# 2015 Disability Task Force Report

Prepared by the Washington Student Achievement Council Pursuant to Substitute Senate Bill 5180

Task Force on Students with Disabilities

**December 2015**

# CONTENTS

# EXECUTIVE SUMMARY

In 2013, SB 5180 was passed establishing a statewide task force to make recommendations to improve access to postsecondary education for students with disabilities. The 23 member task force represents a wide variety of interests and groups including both K-12 and postsecondary education, citizens, as well as government and non-government organizations.

This is the task force's third and final legislative report. To access the 2013 and 2014 reports please visit http://www.wsac.wa.gov/disability-task. This report focuses on critical issues, progress, and recommendations associated with student transition, postsecondary documentation requirements, outreach, and sharing best practices among institutions.

## Recommendations

1. The state should restore funding for comprehensive support services and staffing levels to improve successful completion of postsecondary education by students with disabilities.

2. The state should ensure that students with disabilities have access to the formal evaluations required by postsecondary institutions.

3. The state should provide resources to increase professional development opportunities for K-12 and postsecondary educators on transitions for students with disabilities.

4. The state should support expanded learning opportunities for students with disabilities. These opportunities should include work-based learning through internships and job shadowing as well as in-person and web-based leadership, peer-mentoring, and postsecondary support programs.

5. Pre-service educator standards should include information specific to serving students with disabilities.

6. The Statewide Disability Task Force should continue to meet after its sunset date on January 1, 2016, as a way to share effective practices and promote collaboration between educational sectors. The task force should serve as an advisory committee to the Washington Student Achievement Council.

## ABOUT THE TASK FORCE

Substitute Senate Bill 5180 passed during the 2013 Legislative Session, creating a task force to identify and recommend strategies for improving access to postsecondary education for students with disabilities. The purpose of the task force is to "develop recommendations that will directly increase the success rate for students with disabilities who are transitioning from secondary to postsecondary education, which are distinctively different parts of the educational system.[a]" This is the third and final legislative report of the task force.[1]

---

[1] To access the 2013 and 2014 reports please visit http://www.wsac.wa.gov/disability-task.

The task force is charged with making recommendations to advance the following legislative goals[a]:

1.  Make the transition from K-12 education to postsecondary education more seamless and successful.

2.  Select a statewide method for sharing best practices between and among K-12 education institutions and postsecondary education institutions.

3.  Review documentation of disabilities at postsecondary education institutions, including developing resources for how school districts, in collaboration with students and their families, can get disability documentation applicable for postsecondary education institutions completed before a student's high school graduation.

4.  Create a plan for how school districts and postsecondary education institutions can improve outreach to students and their families regarding available options in postsecondary education.[2]

The task force is composed of 23 members appointed by the Governor and nine different stakeholder organizations. The task force represents a wide variety of interests and groups from both K-12 and postsecondary education, including citizens as well as government and non-government organizations.[3] Although task force members have different areas of expertise and backgrounds, they share the goals of a) improving access to postsecondary education and training for students with disabilities and b) increasing the postsecondary completion rate of students with disabilities.

## Values

The task force established a set of shared values and principles, intended to be high level statements to guide its work. The following principles and values frame its recommendations and will continue to guide its efforts.

-  Consistent with the goals stated in the Americans with Disabilities Act, we aim to enhance the independence, full participation, equality of opportunity, and economic self-sufficiency of students with disabilities.

-  We value and wish to promote student self-determination and self-advocacy.

-  To the extent feasible, we endeavor to build on programs already in existence to accomplish the legislative goals outlined in SSB 5180.

-  We value interagency coordination and communication between K-12 and postsecondary sectors.

-  We must be mindful of differences among geographical regions. Something that works for an urban district may not be well suited to a rural one.

---

[2]See Appendix A for full text of Substitute Senate Bill 5180.
[3]See Appendix B for a list of task force members and Student Achievement Council staff providing support to the task force.

- We seek to identify and remove barriers that impede student success during transitions from high school to postsecondary education and training,[4] and beyond.

- We endeavor to ensure every student has an opportunity to have a successful transition from secondary to postsecondary education and training, and to increase the postsecondary education and training completion rates of students with disabilities.

- We value disability as a form of diversity.


# BACKGROUND

## Demographics

In May 2015, students with disabilities represented about 16% of the K-12 student population in Washington State (172,241 students).[b] This includes students receiving special education services under the Individuals with Disabilities Education Act (IDEA) and students receiving services under Section 504 of the Rehabilitation Act of 1973 (Section 504).[5] Despite state and national efforts to improve graduation rates and post-school outcomes for all students, students with disabilities still graduate at lower rates than the average student population. As you can see from Table 1, students receiving special education services graduated at a significantly lower rate than all students (more than 20 percentage points), and students receiving services under Section 504 graduated at a slightly lower rate. Students receiving special education services also dropped out at a higher rate than the average student population.

