things that are working well	X	X		X
Participants requested expanded inclusive postsecondary education programs and scholarship opportunities.	What should expand		X		
Participants requested more technical assistance for developing employer agreements and community partnerships.	Recommendation			X	
Participants requested post-school outcome tracking beyond one year after graduation.	Recommendation		X		
Participants stated employment-hour requirements are too rigid for some students with intensive support needs.	Recommendation		X		X
Families stated transition systems are difficult to navigate even for professionals working in special education.	Barriers		X		
Families reported confusion regarding differences between Job Foundation, School to Work, and Pre-ETS.	Barriers	X	X		X
Some districts reported resistance to inclusive work-based learning within local CTE systems.	Barriers			X	
Families expressed concern that transition information is too dependent on informal local relationships and knowledge.	Barriers		X		X
Providers stated staffing turnover across agencies disrupts continuity and coordination.	Barriers				X
Educators reported transition specialists have been reduced or eliminated because of budget constraints.	Barriers			X	

Appendix F-2: ACHS Response



Association of County Human Services - Developmental Disabilities Response to the 2026 Transition Collaborative Draft Report

April 30, 2026

Introduction

The Association of County Human Services (ACHS), Developmental Disabilities is committed to improving outcomes for students with intellectual and developmental disabilities (IDD) in Washington through collaboration with systems partners. ACHS appreciates the opportunity to provide feedback in response to the 2026 Transition Collaborative Draft Report.

We affirm and share many of the goals identified in the report, including improving coordination, increasing access to employment services, strengthening partnerships for effective service delivery, and ensuring sustainable infrastructure. However, counties also want to ensure accuracy of data and supporting context included in report descriptions and recommendations to ensure accurate conclusions about program effectiveness and system responsibilities.

Counties play a central role in supporting system coordination and development as liaisons between local services and statewide planning. The intent of this response is to contribute clear feedback to report recommendations and offer suggested strategies to advance mutual goals.

Objectives

1. Minimize gaps and confusion for students and families by reducing connection points

Students and families experience service delays and confusion navigating complex systems in the current structure. Application and eligibility processes must be completed for multiple agencies for the same service. Families and students are often overwhelmed during this period of transition as they navigate siloed services.

Receive supportive services through a single-entry point

- Students will receive long-term support from DDA and are best served through early and ongoing connection to DDA
- Administrative burden for students and families is reduced through a single application and eligibility process, reducing paperwork and meeting time

- Reduce risk of service delays and gaps due to Order of Selection with DVR

Continuity of services

- Students receive continuous support to bridge the transition from school to adulthood
- Efficiency is supported through direct connection to long-term funding rather than starting a lifelong journey through a short-term funding partner
- Job Foundation should continue to be administered through DDA as the first step in lifelong employment supports

2. Improve access to services through sustainable infrastructure funding

Effective School-to-Work program development includes networking, collaboration, outreach, education, and coordination with local partners, schools, and families. These efforts are ongoing and cannot be effectively supported on a per-student basis or only following the start of services. The current service model does not allow expansion of School-to-Work services in communities that cannot invest local dollars to support implementation. Supporting the funding framework and mechanisms that exist between DDA and counties better supports all essential activities and oversight necessary for successfully transitioning students to long-term services.

Creates efficiencies

- Framework for supporting clients with IDD exists between DDA and counties
- Reduces duplication of services and administrative costs

Core components of successful transition services supported

- Student outreach, systems navigation, and eligibility support offered to students and families to successfully connect to services
- Networking, teacher education, and trust building happen continuously with educators to understand referral and service processes
- Program coordination, progress monitoring, problem solving, and quality improvement activities ensure supportive services

3. Improve system navigation through partnerships with counties

Counties support system navigation and connection across the lifespan and support local efforts responsive to their community's needs. This centralized coordination has proven to be a best practice for ongoing, consistent, and flexible model of support that is responsive to local needs ensuring continuity of services after school.

Continuity of support and accessibility

- County oversight can follow students into long-term services and allow for identification of trends and patterns across multiple services.
- Centralized point of contact and system navigation support maintained for families and schools across services
- Training, technical assistance, quality assurance oversight, and provider development provided by counties brings partners together in alignment with the same functions in Individual

Employment. This provides efficiencies, streamlines processes for all partners, and allows for strategic approaches to resource shortages.
- Contracting through counties increases coordination and accessibility; bypassing counties would lead to reduced collaboration with schools and partners, limited support for providers, and reduced oversight and training.

Local resources and partnerships

- Counties support information and education providers and investment/resource development responsive to community needs
- In some areas, local dollars are used to address systems gaps and unique community needs
- Investment in continuous relationship building, education, and support encourages future connection and growth
- Counties collect and use local data to inform service delivery decisions
- Well-supported county-level administration and coordination of School-to-Work Programs have proven to be consistently successful in ensuring students gain access to School-to-Work services and move to long-term services. This model is the best practice that informed SB 5790 legislation passed to address the historical gap of DVR contracting directly with Community Rehabilitation Providers for transition age students.

Recommendations

- **Transition School to Work program administration to DDA** using the existing DDA-county contract framework to improve coordination and statewide access**.**
- **Fund County infrastructure** costs through existing contracts with DDA.
- **Keep Job Foundation under DDA** to ensure continuity with DDA funded services and longterm supports for students with IDD.
- **Formally recognize the Washington State Association of Counties (WSAC) as a statewide governmental partner within the Transition Collaborative**, with representation from both urban and rural counties.
- **Maintain focus on starting early** through focus on expansion of Pre-ETS for students with I/DD to at an earlier age and in work-based learning.
- **Continue efforts to increase inclusion,** improving access to general education classrooms for students with IDD.

Conclusion

Thank you for the opportunity to provide feedback. Ideas reflected in this response are reinforced by feedback provided from community partners throughout the state.

Counties **strongly urge the initiation** of collaborative dialogue to **facilitate immediate, joint action**. As government partners and co-funders in developing systems and services, counties play a critical role in integrating local program and resource expertise with policy and program development. We appreciate your partnership and look forward to continuing this shared work to strengthen Washington's transition system.

Appendix F-3: CEA Response

Community Employment Alliance (CEA)
Official Response to the 2026 Transition Collaborative Draft Report
April 29, 2026

Introduction

The Community Employment Alliance (CEA) appreciates the significant time and effort that has gone into developing the 2026 Transition Collaborative Draft Report. We share the Collaborative's commitment to improving outcomes for students with intellectual and developmental disabilities (IDD) and strengthening the transition from school to adult life.

CEA represents a statewide coalition of providers serving approximately 75% of individuals receiving Supported Employment services through DDA in Washington. In addition to provider perspectives, this response reflects consistent themes we are hearing across counties, families, the people we serve, and other partners throughout the state.

We are aligned with many of the report's goals, including improving coordination, increasing access to employment, and reducing gaps in transition services. At the same time, we believe there are several areas where the report would benefit from additional context and refinement to more accurately reflect how the system functions in practice.

Our intent in this response is to both **strengthen the report** and **offer clear feedback on key areas of concern**, while preserving the strong partnerships that make this work possible.

