

# Using Post-School Outcome Data to Inform Transition Planning

University Place School District

Artwork by Nessa Ankney



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# Key Points

- **Identified Need**
  - *Using post-school outcome data to identify areas of improvement in transition.*
- **Made systemic changes**
  - *Expanding our continuum of services and building staff capacity.*
- **Implemented instructional changes**
  - *Collective responsibility for transition.*
- **Developed student and family engagement**
  - *Engaging and connecting all students and families at all levels.*





# District Context & Post-School Data

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# District Context: University Place

- Suburban district next to Tacoma
- 5,651 enrolled
- 10.4% students with disabilities
- One Junior High & Senior High school
- 18-21 services connected to the high school
- 23 leavers in 2020-21 School Year

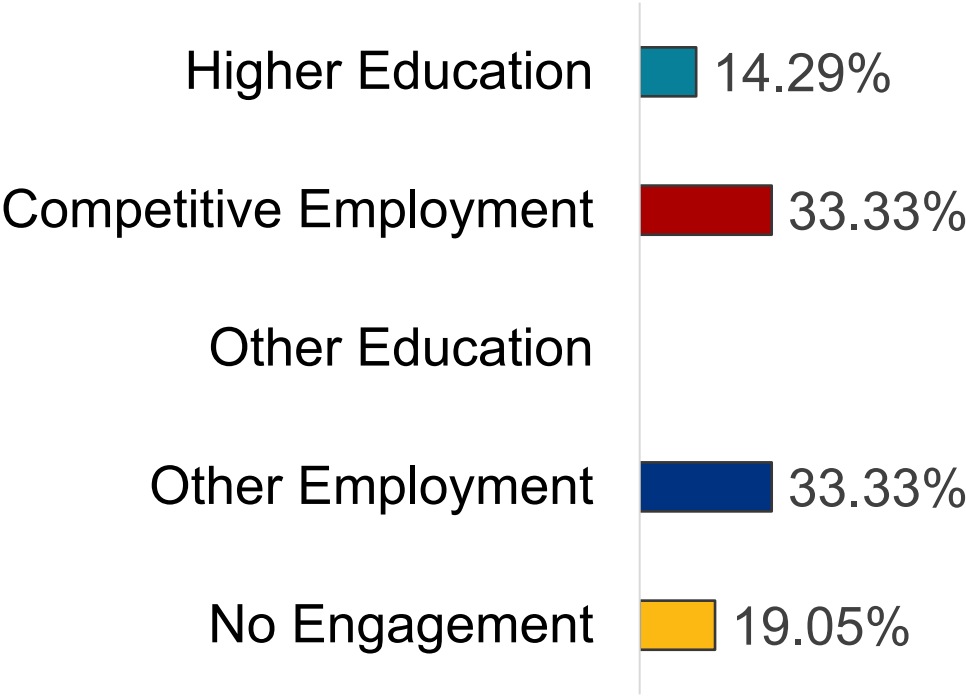
(OSPI, 2023).