Table 1. Adjusted Four-Year Cohort Graduation and Dropout Rates for Students Receiving Special Education Services Class of 2014[c]

|  | Special Education Students | Section 504 Students | All Students |
|---|---|---|---|
| Number of Students who Graduated | 5,097 | 2,767 | 60,680 |
| Percent of Student Population who Graduated | 55.7% | 74.8% | 77.2% |
| Number of Students who Dropped out[6] | 1,662 | 440 | 9,670 |
| Percent of Student Population who Dropped out | 18.2% | 11.9% | 12.3% |

In addition to low graduation rates, students with disabilities continue on to postsecondary education at substantially lower rates. As Chart 1 illustrates, 35% of special education students who graduated from high school in 2014 were not engaged in education, a training program, or work within one year of high school graduation. About a quarter of

---

[4] Training includes vocational and technical education.
[5] See Disability Rights Laws section for more information regarding legal differences.
[6] According to OSPI, a dropout is "A student who leaves school for any reason, except death, before completing school with a regular diploma or transferring to another school with a known exit reason."[c]

students were enrolled in higher education[7], and about a quarter were competitively employed[8].

Furthermore, when you compare higher education continuation rates of all students, special education students continue on to higher education at less than half the rate of their peers.[d]

Chart 1. 2013-14 Post School Outcomes for Special Education Students within One Year of High School Graduation [e] [f] [9]
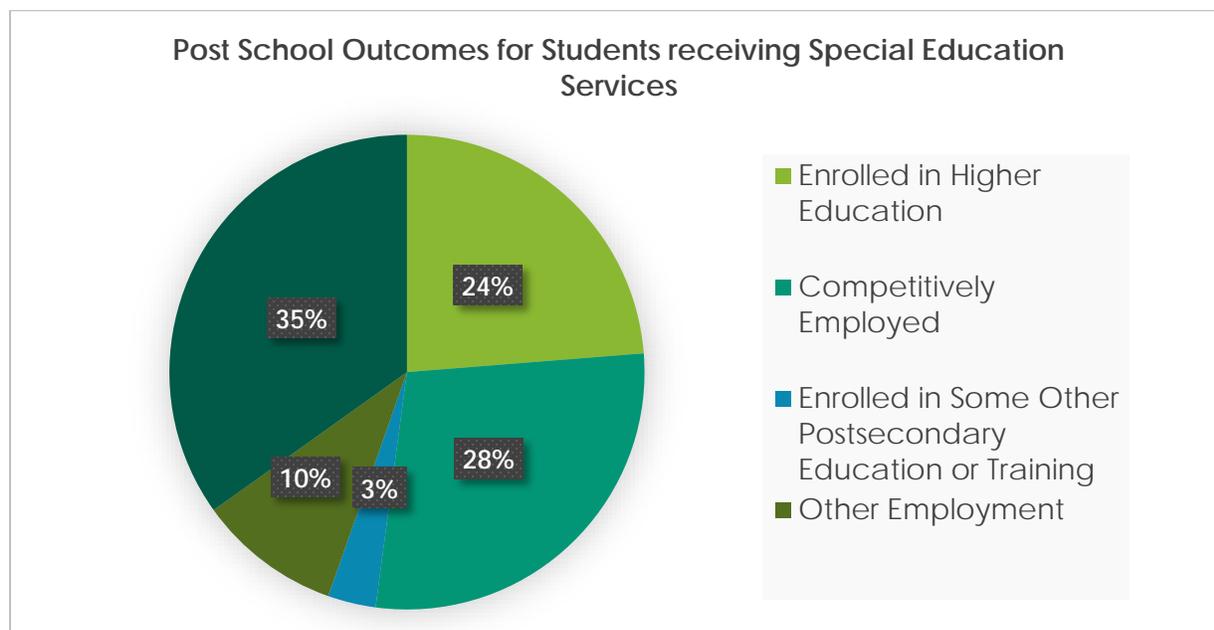


## Brief Overview of Challenges[10]

Students with disabilities face challenges that prevent them from entering and succeeding in postsecondary education programs. Responsibility shifts from the school system in K-12 to the student in postsecondary education. In K-12, the school is responsible for identifying students in need of specialized supports or services. However, in college, the student is responsible for seeking out the disability services office and self-identifying in order to request accommodations.