Key Themes

1. Washington's Success Is Built on a County-Based, DDA-Connected Model

Washington State is a national leader in integrated employment outcomes for individuals with IDD. This success is not accidental—it is the result of a system built on:

- Strong county-level coordination and oversight
- Long-term support through DDA
- Investment in provider capacity and quality
- Access to specialized technical assistance (such as WISE)

Counties play a critical role that goes far beyond administration. They provide:

- Local coordination with schools, families, and providers
- System navigation support
- Provider training and quality assurance
- Ongoing oversight and relationship-building

- Financial contributions, including millage funding
- Proactive outreach to individuals and families who are not yet connected to DDA, including identifying and supporting individuals who are likely eligible but not yet enrolled

This early outreach is especially critical in transition. Counties often serve as the first point of connection for families navigating a complex system, helping ensure individuals are identified, informed, and connected to services before gaps occur.
This local infrastructure allows for responsiveness, trust, and quality that cannot be replicated at a centralized state level. Any changes to the system should carefully preserve—and build upon—this foundation.

2. The Current System Is Structurally Complex for Individuals and Families

One of the most consistent themes across providers, counties, families, and the people we support is that the transition system is difficult to navigate. Individuals and families are often required to engage with multiple systems simultaneously, including schools, employment providers, DVR, DDA, counties, and Social Security.

This complexity is not just a matter of communication—it is structural.

It includes:
- Multiple eligibility processes
- Different timelines and service requirements
- Separate funding systems
- Multiple points of waiting (including waitlists)

The result is confusion, delays in services and eligibility, and in some cases, missed opportunities for students to connect with employment services at the right time.

We strongly support the report's focus on improving coordination. However, we believe that improving coordination alone will not resolve these challenges unless underlying structural misalignments are also addressed.

3. Data Limitations Should Be Considered When Interpreting Findings

We recommend that the report more clearly acknowledge limitations in the data currently available to inform system-level decisions.

Counties and providers have expressed concern that existing data does not fully reflect:
- How services are delivered in practice
- Barriers faced by individuals with IDD
- Differences in access across regions
- The impact of funding structures and local infrastructure

In particular, data systems used within DVR are not always designed to capture the full scope of needs and outcomes for individuals with IDD, while counties and DDA have developed systems over time that more closely align with this population.

As a result, there is a risk that conclusions drawn from incomplete or misaligned data may not accurately reflect on-the-ground realities.

We recommend that the report:

- Acknowledge these limitations
- Use caution when drawing system-level conclusions
- Consider incorporating additional input from counties and providers to strengthen the overall analysis

4. The Current School to Work Funding Model Does Not Reflect Implementation Reality

The report suggests that the structure of the School to Work (STW) pilot—particularly the use of multiple payment points from DVR—reduces the need for county millage funding.

Based on direct feedback from counties across the state, this does not reflect how the program functions in practice.

Counties consistently report that:

- **Upfront funding is still required** to begin services
- Payment points do not provide upfront funding
- There is often a **delay in reimbursement from DVR**
- **Administrative funding is not included**, requiring counties to absorb costs
- The model creates **financial risk**, especially for smaller or non-millage counties

Historically, even successful outcomes have resulted in net costs to counties. For counties without millage funding, this model remains a significant barrier to implementation.

We recommend that the report more clearly acknowledge these realities and the need for:

- Dedicated administrative funding
- True upfront investment
- Sustainable funding structures that do not rely on financial risk for non-millage counties

5. School to Work Is Time-Limited, While DVR Access Is Not Guaranteed

The School to Work program takes place during **a single school year** in either the last or second to last year of 18-22 school transition services, with the goal of connecting students to an employment provider and obtaining paid employment before they exit the school system.

At the same time, DVR operates under a federally mandated **Order of Selection (OOS)** process—a waitlist that DVR cannot legally bypass. This creates a structural conflict:

- Students may be ready for STW services
- But cannot access DVR due to OOS
- Resulting in missed opportunities during a critical transition window

We are aware of transition-age students across the state who are not able to participate in School to Work right now specifically because they are on the OOS waitlist.

This is not an implementation issue—it is a structural limitation.
A time-limited program should not depend on a system that cannot guarantee timely access.

6. Maintaining the Role of Counties Is Essential

The report suggests the possibility of DVR contracting directly with providers in areas without School to Work programs.

We strongly recommend against this approach.

While it may appear to simplify the system, bypassing counties would:

- Fragment service delivery across the state
- Reduce coordination with schools and local partners
- Eliminate local oversight and quality assurance
- Limit provider support and training
- Remove a key source of funding and infrastructure

Counties are not an optional layer—they are a core component of why the system works.
We recommend that the report prioritize strengthening the county-based model rather than replacing it.

In addition to their operational role, counties bring critical perspective to system design and implementation. As the Transition Collaborative continues its work, counties should be formally included as partners in the Transition Collaborative and in the process of finalizing this report, to ensure that it accurately reflects how services are delivered across different regions of the state.

7. Job Foundations Should Remain Within DDA

The proposal to move Job Foundations under DVR raises significant concerns.
Job Foundations is a program designed specifically for students with IDD and is already closely connected to DDA-funded services and long-term supports.

Moving Job Foundations to DVR would:

- Introduce the risk of delays due to Order of Selection
- Further fragment the transition pathway
- Shift a program designed for IDD into a system not primarily structured around that population
- Move the system further away from the long-term supports individuals will rely on after transition

We believe Job Foundations and School to Work should remain aligned within the same system—one that is designed to support individuals with IDD across their lifespan.

8. Pre-Employment Transition Services (Pre-ETS) Should Complement—Not Replace—IDD-Specific Employment Pathways

We appreciate the important role that Pre-Employment Transition Services (Pre-ETS) play in supporting students with disabilities across Washington. DVR provides critical services that benefit many students and contributes to broader efforts to improve transition outcomes statewide. We value DVR as an essential partner in this work.

At the same time, it is important to recognize that Pre-ETS—including services such as Work-Based Learning (WBL)—are designed to serve a broad population of students with disabilities and are not specifically structured to meet the needs of students with intellectual and developmental disabilities (IDD).

Students with IDD often require:

- Customized job development based on individual strengths and support needs
- Intensive, on-site training and systematic instruction
- Ongoing relationship-building with employers and coworkers
- Real-time problem-solving and adaptation in the workplace
- Prep time for providers (such as developing tools like social stories or coordinating with employers and families to ensure successful service delivery)

These elements are foundational to Supported Employment and are typically necessary for successful long-term outcomes.

We are hearing consistent feedback from providers that current Pre-ETS service models do not consistently incorporate these elements. For example, Work-Based Learning (WBL) placements are often structured around pre-defined roles rather than customized positions, may not include intensive on-site supports, and can result in limited coordination between providers and employers. In some cases, providers report having little to no presence at the worksite, which can lead to confusion for employers and missed opportunities to support both the student and the workplace.

Additionally, in practice, Pre-ETS services may unintentionally:

- Delay entry into individualized job development
- Create parallel or competing service pathways
- Contribute to confusion for families navigating multiple systems

We believe Pre-ETS services are most effective when they are clearly positioned as **complementary supports**—enhancing readiness and exposure to work—while individualized employment pathways such as Job Foundations and School to Work provide the more intensive, customized supports that many students with IDD require.

