2026 Transition Collab Report Community Input Summary

-A Summary of the Community Feedback Process and What Comes Next-

The Report: The 2026 Update of the Transition Collaborative Summative Report includes recommendations for strengthening coordinated transition services for students with disabilities as they move from school to adult life. As required by the legislature under ESSB 5253, input from the community informed the final report and recommendations.

Community Feedback Process and Results:

Members of the Transition Collaborative developed a draft report, then sought community input to review and inform the final report and recommendations before submission to the legislature. Between March 2026 and May 2026, the Transition Collaborative:

- Provided public access to a draft report and a plain language companion guide.
- Held four listening sessions (with a total of 242 attendees logging in).
- Requested input from Tribal leaders and offered formal consultation.
- Invited written feedback through a written survey and by email.

Participants gave feedback on where students or families experience gaps, what is working well and should expand, and what should change to improve transition outcomes. Feedback was reviewed and synthesized and several common themes emerged. The community feedback validated areas of progress and elevated ongoing barriers, informing final recommendations to:

- Advance statewide alignment.
- Clarify roles and timelines.
- Invest in system coordination.
- Improve system navigation.
- Strengthen service alignment.
- Safeguard funding for transition programs.

What Happens Next?

The Transition Collaborative is deeply appreciative of the time, expertise, honesty, and lived experience shared by participants. Collaborative members are continuing to meet to review and build upon the feedback provided, including ongoing work to strengthen coordination and integration across 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.

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