Students with disabilities may feel inadequately prepared for college or college-level demands. This is partly due to lack of academic preparedness and lack of meaningful

---

[7] According to Center for Change in Transition Services (CCTS), higher education means "Leavers have been enrolled on a full- or part-time basis in a community college (2- year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school."[f]
[8] According to CCTS, competitive employment means "Leavers who have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week or more for at least 90 days at any time in the year since leaving high school. This includes military employment."[f]
[9] Data is collected via survey by Center for Change in Transition Services.
[10] For a more detailed overview of challenges, please see the 2013 Disability Task Force Report
http://www.wsac.wa.gov/sites/default/files/2013.11.27.Disabilities.Task.Force.Report.pdf

postsecondary planning. To support improved postsecondary outcomes, transition planning must better prepare students for the rigor and much more independent nature of college life. The demands at the college level are higher than in high school. For students to be successful at the college level, they need the ability to employ effective learning strategies and strong skills such as time management, communication, and self-advocacy.

After entering postsecondary environments, students with disabilities face additional challenges. Some struggle with the adjustment to independent living. Students may also have insufficient knowledge of available support systems and resources they may need to obtain services and/or accommodations.[g] In addition, students may lack the financial resources necessary for obtaining a professional evaluation. Professional evaluations provide documentation of a disability, which is usually required in order to receive accommodations in postsecondary education.

# Disability Rights Laws

There are three main federal disability-related laws that impact students:[11]

1. 20 U.S.C. § 1400- The Individuals with Disabilities Education Act (IDEA)[12]
2. 42 U.S.C. § 12101- The Americans with Disabilities Act (ADA)[13]
3. 29 U.S.C. § 701- Section 504 of the Rehabilitation Act (Section 504)[14]

All three laws apply in elementary and secondary education, but the IDEA requirements do not apply beyond high school. Because IDEA is the basis for many of the services provided to students in K-12, this represents a dramatic change for students and families. Without proper planning, this change can create a significant barrier for students with disabilities transitioning from high school to postsecondary education. Students and families accustomed to the IDEA environment are often surprised by the reduction in scope or support they receive in the postsecondary environment.

The ADA and Section 504 require postsecondary institutions to provide appropriate academic adjustments and reasonable accommodations. However, they do not require academic modifications, which are allowable under the IDEA throughout K-12, including high school. Academic modifications can fundamentally alter the curriculum or reduce course requirements. For example, an *academic accommodation* may allow a student to take an exam in a quiet room or have an exam read aloud to the student; while an *academic modification* may allow a student to take an exam multiple times or write a shorter length paper. This is a significant difference because modifying the curriculum and individualizing instruction are core IDEA principles that apply in K-12 but not in postsecondary education.

In addition to the three laws listed above, there are others that impact education for students with disabilities. For example, the current authorization of the Elementary and

---

[11]Appendix D outlines some major differences between the elementary and secondary legal framework defined by the IDEA and the postsecondary legal framework defined by the ADA (and by extension Section 504, since in most cases, Section 504 and the ADA have the same effect in postsecondary education).

[12] Available at http://idea.ed.gov/

[13] Available at http://www2.ed.gov/about/offices/list/ocr/docs/hq9805.html

[14] Available at http://www2.ed.gov/about/offices/list/ocr/504faq.html

Secondary Education Act (ESEA) requires schools to disaggregate statewide test score statistics by various subgroups, including students with disabilities. However, there is no similar requirement in postsecondary education. State laws, such as the special education provisions[15] and postsecondary education disabilities-related statutes[16] reflect and support the federal provisions of the IDEA, ADA, Section 504, and ESEA.

Washington State emphasizes local control in K-12 education governance through publically elected school boards. This means that schools have some leeway in adopting practices that meet legal requirements. Similarly, Washington's public and private colleges and universities have a degree of autonomy with regard to the practices they implement to meet ADA and Section 504 requirements.

# TASK FORCE PROGRESS

The task force brought a diverse group of stakeholders together including practitioners and administrators from K-12 and postsecondary education, parents, students, state agencies, and non-profit organizations. It has identified misconceptions, brought more awareness to disability issues, and provided the opportunity for stakeholders to see disability issues from multiple perspectives and work on them in a spirit of cross-sector collaboration.

The task force's work has sparked valuable collaboration, a broader awareness of the issues, flexibility in thinking, and movement away from a discrepancy model toward one of shared responsibility. The task force's greater awareness of challenges has resulted in an eagerness to discuss new ways of addressing the unique needs of students with disabilities in the k-12 and postsecondary educational environments.