We recommend that the report:

- Clarify the intended role of Pre-ETS for students with IDD
- Ensure that Pre-ETS services are positioned as complementary, not replacement pathways
- Explore how Pre-ETS services can be better aligned with the needs of students with IDD

A Clear Path Forward: Moving School to Work to DDA

Across the themes above, a consistent opportunity emerges.

There is increasing alignment among counties, providers, and families that **moving the School to Work program to DDA would address multiple structural challenges simultaneously**.

This approach would:

1. **Improve Access and Timing**
    a. Remove the barrier created by Order of Selection
    b. Ensure students can access services when they are ready

2. **Align with Long-Term Supports**
    a. Connect students early with the system that will support them throughout their lives
    b. Reduce fragmentation between short-term and long-term services
3. **Strengthen Support for Individuals with Higher Needs**
    a. Leverage DDA's access to resources such as:
    b. WISE technical assistance
    c. Personal care supports
    d. Long-term employment services
4. **Simplify the System**
    a. Reduce duplication across systems
    b. Streamline processes for individuals receiving services, their families, providers, and counties
5. **Create More Sustainable Funding**
    a. Allow for federal Medicaid match
    b. Reduce reliance on local millage funding
    c. Provide a more stable and scalable funding structure
6. **Align with Legislative Intent**
    a. The fiscal note for SB 5790 anticipated a significant role for DDA in administering and supporting the School to Work program, including providing funding and infrastructure support.

Recommendations

Based on the above, CEA recommends the following:

1. **Transition administration of School to Work to DDA to better align with long-term supports and system design** (which would address the structural conflict between School to Work timelines and DVR Order of Selection)
2. **Maintain Job Foundations within DDA**
3. **Maintain and strengthen the county-based School to Work model**
4. **More accurately reflect the need for upfront and administrative funding in STW**
5. **Do not pursue models that bypass counties in favor of direct DVR-provider contracting**
6. **Ensure formal county representation within the Transition Collaborative structure, including finalizing this draft report** (ensuring representation from different county perspectives based on rural/urban, or legacy/pilot contracts for example)

Conclusion

We appreciate the Collaborative's work and share a strong commitment to improving transition outcomes for students with IDD.

We believe this report presents an important opportunity—not only to improve coordination, but to ensure that the system is structured in a way that reflects how services are actually delivered across Washington.

Washington's leadership in employment outcomes for individuals with IDD is built on a strong foundation. Our collective responsibility is to strengthen that foundation—not unintentionally move away from the elements that have made it successful.

CEA looks forward to continued partnership with the Transition Collaborative and all system partners as we work together to improve outcomes for individuals, families, and communities across the state.

Appendix G: School-to-Work Transition Feedback from Counties

The expansion efforts of STW included comprehensive outreach and listening sessions with all 39 counties to assess local transition capacity, identify barriers to participation, and incorporate lessons learned from legacy STW counties. Feedback was also gathered from STW legacy counties to identify and address areas of concern. The themes of needs elevated by STW counties and how DVR responded are described in detail within this appendix

Table G-1: Needs identified by counties in order to grow and strengthen transition programs and how that informed the Statement of Work in the Program Development contract.

Needs Identified by Counties	How Need was Addressed in the Program Development Contract
Staff	Counties were supported to hire staff to establish relationships with schools, DVR, DDCS, employment agencies, students, parents, and others who support students in their last year of transition as they move towards employment in the community. Or counties were supported to establish amongst current staff or subcontractor who would be the County representative to establish relationships with schools, DVR, DDCS, employment providers, students, parents, and others who support students in their last year of transition as they move towards employment in the community.
Training and Resources	Counties were able to determine the training needs of staff, schools, and community partners regarding transition services and resources in the county and create and execute opportunities for trainings to fit the needs of the transition community. This could have included, but was not limited to, direct training for county staff, program planning, and/or large-scale trainings for the community. Workshop development to strengthen knowledge and resources pertaining to transition services, specifically for County staff and community partners such as educators and employment providers. These could have included, but were not limited to, trainings and workshops around resources such as Social Security, employment and job development, housing, and transportation.
Transportation	Counties were supported to track transportation of staff mileage associated with students in School-to-Work through travel logs.
Communication	Counties were supported to increase communication and accessibility to County programs and information. This could include translation of transition documents into various languages, hiring interpreters, setting up appropriate communication methods to fit the needs of students (i.e., in-person, over-the-phone, and/or video remote interpreters). The county was supported to establish the communication needs of the county to determine how best to create modes of communication that best fit the needs of students in transition.
Workgroup and School-to-Work Participation	Through this contract, it was expected that counties attend and participate in local, regional, and statewide workgroups and meetings as a means to ensure the progress and success of the School-to-Work program.

Needs Identified by Counties	How Need was Addressed in the Program Development Contract
Community Outreach - Information and Education	Counties were supported to increase their efforts to connect with communities and schools across the county that were expected to start and grow the School-to-Work program.
Office Space/Location	Counties were supported to establish office space that was needed to house staff and resources associated with the School-to-Work program (i.e., staff offices, training centers).
Indirect Costs	Counties could bill Indirect Costs that could have included the cost of copiers, paper, pens, supplies, cellphones, internet access, and/or computers needed in order to perform the services outlined in this contract. This allowed the cost of Admin/Support Staff to be encompassed into Indirect Costs.
Resource and Marketing Development	Counties were supported to create and develop marketing resources to share information to students, as well as families, schools, and community partners.
Website	Counties were supported to develop or update their website to include School-to-Work information for students to access. It was required that the content be accessible to all students, including, but not limited to, language translation, and JAWS-compatible.
Transition Resource Fair/Event Planning	If counties already had an annual Transition Resource Fair, the costs associated with creating a Transition Resource Fair could have been reimbursed with DVR approval. This included venue rental, marketing of the event, and hiring support staff to put on the event. If counties did not have an annual Transition Resource Fair, it was expected that the county work to establish an annual Transition Resource Fair with a focus on employment, assisting students in their final year of transition to know and understand options beyond their school years. This also included the support of creating parent nights and events.
Data Collection and Reporting	Counties was supported to work with DVR to determine the information and data gathered to show the progress being made with School-to-Work efforts.

Table G-2: Feedback shared by counties and changes made to address identified concerns.