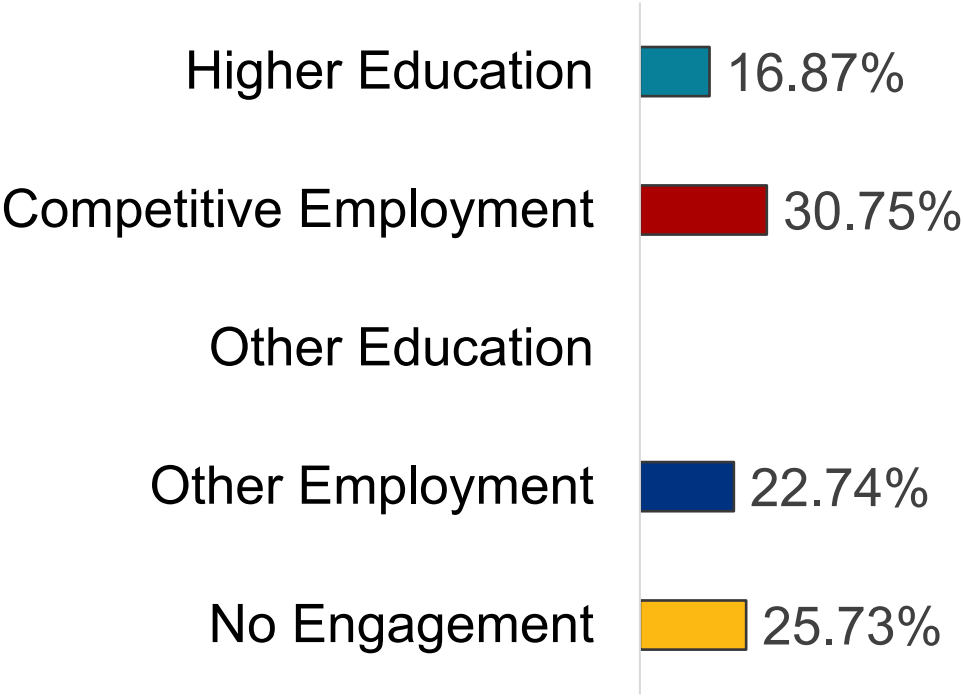
# Post-School Outcomes, 2020-21

## District and Washington state graphs

University Place



Washington state



(Center for Change in Transition Services, 2023).



# Engagement Outcomes, Five-Year Overview, 2020-21

## District and Washington state data table

District Name	Leaver Year	Resp'ts	Higher Education	Competitive Employment	Other Education	Other Employment
University Place	2020-21	21	14.29%	33.33%	0.00%	33.33%
Washington state	2020-21	6,261	16.87%	30.75%	3.91%	22.74%
University Place	2019-20	20	5.00%	25.00%	0.00%	30.00%
Washington state	2019-20	7,170	16.74%	27.17%	4.64%	21.38%
University Place	2018-19	29	20.69%	37.93%	10.34%	3.45%
Washington state	2018-19	6,867	19.51%	33.46%	4.30%	14.80%
University Place	2017-18	16	6.25%	25.00%	6.25%	18.75%
Washington state	2017-18	6,825	20.45%	36.19%	4.03%	14.01%
University Place	2016-17	33	21.21%	24.24%	9.09%	24.24%
Washington state	2016-17	6,475	21.31%	34.76%	3.04%	13.05%

(Center for Change in Transition Services, 2023).





# Systemic Changes

- Alignment
- Individualization
- Capacity Building

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# Alignment: High School & Beyond Plan & IEP Transition Plan

- Systemic changes in:
  - Delivery of High School & Beyond Plan
  - Age-appropriate transition assessment
  - Agency linkages



# Individualization: Continuum of Services

- Specializing in services for students based on their postsecondary goals and needs
  - Community Transition Program
  - Community-Based Learning (starting in grade 11)
  - Pierce County Skills Center
  - Other specialized plans



# Capacity Building: Culture Shift

- Building capacity in all case managers for delivery of transition assessment and services
- Developing specialized and individualized Pre-Employment Transition Services partnerships with Division of Vocational Rehabilitation
- Developing work-based learning in the community





# Instructional Changes

- Team Collaboration
- Embedded Transition Instruction
- Partnerships

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# Team Collaboration: PLC Work and Transition

- High School & Beyond Plan: Accessibility and alignment
- Vertical Alignment: Team development of Adaptive Transition Skills Progression
- Soft Skills & Social Emotional Instruction
- Partnership with Career and Technical Education
- Student Led IEPs

Transition is a collective responsibility and priority – we all have a role!



# Embedding Transition Instruction

- Pre-vocational instruction in high school
- Transition Bell Ringer Activities in academic courses
- Professional writing embedded in general education curriculum
- Community-based learning
- Collaboration with related service providers on campus and in the community