Since the task force first met in September 2013, it has made considerable progress identifying barriers for students with disabilities and determining solutions to address those barriers. In the Disability Task Force's 2014 report to the Legislature[17], the task force made seven recommendations around its four legislative goal areas: transition, sharing best practices, documentation, and outreach. In 2015, the task force worked to elaborate on these recommendations. Some have been implemented with existing resources, but others require additional resources and/or funding.

Below is a summary of the task force's progress towards meeting the four legislative goals outlined on page 1 of this report. In addition to the more tangible outputs discussed below, the task force's work has resulted in less tangible outcomes. These include shifting entrenched perspectives on disability and generating meaningful communication between a variety of stakeholders in the disability community.

---

[15] RCW 28A.155- http://app.leg.wa.gov/rcw/default.aspx?cite=28A.155
[16] RCW 28B.10.910- http://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.910 ;
RCW 28B.10.912- http://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.912 ;
RCW 28B.10.914- http://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.914 ;
RCW 28B.10.916- http://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.916 ;
and RCW 28B.10.918-  http://app.leg.wa.gov/rcw/default.aspx?cite=28B.10.918
[17] Available at http://www.wsac.wa.gov/disability-task

# Transition

*Make the transition from K-12 education to postsecondary education more seamless and successful.*

**Guidelines for Integration of the High School and Beyond Plan and the Individualized Education Program**

The task force is currently in the process of finalizing guidelines for educators on how to integrate elements of the High School and Beyond Plan with the Individualized Education Program.

The High School and Beyond Plan (HSBP) is a graduation requirement for all Washington general education and special education students alike. The Individualized Education Program (IEP) is a requirement for special education students only. Both documents are intended to assist students in goal setting and long term planning for postsecondary education and careers. Many elements of the HSBP and IEP overlap or are similar. Because requirements related to the HSBP are determined at the school district level, not the state, the extent to which school districts integrate the two plans varies considerably across districts. For example, while some school districts may require a special education student to complete a HSBP in addition to an IEP, some may allow the IEP to substitute for the HSBP. Currently educators lack guidance about how to integrate these plans.

To address this, in 2014 the task force recommended that "The State Board of Education (SBE), in conjunction with the Disability Task Force, should develop guidelines for school districts that provide direction on how the Essential Elements of a High-Quality High School and Beyond Plan can be incorporated into and support IEP secondary transition services." [h]

In 2015 the task force developed draft guidance for educators regarding integration of the two plans. The guidance includes a checklist designed to help educators align/integrate the HSBP and the IEP. The task force plans to release the guidance next year. The task force will revise the guidance as necessary based on feedback from schools and educators.

**Washington Assistive Technology Transferability (WATT) Workgroup**

The Task Force formed a workgroup to identify and address issues associated with the transferability of Assistive Technology for students with disabilities and school districts.

Many K-12 students with disabilities rely on assistive technology (AT) to help meet their educational or personal needs. When a piece of AT is purchased for a K-12 student with public funds, the piece of equipment or technology belongs to the school district and not the student. As a result, students are unable to take the AT with them to postsecondary education or employment after high school graduation. Occasionally this technology is highly customized to fit a student's unique needs, and therefore would be of no use to any other student.[18] In addition, some AT, such as mobile devices, depreciate in value fairly quickly and may become obsolete over a fairly short period of time to anyone but the student for whom it is purchased.

---

[18] An example is a wheelchair molded to fit a particular student's body.

To address these barriers, the task force recommended in 2014 "to establish a workgroup to address the barriers that prevent adaptive devices [assistive technology] from following students over the course of their education."[h]

This year, the task force identified individuals with expertise in the rules governing each of the funding sources likely to be used to purchase AT. The workgroup formed in summer 2015, and has met three times. Their work will ultimately result in an Assistive Technology Transfer Guide for school districts to support the seamless transfer of AT. The workgroup may also have recommendations regarding state legislation to address legal barriers related to transferring AT. The AT Transfer Guide will be available summer 2016.

### Surveys

The task force developed and distributed surveys to key stakeholder groups in 2015.

In 2015 the task force sent surveys to current and recent high school and college students with disabilities and families of students with disabilities. The goals of the surveys were to identify challenges and needs, get feedback on how successful the student's transition was, and determine what could be improved.  The survey data is incorporated throughout this report. The task force plans to analyze this data further in 2016.

In 2016, the task force plans to send surveys to K-12 educators, service providers (e.g. Division of Vocational Rehabilitation, Department of Services for the Blind, and Developmental Disabilities Administration), and the developmental disabilities community.