Concerns and Feedback Identified by Counties	Changes to Address Identified Concerns and Feedback
Gap in Services – The concern of the gap is the time between Job Foundation (JF) and School-to-Work.	• New School-to-Work timeline lessens the gap between services • DVR extended the STW contract to start on May 1st, allowing students who are ready to start job development through STW may do so directly as they completed JF.
Partial Payments – The old STW contract is one payment, all, or nothing. In the past, partial payments were not allowed in contract but did occur irregularly and inconsistently.	• No more need for partial payments: Multiple payment points along the way • The pilot STW contract is broken into six payment points, allowing payments along the way as outcomes are met.
Funding – Counties shared that the property tax-based millage money is not a secure funding source for STW.	• Flexibility of blended funding, braided funding • Due to the structure of up to six payment points in the STW Pilot, millage funding is not necessary for a STW contract. The goal is allowing counties to not rely on their millage, but to receive payments along the way that they are able to pay providers with.
Multiple Service Delivery Outcome Plans (SDOPs): the old STW contract requires two SDOPs; it was reported difficult to manage, maintain, and is confusing for students and their families. This also generates multiple Authorizations For Purchase (AFPs).	• Now only one Service Delivery Outcome Plan (SDOP) • DVR has put all STW services into one SDOP, with one AFP, streamlining this process for all partners.
Inconsistent Referral Process – concern was based on how students were getting to STW and to DVR	• Warm hand off • There are strengthened efforts to have a warm handoff between programs with more communication and partnership through monthly meetings and collaboration.
Meeting Complexities – the multiple meetings for students and their families to get the STW program going is a concern.	• Streamline meetings for clarity and timeliness for students and families • In the pilot, due to one SDOP, the meetings are streamlined into one meeting.
Upfront Costs are Challenging – counties shared that using millage money was tough and the amount had not increased for STW reimbursement.	• Increased reimbursement rate • STW was increased from $9,400 to $10,500 for the old model based on stabilization. The pilot contract has six payment points, totaling $14,000 per student.
Gathering Signatures – a tough process for students and families and the time it takes to move services forward.	• Streamlining the process to get signatures and have meetings • The process has been streamlined to obtain signatures and have meetings that take care of several processes for the student, including gathering signatures.
Define Roles and Responsibilities – it was shared that students and families get confused as to whom does what for the student.	• Clarifying roles and responsibilities for the students and families • Roles and Responsibilities was added to the pilot SDOP, adding clarity of the people in a student's life and what role they play.

Appendix H: School-to-Work Contract Description and Next Steps

DVR has a total of four contracts, three (Program Development Contract, Pilot Direct Service Contract, Mentoring Contract) were newly developed as part of SB 5790 implementation, built through the information and feedback gathering process with counties and community partners. This appendix describes activities related to the three newly developed contracts. Appendix I: County School-To-Work Contracts and Dates will detail the dates of newly added contacts.

Newly Developed Contracts

Program Development Contract

To help counties develop, support, or expand transition programming, DVR initiated the Program Development contract to allow funding for activities and staff needed to start up a School to Work program. DVR consulted legacy counties to identify needs that new counties might not anticipate.

The Program Development contract supported counties in staffing, transition events, marketing materials, and large-scale county planning. The planning sessions brought together individuals interested in transition and motivated to advance services and access as a community. Through this contract, DVR observed the creation of Transition Networks, the solidification of processes, and stronger collaboration among local partners to streamline services for students.

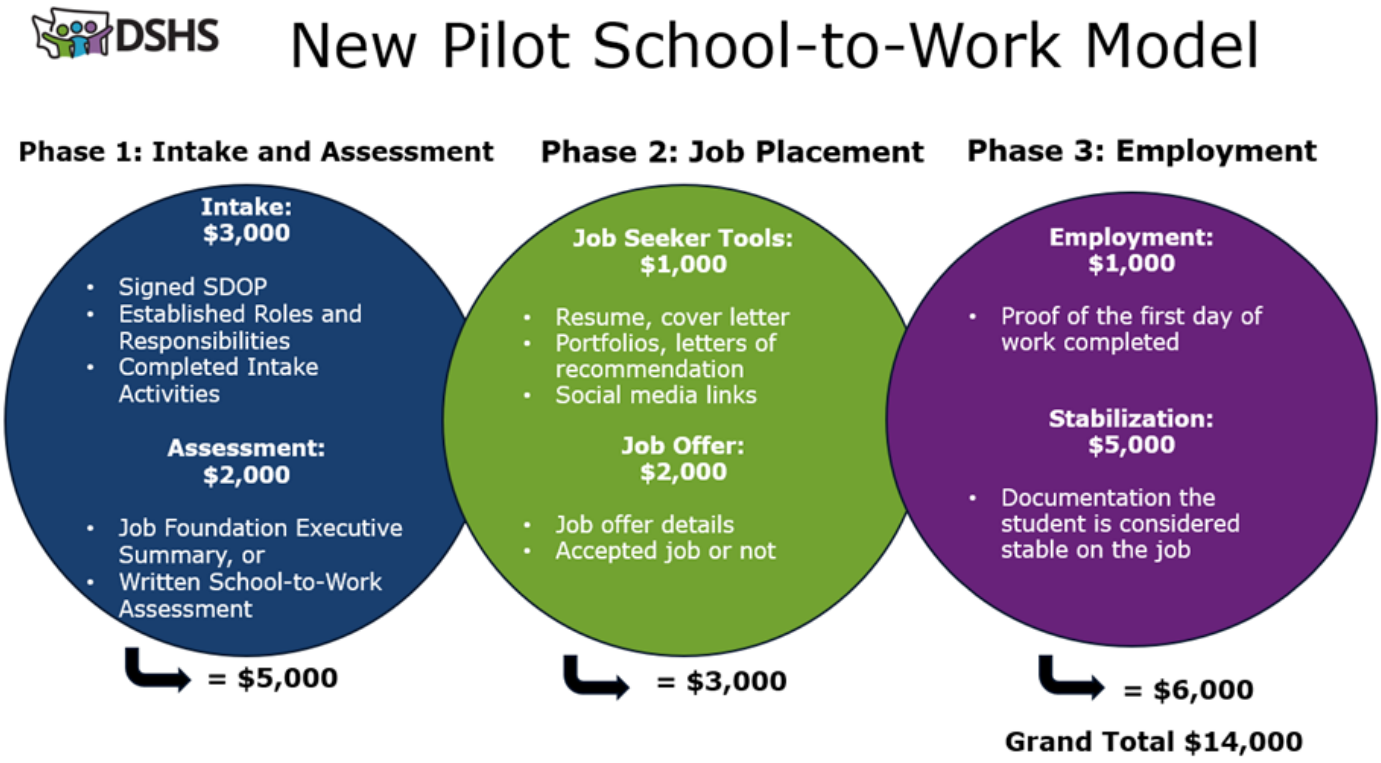
Pilot Direct Service Contract

New counties reported they lacked the resources to run STW, prompting DVR to find a way to give counties income to pay their providers without relying on millage dollars. DVR would need to pay for services throughout the process instead of issuing one large stabilization payment, as the legacy counties do. This contract has six payment points and services, organized into three phases for students to complete while participating in STW.

A summary of each of the phases is provided below and a visual model.

- **Phase 1: Intake and Assessment -** This phase ensures the student and the student's team collaborate to determine whether they have enough information to set an employment goal, establish that goal, and create an individualized roadmap for the student's transition from education to meaningful community employment.
- **Phase 2: Job Development -** This phase equips the student with the tools needed to find and secure meaningful community employment based on their employment goal. The contractor provides all services necessary to locate, secure, and place the student into competitive, integrated employment agreed upon by the Student's Team.
- **Phase 3: Employment -**This phase verifies, stabilizes, and maintains the student's meaningful community employment.