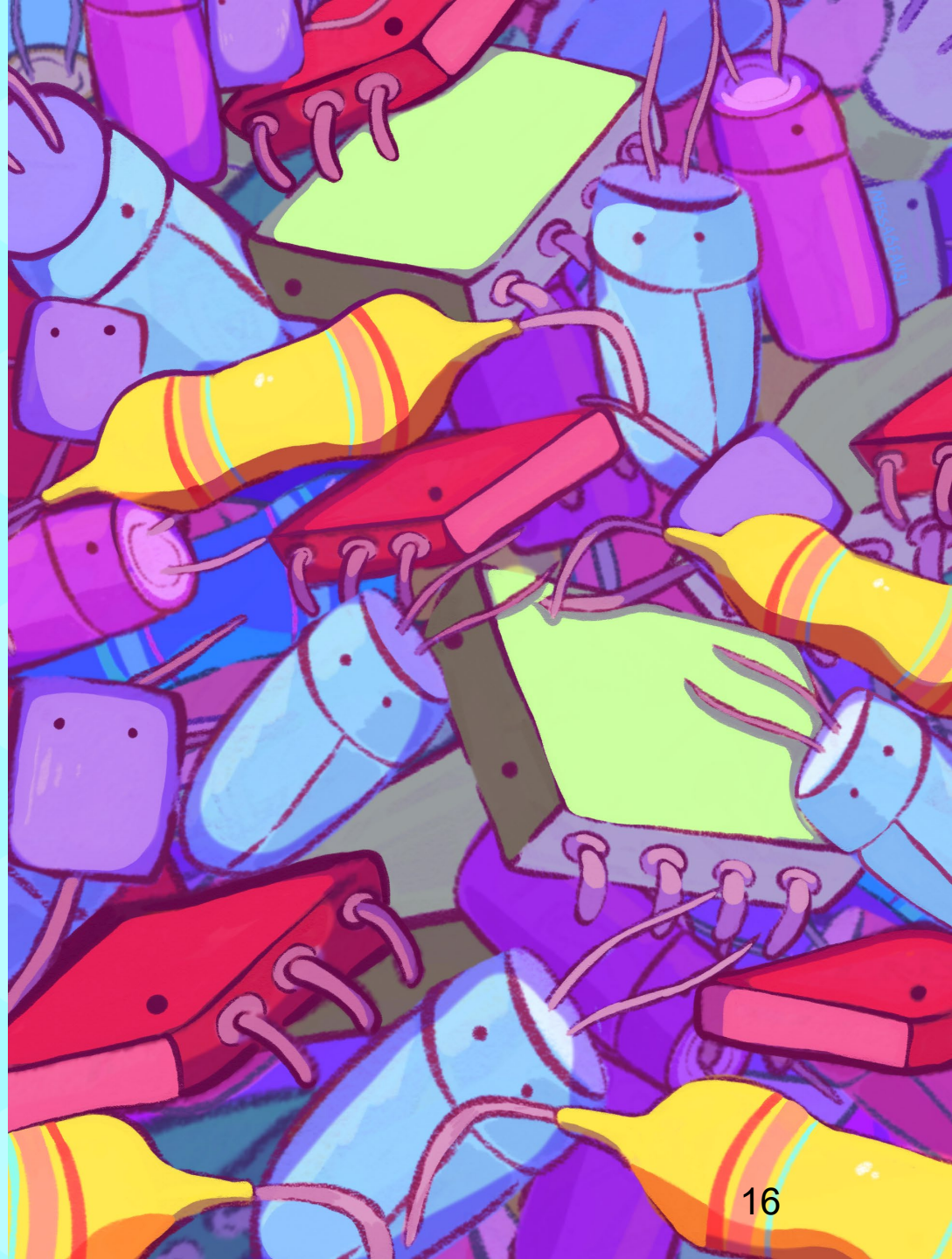


# Increasing Postsecondary Engagement: Partnership with Tacoma Community College

- Inclusion in college life with other adult peers
- Partnership includes:
  - College guidance and visits to participate in college courses
  - Internships in the IT department
  - Ongoing work-based learning sites in various departments
  - Participation in recreation and events (Arts, Athletics, Music, etc.)
- Support applying and enrolling as a TCC student, and developing a network of support on campus