## Sharing Best Practices

*Select a statewide method for sharing best practices between and among K-12 education institutions and postsecondary education institutions.*

### Listserv

The Task Force created a Listserv for internal communication among task force members.

In 2013 the task force established a listserv to serve as a method of cross-sector communication among task force members. The task force uses the listserv to share news, information, and events. The listserv was very useful as a form of internal communication between members.

The task force explored the idea of opening this up to a broader audience of K-12 and postsecondary educators and faculty as a way to fulfill its legislative goal to share best practices between the two sectors.  However, the task force decided this was not the best venue because e-mails were not tracked or logged on a user friendly website.

### Pave the Way Conference

The Task Force presented a joint K-12 and postsecondary education breakout session on education transitions at Pave the Way, a statewide diversity conference.

The Washington Student Achievement Council (WSAC) held a diversity conference for P-20 educators in fall 2015. Two task force members from K-12 and postsecondary education participated in a joint session to share the task force's work and create a forum where both K-12 and postsecondary educators could discuss how students with disabilities transition

to their postsecondary pathways. The breakout session presentation was well received according to evaluations filled out by participants.

**WAPED K-12 Transition Liaison**

The task force conversations have sparked discussion about WAPED having a K-12 transition liaison to improve communication between the educational sectors.

The Washington Association of Postsecondary Education and Disability (WAPED) is an organization that provides professional development to postsecondary education disability service providers in Washington State. Five task force members are members of WAPED. WAPED leadership is currently exploring the idea of having a board position for a K12 transition specialist. The liaison would be focused on transition between K12 and postsecondary education.
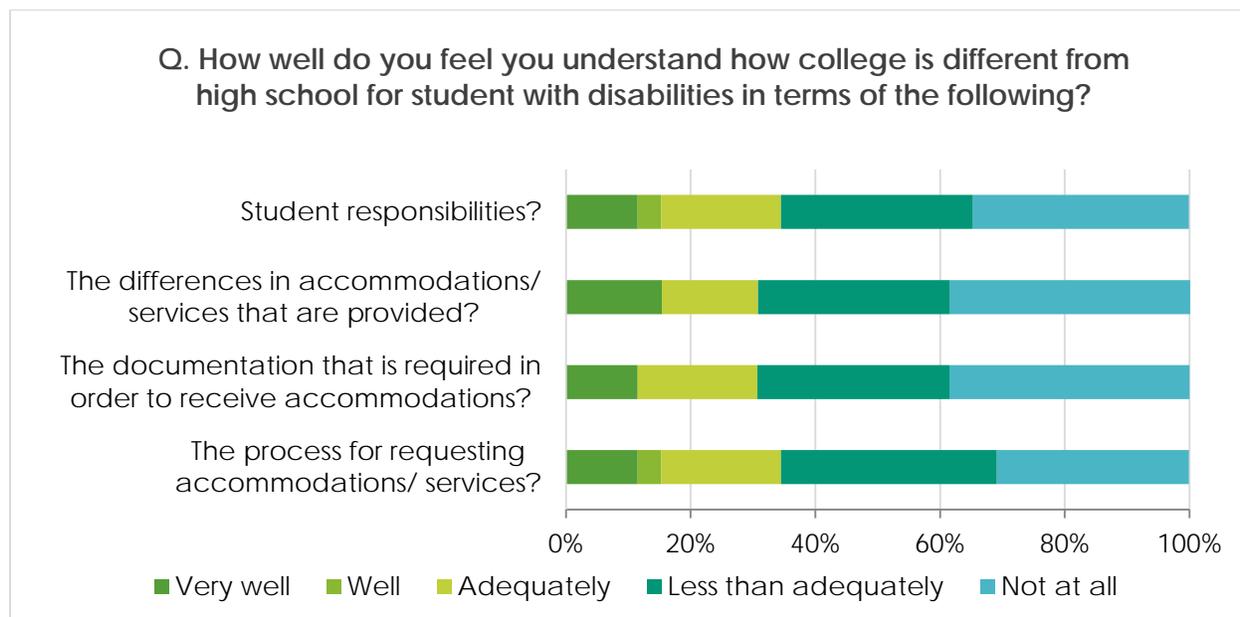
# Documentation

*Review documentation of disabilities at postsecondary education institutions, including developing resources for how school districts, in collaboration with students and their families, can get disability documentation applicable for postsecondary education institutions completed before a student's high school graduation.*

**Documentation Guidance**

Task force staff are currently working with WAPED to develop general documentation guidance for Washington State.  The guidance would be used to inform parents, students, and K-12 educators about documentation standards in general rather than to set documentation policy.