Figure H-1: Pilot School-to-Work Model



The pilot contract uses the *School-to-Work Student Guide* as a reporting method for the direct service pilot, which streamlines the STW process, addresses several barriers identified by legacy counties, and includes the student in their employment journey during their final year of school. Finally, it provides an individualized, person-centered approach that keeps students actively engaged in their employment journey. A few pilot counties have opted to utilize the traditional report structure to DVR, which includes the Service Delivery Outcome Plan (SDOP) and Service Delivery Outcome Report (SDOR).

Mentoring Contract

Building a statewide program requires participation from the entire state. The legacy counties that operated STW before SB 5790 bring extensive experience, knowledge, and practical skills that can support counties new to STW. To honor the time spent mentoring and assisting these new counties, DVR created the Mentoring Contract to reimburse mentoring counties for their support.

School-to-Work County Contracts

Table H-1. 2025/2026 School-to-Work County Contracts.[30]

	Pilot School-to-Work Contract	Legacy School-to-Work Contract	Start-Up School-to-Work Contract
Region 1	• Asotin • Benton • Franklin • Garfield • Kittitas • Okanogan • Walla Walla • Whitman	• Pend Oreille • Spokane	• Asotin • Garfield • Okanogan • Walla Walla • Whitman
Region 2	• Island • Snohomish	• King	
Region 3	• Jefferson • Kitsap • Pierce	• Mason • Thurston	• Jefferson

Anticipated Next Steps with Contracts

Start Up Contract:

Due to funding restrictions, the Program Development contract and the Mentoring contract came to an end after one year. To support the counties that had started programs, DVR established the Start Up contract. This is a one-year contract that bridges the gap between the Program Development contract and the counties establishing program sustainability. In order for the counties to receive Start Up dollars, it was required that they agreed to signing a Direct Service contract.

Pilot Direct Service Contract:

The Pilot Direct service contract has entered into its third year. As counties come on board, DVR works with them to determine the training that is needed. During these trainings, county staff, employment providers, and DVR local staff come together to learn about the STW pilot program and the Student Guide. All partners coming together are new to STW, creating a cohesive and supportive approach to learning all of this together.

Monthly support and outreach with counties, start-up dollars, transition fairs and events, marketing opportunities, and building stronger partnerships between DVR and counties at the local level are approaches to continue the growth of School-to-Work.

[30] Start-Up Contracts are one-year contracts that support counties in strengthening their transition programming. These replaced Program Development contracts.

Continued Support and Partnerships:

As counties continue to sign STW contracts, trainings, outreach, and support that is tailored to the county and their individual needs are offered. Trainings are presented in partnership with the county.

Monthly transition meetings occur as a means to support transition efforts, bringing together systems to work together to further progress for students. These meetings include county staff, and local, regional, and state DVR and DDCS staff. Some counties ask their employment providers and their teachers to attend these meetings.

Monthly transition meetings continue with the counties to further students along in the process of moving towards employment before they exit. These meetings include case managing specific students, reviewing the process of applications and eligibility, and strengthening outreach and resource sharing.

The Learning Community is a monthly meeting that welcomes all counties, with an emphasis on those that have entered into a pilot direct service contract. This is a platform of exploration and support as counties come to learn from one another and share their best practices. The space has also been used to share barriers and ask for guidance from one another. DDCS staff join DVR staff in supporting counties in these monthly meetings.

Appendix I: County School-To-Work Contracts and Dates

DVR has a total of four contracts, three (Program Development Contract, Pilot Direct Service Contract, Mentoring Contract) were newly developed as part of SB 5790 implementation, built through the information and feedback gathering process with counties and community partners. This appendix details the dates of newly added contacts. See Appendix H for a description of activities related to the three newly developed contracts.

Table I-1: School-To-Work Dates of Contracts

	Program Development	Start Up	Mentoring	Pilot Direct Service	Legacy Direct Service	Pilot Direct Service	Legacy Direct Service
	4/1/23 – 6/30/25	7/1/25 – 6/30/26	1/1/24 – 12/31/24	7/1/24 – 9/30/25	7/1/24 – 9/30/25	5/1/25 – 9/30/26	5/1/25 – 9/30/26
Region 1	• Asotin • Garfield • Kittitas • Okanogan • Walla Walla • Whitman	• Asotin • Garfield • Okanogan • Walla Walla • Whitman		• Asotin • Garfield • Walla Walla	• Pend Orielle • Spokane	• Asotin • Benton • Franklin • Garfield • Kittitas • Okanogan • Walla Walla • Whitman	• Pend Orielle • Spokane
Region 2			• Island • King	• Island • Snohomish	• King	• Island • Snohomish	• King
Region 3	• Grays Harbor • Jefferson • Lewis • Pacific	• Jefferson	• Pierce	• Jefferson • Pierce	• Kitsap • Mason • Thurston	• Jefferson • Kitsap • Pierce	• Mason • Thurston

Appendix J: Transition Council Committee Details

Transition Council Start Up Activities

Individuals were invited to apply for membership through a questionnaire. The goal was to bring in new voices: people doing direct work with students, individuals with lived experience, and applicants who were not already serving on other councils or boards.

A Selection Committee formed to review applications and choose new Council Members. The committee included representatives from the Center for Change in Transition Services, Developmental Disabilities Administration, the Division of Vocational Rehabilitation, the Developmental Disabilities Council, and the Washington State Rehabilitation Council. The resulting Council included 21 members representing schools, tribes, employment providers, families, and individuals with disabilities.

Beginning in August 2024, the Transition Council held monthly meetings to develop its Charter, define its mission, set group goals, and form committees to carry out its work.

Advisory Associates and Council Partners

Advisory Associates were identified as larger systems that could support the council and their mission and goals. Council Partners were identified as partners around the state that support the council and their mission and goals. Advisory Associate and Council Partners attend Transition Council meetings to observe and provide advice and support to the Transition Council as they work on growing transition efforts across the state. Topics may include best practices, growing services in rural areas, and serving students who historically have been underrepresented. Council Advisory Associates and Council Partners may also share ideas, concepts, and observations as needed in discussions and conversations. The table below is a complete list of Advisory Associates and Council Partners.

Table J-1: Transition Council's Advisory Associates and Council Partners

Advisory Associates	Council Partners
• Department of Services for the Blind (DSB) • Developmental Disabilities Administration (DDA) • Division of Vocational Rehabilitation (DVR) • Office of the Superintendent of Public Instruction (OSPI) • Tribal Vocational Rehabilitation (TVR)	• Arc of Washington State • Association of County Human Services (ACHS) • Center for Change in Transition Services (CCTS) • Community Employment Alliance (CEA) • Developmental Disabilities Council (DDC) • Governor's Committee on Disability Employment (GCDE)

Starting in June of 2025, the Transition Council switched to quarterly meetings, opening up to the public as the Transition Council falls under the guidance of the Open Public Meeting Act.

Transition Council Committees

The Transition Council branched into four committees to move the work of the Council forward, while being supported by DVR staff. Due to staffing issues in July of 2025, the committees are working to combine into three committees.

