Pilot Lessons Learned

Center for Change in Transition Services (CCTS)
Improving post-school outcomes for students with disabilities in Washington state
www.seattleu.edu/ccts

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Introductions

Transition Specialists:
- Jamie Buchholz – ESD 121
- Ande Chapman – ESDs 105, 123, 171
- Cindy Duncan – ESDs 114, 189
- Deb Howard – ESD 101
- Ed Koehl – ESDs 112, 113

Jay Shepherd – CCTS

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Project Terms and Acronyms

- Pilot District
  A single district or a group of districts working together as a single collaborative.

- TLC: Transition Learning Community
  A team of personnel from a pilot who work together to improve transition services and outcomes for their pilot.

- ITN: Interagency Transition Network
  A team of school leaders, teachers, students, parents, agencies, local businesses, and other stakeholders who work to improve transition services for a region.
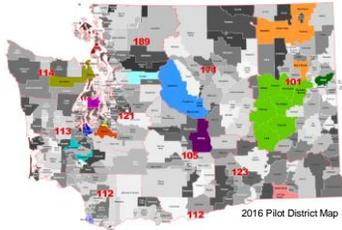
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Project Scope

- **DVR Goal:** Gaps identified and filled in strategic and sustainable ways..
- **CCTS:** Staff/transition specialists coordinate, organize and assist data collection/analysis and training.
- **ESDs:** Collaborate within the region (separate DVR contracts).
- **ITNs:** Identify/collaborate with various councils, networks, agencies, and community partners.
- **TLC Pilots:** As professional learning communities, design and implement project to test-drive new/effective practices.
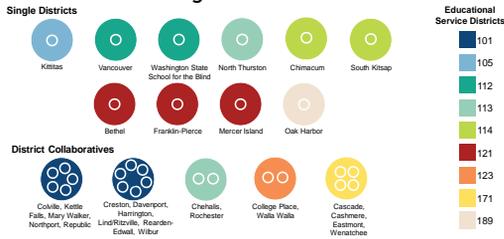

DVR Goal
CCTS
ESDs
ITNs
Pilot TLCs

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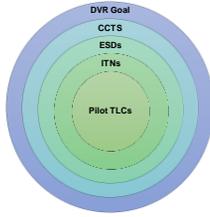
Pilot Selection

- Application process based on QuIST and Indicator 13 data
- Single districts and multi-district collaboratives
- Diverse, statewide representation

2016 Pilot District Map

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Transition Learning Communities - 2018

Single Districts

Kittitas, Vancouver, Washington State School for the Blind, North Thurston, Chimacum, South Kitsap

Bethel, Franklin-Pierce, Mercer Island, Oak Harbor

District Collaboratives

Colville, Kettle Falls, Mary Walker, Northport, Republic

Creston, Davenport, Harrington, Lind/Ritzville, Rearden-Edwall, Wilbur

Chehalis, Rochester

College Place, Walla Walla

Cascade, Cashmere, Eastmont, Wenatchee

Educational Service Districts
101
105
112
113
114
121
123
171
189

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Pilot Tasks and Deliverables Year 1 and 2

- **TLCs**
  - Establish workshop and meeting schedule (8-12)
  - SMART Goal
  - Action Plan
  - QuIST Narratives (pre-, mid-point, final)
  - AIR Self-Determination Assessments (pre- and post)
  - Data reporting (IEP and 504 tallies, student-led IEP counts)
- **T-Specialists**
  - Facilitate TLC growth and development
  - ITN development updates and support
  - ITN directory

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Describe your approaches to this work.

Things you considered, foundational activities, encouraging collaboration, overcoming significant challenges, etc.

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What are your TLCs most proud of?

Poster session preview?

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CCTS Transition Services Flow Chart

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Transition Sequence Grades 9-12

Grade	Assessments & Instruction	Connections with Service Providers	Community Experiences	Post-High School Educ. & Employment Opportunities Living Skills
9th				
10th				
11th				
12th				

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What practices do you hope your TLCs will continue in the future?

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What is the most valuable lesson learned from the past two years working with your pilot groups?

How did the first year and second year differ?

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If you were going to replicate this work, what are a few ideas on how it could be done differently?

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Audience Questions

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