Students with disabilities may be required to document their disability (e.g. provide a formal evaluation), which enables colleges and universities to determine which services and accommodations to provide. But each postsecondary education institution has differing documentation standards, making it difficult for K-12 students to have documentation ready before high school graduation. This can also cause students and families to be unclear about what the requirements are. One student said "I had trouble understanding all the necessary information (documentation) needed at the time of completing paper work [to receive postsecondary accommodations]."[i] Furthermore, chart 2 shows that the majority of parents of students with disabilities have a less than adequate understanding of how college differs from high school in terms of accommodations, documentation, and student responsibilities.

Chart 2. Survey Response from 2015 Disability Task Force Survey to Parents of Students with Disabilities[j]



Q. How well do you feel you understand how college is different from high school for student with disabilities in terms of the following?

To address this, the task force members that represent postsecondary education are in the process of developing guidance on transition and documentation standards in postsecondary education. As the main audience will be parents, families, and K-12 educators, the guidance will be written in a way that they can understand. This means providing general rather than detailed information about what sorts of documentation postsecondary education institutions typically require in order for a student to receive academic accommodations. This should enable families, students, and K-12 schools to plan in advance for how best to meet postsecondary documentation requirements and explore the possibility of obtaining documentation applicable for postsecondary education prior to high school graduation.

The guidance will be part of a broader transition document that will also include an overview of the differences between high school and college, why colleges request documentation, and the process for obtaining college accommodation, among other things. WAPED will review and approve the draft guidance before it is finalized.

# Outreach

*Create a plan for how school districts and postsecondary education institutions can improve outreach to students and their families regarding available options in higher education.*

### List of Disability Specific Programs

Task force staff has developed a working list of disability programs in Washington State[19].

---

[19] See Appendix D for a draft list of programs.

In addition to specific transition and support programs available to students with disabilities, several internships and summer camps are designed specifically for students with disabilities. These programs help students develop leadership, social, and self-advocacy skills.

In 2015 the task force developed a working list of all the secondary and postsecondary programs available for students with disabilities in Washington State. The list includes specific college programs, such as Seattle College's SAILS program for students with Autism Spectrum Disorder, and internship opportunities, such as the Governor's Youth Leadership Forum.

The list still needs to be refined; however this will be a helpful resource for families who are wondering what options are available for their students, and for teachers and counselors to share with students and families. It will be available on the ReadySetGrad.org website and also distributed through channels such as OSPI's Guidance & Counseling Support listserv, Educational Service Districts, and community-based organizations like the PTA and Arc.

**Ready, Set, Grad Content**

The task force is in the process of finalizing content to be added to ReadySetGrad.org.

In 2014, the task force recommended that "Washington should develop online content and printable materials to help students with disabilities and their families identify target benchmarks for various stages of their middle and high school careers." The task force chose to house this information on Ready, Set, Grad, an existing website administered by the Washington Student Achievement Council. The Ready, Set, Grad website is designed to communicate the necessary steps and activities for students to prepare for college. It identifies benchmark goals for students based on their grade or student status. It is designed for students to begin using as early as 6th grade and continues all the way through college. The Washington Student Achievement Council will continue to ensure that Ready, Set, Grad is accessible and useful to people with disabilities.

The task force is in the process of taking two steps to meet its 2014 recommendation:

1. Integrate disability information into Ready, Set, Grad web content.
2. Draft content and benchmarks specific to students with disabilities in a separate document.

The task force will complete this work in 2016, and plans to update the content in subsequent years on a recurring basis. In addition to completing these items, which are currently in progress, the task force will spend 2016 developing plans to accomplish the recommendations outlined below.

# RECOMMENDATIONS

# Recommendation 1

*The state should restore funding for comprehensive support services and staffing levels to improve successful completion of postsecondary education by students with disabilities.*

New funding is needed to ensure students with disabilities have access to individualized supports and services in postsecondary education environments. While all students benefit from these services, they are integral to the success of students with disabilities. Some of these supports include counseling, tutoring, mentoring, and career guidance. These individualized supports can help students with disabilities successfully navigate challenges they face during their transition to postsecondary education; and increase the likelihood that they will complete their postsecondary education. In the past years we have seen student support services decrease dramatically, particularly in the area of staffing levels.[k] This means critical student services - such as disability support, counseling, tutoring, and career guidance - are significantly reduced. In a 2014 survey of postsecondary education disability service providers, 85 percent of respondents said their student services offerings had been impacted by a decline in state funding.[k]  Students with disabilities are disproportionately affected by these cuts, which impact their ability to persist in and complete postsecondary education.