Equitable Transitions Committee:

This committee will work on establishing common guidelines and outcome goals across regional interagency transition networks to ensure equitable access to transition services for individuals receiving high school transition services and for those transitioning to adult support services. In addition, this committee will work to develop strategies to connect with groups, communities, or students who have been historically underrepresented or who have had limited representation in transition services.

Referral System Committee:

This committee will work to create a referral and information system that will help students who are potentially eligible for adult support services from the Developmental Disabilities Administration (DDA) connect with necessary services and agencies.

Regional Transition Network Community:

The regional transition network committee of the Statewide Transition Council has worked to identify regional transitional networks in Washington. The Equitable Access/Supporting underrepresented groups committee developed a survey that solicits information about the structure and composition of their regional transition network. For a current complete list of statewide regional interagency transition networks.

Appendix K: Statewide Regional Transition Network and Interagency Transition Network Efforts

Statewide efforts to establish transition connections and collaboration has been an ongoing effort across the state. Transition Networks, Transition Councils, and Interagency Transition Networks (ITNs) exit throughout regions, counties, and Educational Service Districts (ESDs). Through SB 5790, growing these efforts across the state into areas without this type of collaboration, is an effort being addressed by the Regional Networks Committee of the Statewide Transition Council. This committee is working to form regional interagency networks that include representation from various stakeholders, such as schools, DDA, DVR, counties, service providers, and community partners, to identify improvement goals and report on progress annually.

Table K-1 and K-2 below list the current efforts across the state, prior to SB 5790. K-1 reflects county-focused efforts, while K-2 reflects ESD-focused efforts.

Table K-1: Transition Networks by Region, Education Service Districts (ESD), and Counties

Region	Name of Transition Network	ESD Covered	Counties Covered
1	Spokane Transition Network		Spokane/Pend Oreille
1	Kittitas Co Transition Network ESD 105	ESD 105	Kittitas/ Yakima
1	Interagency Transition Network Meeting	ESD 123	Walla Walla/ Columbia
2	Skagit Transition Network	ESD 189	Skagit
2	Transition Partnership Meeting	ESD189	Whatcom
2	San Juan Task Force	ESD 189	San Juan
2	Power Hour	ESD 189	Island
2	Transition Network Monthly Meeting	ESD 189	Snohomish
2 and 3	ESD 121	ESD 121	King and Pierce
3	Clallam County Transition Network		Clallam
3	Clark County Transition Network		Clark
3	Cowlitz County Transition Network		Cowlitz
3	Grays Harbor County Transition Network		Grays Harbor
3	Jefferson County Transition Network		Jefferson
3	Kitsap Transition Network		Kitsap
3	Lewis County Transition Network		Lewis
3	Pierce County Interagency Transition Network	ESD 121	Pierce

Source: DVR outreach to counties and the Center for Change in Transition Services (CCTS)

Table K-2: Transition Networks by Education Service Districts (ESD) per Center for Change in Transition Services

ITN Directory per the Center for Change in Transition Services (CCTS)	ESDs Covered
Spokane Area Transition Network	101
Stevens and Ferry County ITN	101
Bi-County ITN	101
Transition Council for Kittitas County	105
No active ITN at this time	112
Regional Transition Network 113	113
No active ITN at this time	114
PSESD Transition Network	121
Regional Transition Network 123	123
Career Connect Learning	171
No active ITN at this time	189

Source: Center for Change in Transition Services (CCTS) ITN Directory, 2025

Appendix L: Washington Educational Placement and CARE Data Comparison

One of the defining principles of special education law is that students with disabilities should be included in the general education program and with nondisabled peers to the maximum extent possible, and that removal from the general education environment only occurs if the nature or severity of the disability is such that education in the general education classes with the use of supplementary aides and services cannot be achieved satisfactorily. This is the Least Restrictive Environment (LRE) and is determined by the IEP team.

The continuum of placement options available includes, but is not limited to, general education classes, general education classes with support services and/or modifications, a combination of general education and special education classes, self-contained special education classes, placements outside of a school district, home instruction, and residential care or treatment facilities.

Table L-1: Washington Educational Placement Data Trends in Students with Autism, Intellectual Disabilities, and Multiple Disabilities, students of transition age (16 years of age to 21)

Focus Student Group	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	19.13%	29.73%	48.12%
2017–18	20.22%	30.08%	47.06%
2018–19	20.64%	31.01%	45.52%
2019-20	21.20%	31.28%	44.05%
2020-21	23.21%	31.99%	40.97%
2021-22	24.77%	32.72%	38.65%
2022-23	25.58%	34.29%	36.64%
2023-24	26.58%	35.04%	34.91%
2024-25	28.98%	34.63%	32.84%

Source: OSPI. (2016-2024). *Special Education Federal Child Count*.

Table L-2: Washington Educational Placement Data Trends in Students with Autism, for students ages 5 to 21, including K and TK

Autism

Year	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	35.5%	25.7%	36.7%
2017–18	36.5%	25.7%	35.9%
2018–19	36.9%	25.9%	35.3%
2019-20	37.48%	26.23%	34.4%
2020-21	38.89%	25.41%	33.49%
2021-22	40.81%	24.09%	32.87%
2022-23	41.09%	24.56%	32.14%
2023-24	41.79%	25.13%	31.0%
2024-25	42.4%	24.92%	30.53%

Table L-3: Washington Educational Placement Data Trends in Students with Intellectual Disabilities, for students ages 5 to 21, including K and TK

Year	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	6.3%	32.7%	60.1%
2017–18	5.9%	33.5%	59.9%
2018–19	5.3%	35.8%	58.0%
2019-20	6.23%	35.87%	56.83%
2020-21	8.82%	36.23%	53.5%
2021-22	8.38%	36.52%	53.74%
2022-23	8.26%	40.34%	50.38%
2023-24	9.31%	42.81%	47.0%
2024-25	10.8%	44.0%	44.3%

Table L-4: Washington Educational Placement Data Trends in Students with Multiple Disabilities, for students ages 5 to 21, including K and TK

Year	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	9.8%	19.7%	65.6%
2017–18	10.6%	20.2%	64.0%
2018–19	11.2%	21.6%	62.4%
2019-20	11.65%	21.34%	61.98%
2020-21	12.92%	22.34%	58.85%
2021-22	14.36%	22.02%	57.18%
2022-23	14.79%	22.39%	56.57%
2023-24	16.17%	23.52%	53.69%
2024-25	17.7%	25.05%	50.51%

Table L-5: Washington Educational Placement Data Trends in Students in Focus Group, for students ages 5 to 21, including K and TK

Year	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2016–17	24.7%	26.7%	46.5%
2017–18	25.8%	26.8%	45.3%
2018–19	26.4%	27.5%	43.9%
2019-20	27.4%	27.67%	42.74%
2020-21	29.63%	27.15%	40.69%

Year	In General Education for 80–100% of the day	In General Education for 40–79% of the day	In General Education for 0–39% of the day
2021-22	31.56%	26.15%	39.71%
2022-23	32.47%	26.97%	38.07%

Source: OSPI. (2016-2024). *Special Education Federal Child Count*.