# Family Engagement

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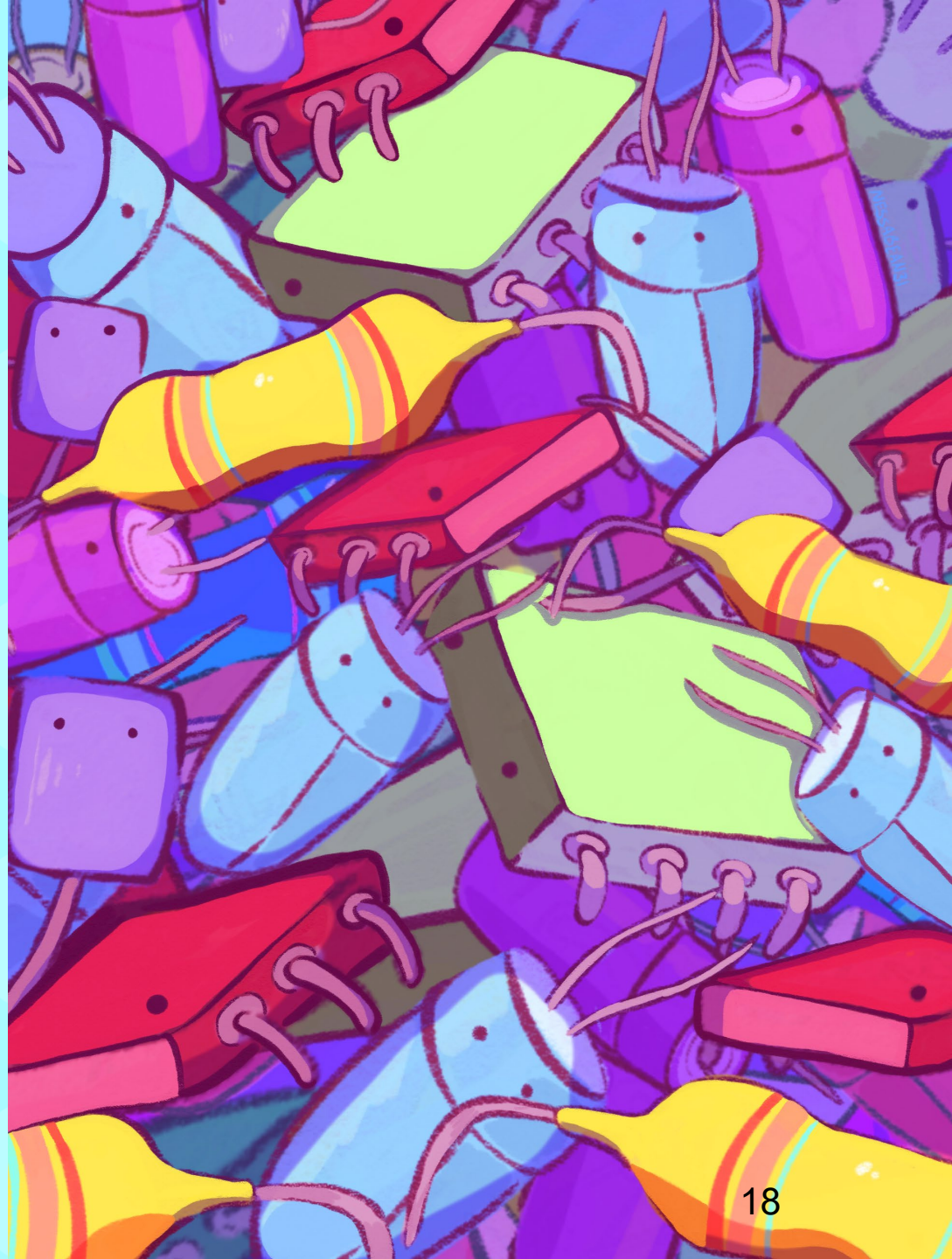
# Family Engagement

- Connecting all eligible students to agency services
  - DDA Intake Nights
  - Link families to community organizations offering support for people with disabilities
  - 1:1 support for families in making agency connections
- Referring all eligible students to School to Work/Job Foundations
- Creating Preschool Family Partnership Project



# Next Steps

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# Next Steps

- Implementing co-teaching Model in 10<sup>th</sup> Grade
  - More access to general education to ensure access to same content with typically developing peers
- Expanding Preschool Family Partnership Project to Special Programs
  - Increase communication
  - Share access to resources
  - Support students and families
  - Start transition early



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# References

- Center for Change in Transition Services, Seattle University (January 2023). [Engagement Outcomes, Five-Year Overview, 2020-21 District and Washington state data table]. Unpublished raw data.
- Center for Change in Transition Services, Seattle University (January 2023). [Post-School outcomes, 2020-21 District and Washington state graphs]. Unpublished raw data.
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