One critical service to students with disabilities is counseling services. Unfortunately while the population of students with disabilities and students in need of counseling services has increased over the past years, the ratio of counselors and disability services staff to students has decreased.[k] Diminished counseling services can lead to detrimental consequences for students including longer waiting lists, liability risks for colleges, and less support to the campus community.[l] The Council for the Advancement of Standards in Higher Education recommends that counseling services "should establish close cooperation with career services, academic advising, specialized academic support units (e.g., reading and study skills programs, learning assistance programs), and student services (e.g., services for students with disabilities; international and multicultural students; lesbian, gay, bisexual and transgender students; TRIO programs; women; veterans; returning adult students)." [m]

In Washington, disability services (DS) staff to student ratio varies by college. According to a 2014 survey sent out to all public and private postsecondary education institutions' DS offices, 65% reported their office had been impacted by state funding cuts.[k] The table below shows examples of low disability services staff[20] to students with disabilities served ratios at Washington's community and technical colleges (CTC), and at baccalaureate institutions. As evidenced in Table 2, there is some variation of the ratios between colleges and universities. Furthermore, over half of the CTC survey respondents were below a 1:200 ratio.

Table 2. Low Ratios of Disability Service Provider Staff to Students with Disabilities in Washington Postsecondary Education Institutions for 2014-15 [n] [o]

---

[20] Not including support staff or student employees.

| | |
|---|---|
| Wenatchee Valley College | 1:320 |
| University of Washington | 1:539 |
| Everett Community College | 1:334 |
| Grays Harbor College | 1:307 |
| Edmonds College | 1:422 |
| Central Washington University | 1:375 |
| Bellevue College | 1:312 |
| Seattle University | 1:777 |
| Shoreline College | 1:486 |
| Olympic College | 1:624 |

As seen in Chart 3, ratios of disability services staff to students with disabilities at Washington public baccalaureate institutions has increased over the last three years. With these high ratios, DS staff are forced to focus on meeting minimal compliance at the expense of providing extra support for students with disabilities, which can be critical to increasing postsecondary completion rates of students with disabilities. If additional resources were available, DS providers would be able to provide more focused supports, including academic coaching for students, developing transition programs, following up with students, and providing instructional guidance. To reach this goal, state funding to student services and disability services needs to be increased.