Washington Education Placement Data Matched with Comprehensive Assessment Reporting Evaluation (CARE) Data System

The data share directed by SSB 5790 has enabled for the first time, a specific look at the rates of inclusion for a subset of students actually enrolled in DDA[31]. That data showed that 27% percent of students who have ever applied to DDA where signed consent was obtained, spend 80%-100% of the day in a general education setting which is aligned to the 28.98% of focus student group of this report. Sorting for those who are currently enrolled with DDA, where consent was obtained, the percent spending 80-100% of the day in a general education setting is 16%. In light of the significant correlation between access to inclusive learning and positive post-school outcomes, DDA has been partnering with the Inclusionary Practices Technical Assistance Network to help increase awareness of the resources available to support inclusive planning at the individual and system level.

Table L-6: 2025 Washington Educational Placement Data Trends in Students with Autism, Intellectual Disabilities, or Multiple Disabilities, at transition age (16-21 years old) who are Matched with CARE, and of those who are Active

Washington Education Placement Option (subset)	Washington Education Placement Data for Students of Transition Age in the Focus Student Group	Matched to CARE		Matched to CARE and Active	
In General Education 80% - 100% of the day	28.98%	1,339	16%	514	16%
In General Education 40% - 79% of the day	34.63%	1,825	38%	1,226	38%
In General Education 0% - 39% of the day	32.84%	1,585	43%	1,379	43%

Source: OSPI. (2025). *Special Education Federal Child Count*. Comprehensive Assessment Reporting Evaluation (CARE), 2025

[31] This reflects only the subset individuals enrolled with DDA whose parents/legal guardians consented to share information in 2025.

Table L-7: Washington Educational Placement Data for Students who Consented in 2025 and Were Matched to CARE, Were Matched to CARE and Active, and Not Matched to CARE[32]

	2025 *Matched to CARE*		2025 *Matched to CARE and Active*		2025 *No Match to CARE*	
TOTAL	*4,920*		*3.239*		*11,932*	
With exit date	574	12%	308	10%	2676	22%
Least Restrictive Environment	2025 CARE Count	2025 CARE Percent	2025 Active CARE Count	2025 Active CARE Percent	2025 No match Count	2025 No match Percent
1 - 80% - 100% Regular Class*	1,339	27%	514	16%	8528	71%
2 - 40% - 79% Regular Class*	1,825	37%	1,226	38%	2762	23%
3 - 0% - 39% Regular Class*	1,585	32%	1,379	43%	428	4%
4 - Public Separate Day School*	28	1%	20	1%	26	0%
5 - Private Separate Day School*	–	–	–	–	0	0%
6 - Public Residential Facility*	22	0%	–	–	25	0%
7 - Private Residential Facility*	–	–	–	–	0	0%
8 - Homebound or Hospital Program*	29	1%	27	1%	–	–
9 - Parentally-placed in Private Schools* (PPPS)	–	–	0	0%	0	0%
10 - Home Schooled/Part-Time Enrolled*	–	–	–	–	13	0%
11 - Non-Public Agency	19	0%	14	0%	20	0%
12 - Non-Public Agency-Day School	53	1%	40	1%	72	1%
30 - Correctional Facility*	–	–	–	–	52	0%

Source: OSPI. (2016-2024). *Special Education Federal Child Count*. Comprehensive Assessment Reporting Evaluation (CARE), 2025

[32] Cells with "--" have fewer than 11 occurrences and are therefore suppressed. * Ages 6 to 21 regardless of grade level and Age 5 not grade level PK.

Appendix M: School-To-Work History and Activity Details

Introduction and History

The School-to-Work (STW) program began in 2000 in King County. The county used county millage funds to support early outreach and job development with students. As a result, students began securing jobs before exiting school, creating a smooth and seamless transition from school to employment. DVR joined the effort to help fund student job placement services. The STW model expanded to other counties that had the resources to replicate King County's approach. By paying employment providers monthly with millage funds and later receiving a stabilization payment from DVR to restore those funds, counties built a successful program.

Counties, OSPI, DDA, and DVR documented the program's success. Their reports generated momentum to expand STW statewide so every student could access this option.

The legislature passed Senate Bill 5790 in 2022, assigning DVR the responsibility to implement School-to-Work because DVR is an outcome-based agency. To expand STW across Washington, the lawmakers wanted to see successful outcomes. At the time of the passage of Senate Bill 5790, eight counties had School-to-Work in place. These original counties were Island, King, Kitsap, Mason, Pierce, Snohomish, Spokane, and Thurston. For the sake of this report, these original STW counties will be referred to as legacy counties, while non-legacy counties will be referred to as new counties.

Activities

DVR's First Steps Towards Implementation: Outreach and Information Gathering

DVR began its role by bringing together community and system partners to develop a timeline and action plan. This work has been led by a program manager who connected with all 39 counties to understand the current state and to identify what each county needed to build, strengthen, or enhance its transition efforts.

Discovery: Outreach and Listening Sessions

Through discovery and listening sessions several reasons were identified for why counties had not initiated School to Work programs. The primary reason was that they lacked local millage funding, which legacy counties relied on. DVR recognized the need for a state model that did not depend on property-tax-based millage funds.

Counties also shared other reasons for not entering an STW contract:

- They already had strong programs and did not want to contract with DVR.
- The county prohibited new contracts with state agencies.
- They could not sign a contract that did not include an administrative fee.
- They lacked trust in DVR due to past interactions with local DVR offices.

Information was gathered from 38 counties on how to create, expand, and improve transition programs. This information was used to create the Program Development contract to support new

counties with their transition programming. Feedback was also gathered from STW legacy counties to identify areas of concern with STW. This information is located in Appendix G: Transition Feedback from Counties.

Process Followed in Growing School-to-Work Statewide

The pilot STW contract aimed to help and support the 31 counties without an STW contract. Because the pilot required additional work across three phases and the use of a Student Guide, the per-student amount increased from $10,500 in the legacy contract to $14,000 in the pilot contract. This reimbursement amount difference has been a concern for the legacy counties, who preferred to remain in the original contract approach, which has remained unchanged.

As the pilot rolled out, all counties had the opportunity to sign the pilot direct service contract. Only the legacy counties could stay with the old contract as new counties were not permitted.

See Appendix I for a complete list of counties, contracts, and dates.

Tribal Outreach

STW aims to serve all students across the state, with a focus on those who are underrepresented, live in rural areas, or belong to tribal systems. The STW team collaborated with local DVR and DDA offices to engage the tribes in their regions. They began building relationships through service presentations and connections with tribal liaisons.

Supporting Contractors

Learning Community Monthly Meetings

To support counties through the STW process, monthly Learning Community meetings were created as an open space to support one another, have conversations of growth and support, communicate updates and changes, and highlight best practices. These meetings were open forum concepts and created a supportive environment, including inviting legacy counties to share knowledge, DVR Fiscal to answer billing and financial questions, and included DDA to assist when needed.

Learning Community monthly meetings continued with all counties invited to participate to support the larger effort of building STW and stronger transition services across the state.

Big County Planning Meetings

As a way to reestablish collaboration and partnerships at the local level, large planning meetings were created, bringing county staff, DVR, and DDA together to set goals, understand roles and responsibilities, and set a forward plan to strengthen transition service for students. These big planning meetings evolved into continued monthly collaboration meetings. See Table M-1: below.

Table M-1: School-to-Work Big County Planning Efforts and Outcomes Achieved

County Meetings	Attendees	Outcome of Meetings
Walla Walla, Asotin, Garfield, Benton, Franklin	Staff from all counties, DDA, DVR, a facilitator	Signed Contracts, movement towards readiness to sign contracts, ongoing conversations, and meetings to further transition efforts
Spokane	Spokane County staff, DDA, DVR, a facilitator	Healed relationships, strengthened partnerships, monthly meetings to support students, increase in STW jobs
Cowlitz, Lewis, Grays Harbor, and Pacific	Staff from all counties, DDA, DVR, a facilitator	Continued monthly meetings to support further transition work, streamlined process, progress made, Transition Guide
Clark	Clark County staff, DDA, DVR, a facilitator	Healed relationships, strengthened partnerships, monthly meetings to streamline services processes for students, all partners on the same page

Source: DVR Contracts within the School-to-Work program.

Continued Monthly Collaboration Meetings

Other planning meetings to connect systems and advance students from school to employment occurred with counties, DVR, and DDA. Participants built relationships, and the meetings provided a starting point to overcome challenges and create new collaborations. These meetings are successful, and system partners continue to meet to further improve transition services.

Appendix N: Washington Consent to Share Data

In the 2023-24 school year (pilot year) 1415 student records were shared with the state transition agencies on 10/14/2024. In 2024-2025 school year (statewide deployment) 16,825 student records were shared with the state transition agencies on 9/11/2025.

Table N-1 and N-2 below provide a breakdown of the student records shared by year, student age, and disability category.

Table N-1: Washington Consent to Share Data, 2023-24 School Year (Pilot Year)

Age at End of Reporting Period	Autism (AUT)	Communication Disorders (CD)	Emotional/ Behavioral Disability (EBD)	Other Health Impairment (OHI)	Intellectual Disability (ID)	Multiple Disabilities (MD)	Specific Learning Disability (SLD)	All Others	**Focus Student Group**	**Total Consent Received**
15	3	0	1	7	2	1	6	0	6	20
16	59	7	34	113	24	7	183	11	90	438
17	57	12	21	110	23	4	192	11	84	430
18	49	3	19	91	28	10	139	8	87	347
19	17	0	6	27	20	6	30	4	43	110
20	6	1	2	13	12	6	3	1	24	44
21	13	0	0	3	5	4	1	0	22	26

Table N-2: Washington Consent to Share Data, 2024-25 School Year (All LEAs participating)

Age at End of Reporting Period	Autism (AUT)	Communication Disorders (CD)	Emotional/ Behavioral Disability (EBD)	Other Health Impairment (OHI)	Intellectual Disability (ID)	Multiple Disabilities (MD)	Specific Learning Disability (SLD)	All Others	**Focus Student Group**	**Total Consent Received**
16	653	39	206	1224	226	154	1562	60	1033	4124
17	770	26	216	1431	241	192	1846	74	1203	4796
18	685	21	167	1282	292	160	1681	73	1137	4361
19	441	10	60	477	219	145	542	48	805	1942
20	274	2	24	189	178	143	101	12	595	923
21	229	0	8	95	146	130	41	12	505	661
22	16	0	3	3	14	8	0	1	38	45

Appendix O: Pre-Employment and Transition Services (Pre-ETS)

The five required Pre-Employment Transition Services are:

1. Job exploration counseling;
2. Work-based learning experiences, which may include experiences outside the traditional school setting, that is provided in an integrated environment in the community to the maximum extent possible. Activities might be in-person or remote, including informational interview, job-shadowing, job site tours, paid work experiences and internships;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living; and
5. Instruction in self-advocacy (such as person-centered planning, disability disclosure, self-determination, making informed choices, etc.), which may also include peer mentoring (including peer mentoring from individuals with and/or without disabilities working in competitive integrated employment).

The purpose of these services is to provide students with the necessary skills, resources, experiences, and supports to explore career options, develop job readiness skills, and make informed decisions about their current situation, as well as their future.

1. Washington's vision for pre-ETS is to ensure that services are accessible to all students with disabilities within the state and to empower them to achieve their career goals and live the meaningful life that they choose. The students' pathway to employment will be enriched by having all five (5) pre-ETS services available if they need them.
2. DVR, in collaboration with schools, community partners, and contractors, is working jointly to enhance the gateway for students with disabilities to obtain pre-ETS within the communities they reside.
3. On the continuum of VR services, pre-ETS are most beneficial to students with disabilities in the early stages of employment exploration.
    a. Pre-ETS provide an early start to job exploration; and assist students with disabilities in identifying career interests which may be further explored through additional vocational rehabilitation (VR) program services, such as transition services and other individualized VR services.
    b. Transition services assist eligible students or youth with disabilities develop and pursue career interests through postsecondary ed, vocational training, job search, job placement, job retention, job follow-up and job follow-along services; through an Individualized Plan for Employment (IPE).
    c. Employment-related services assist eligible students or youth with disabilities further identify, develop, and pursue career interests, offered through transition services; and are pursuing specific employment outcomes through an IPE.

Appendix P: School to Work Data Details

Table P-1: Total Students with disabilities Served and Employed in School to Work, by Year

School Year	Total Served	Total Employed	% Employed	Average Wages per Week	Average Hours Worked per Week
2015-2016	277	169	50	$67.00	7
2016-2017	290	152	40	$68.00	6
2017-2018	241	127	46	$124.00	11
2018-2019	271	139	50	$159.00	13
2019-2020	288	59	31	$203.00	15
2020-2021	173	62	36	$196.54	14
2021-2022	201	134	67	$174.51	12
2022-2023	277	145	52	$158.40	10
2023-2024	303	95	31	$142.91	9
2024-2025	374	115	31	$178.83	10

Source: DVR case management system. (2/2026) *Based on Table P-2 numbers.

Table P-2 summarizes outcomes for students in each of the participating counties, highlighting average wages per week, and average hour worked per week.

Table P-2: School to Work Results by School Year 2024-2025

County	Average Wages per Week	Average Hours Worked per Week
Island	$145.60	8.5
Jefferson	$102.78	6
King	$101.76	6
Kitsap	unavailable	unavailable
Mason	$99.96	6
Pierce	$141.30	8.05
Snohomish	unavailable	unavailable
Spokane	$275.17	17
Thurston	$167.84	9.8

Source: Counties with School-to-Work Direct Service contracts.

It is important to note that, DVR lacks reliable STW data because it has transitioned to a new case management system. To track the STW process and progress, DVR has relied on county partnerships to provide data. To address this DVR added data sharing as a requirement in the current direct service contract, both the pilot and the legacy contracts. The data reporting requirement on counties has been a concern for some counties.

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Washington Office of Superintendent of
PUBLIC INSTRUCTION

Chris Reykdal | State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building | P.O. Box 47200
Olympia, WA 98504-7200