Chart 3. Ratio of Students with Disabilities to Disability Services Staff at Washington Baccalaureate Institutions 2012-13 to 2014-15 [o]
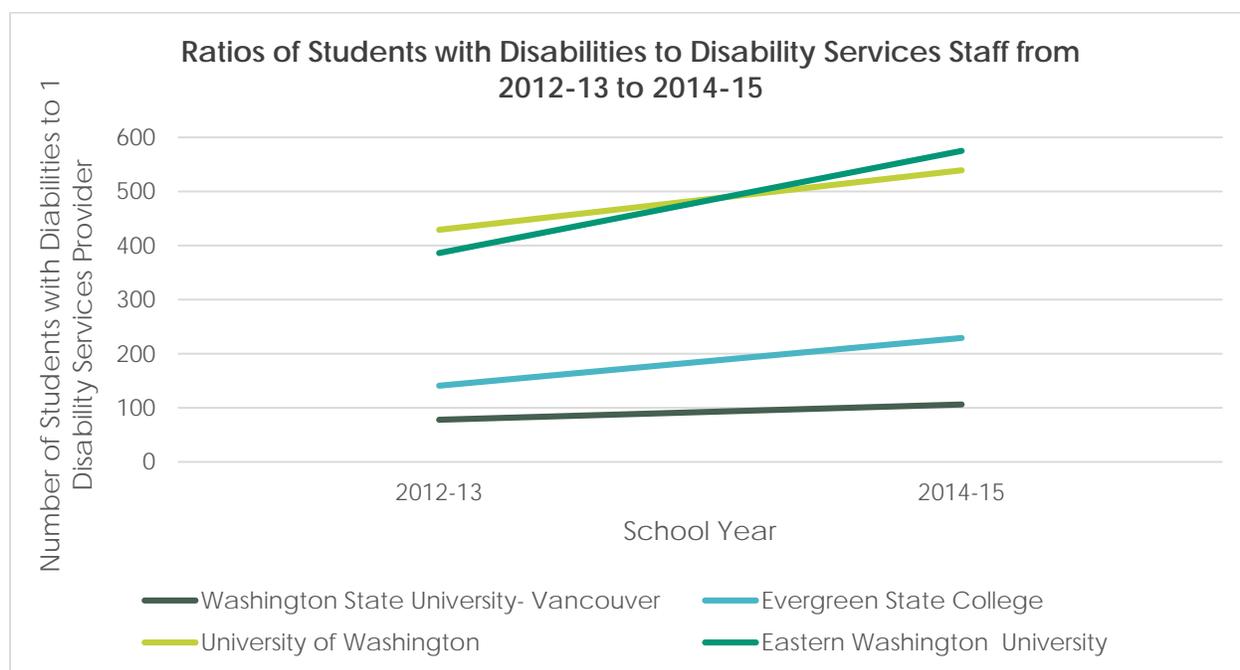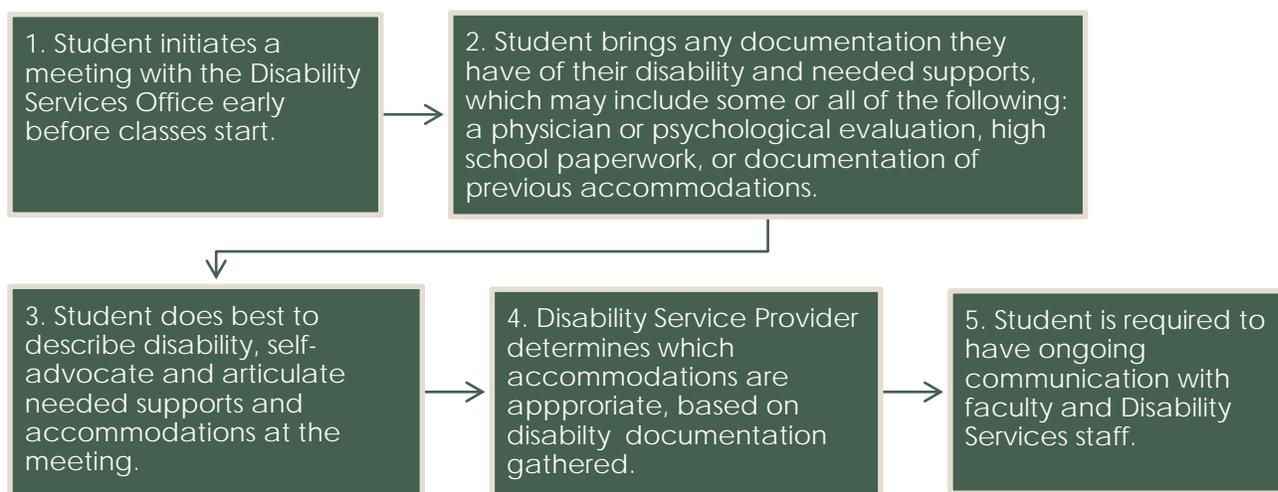
In 2016, the task force will explore recommending an appropriate ratio for disability services staff to students with disabilities. However, it is important to remember that different types of colleges may have different needs.

# Recommendation 2

*The state should ensure that students with disabilities have access to the formal evaluations required by postsecondary institutions.*

Postsecondary students with disabilities may be required to document their disability in order to receive accommodations. The following graphic depicts the process a student with a disability must go through in order to receive academic accommodations.

Chart 4. Process for Receiving Academic Accommodations at Washington State Postsecondary Education Institutions

| | |
|---|---|
| 1. Student initiates a meeting with the Disability Services Office early before classes start. | 2. Student brings any documentation they have of their disability and needed supports, which may include some or all of the following: a physician or psychological evaluation, high school paperwork, or documentation of previous accommodations. |

| | | |
|---|---|---|
| 3. Student does best to describe disability, self-advocate and articulate needed supports and accommodations at the meeting. | 4. Disability Service Provider determines which accommodations are appproriate, based on disabilty documentation gathered. | 5. Student is required to have ongoing communication with faculty and Disability Services staff. |

Currently Postsecondary institutions do not receive state or federal funding to provide assessments for students with disabilities. As a result, students must provide their own documentation. Students who do not have previous documentation must pay privately for a professional evaluation to document their disability, as noted in Step 2. This can be a significant barrier for low-income students because these evaluations, particularly psychological or learning disability evaluations, are typically very costly.

The task force developed potential models for funding evaluations in postsecondary education. The models are outlined below.

Table 3. Possible Funding Models for Statewide Documentation Fund

| Possible Model | Funding Stream | Description | Notes |
|---|---|---|---|
| **Grants Model** | Funding from Legislature to one agency/organization (e.g. DVR, WSAC) that administers the grant program. | An organization or agency would provide grants or vouchers for students who need disability evaluations. The agency would have a contract with approved providers/ diagnosticians in each geographical region to perform the evaluations. | Potential infrastructure challenges for the chosen agency. Would require staffing and time to develop systems. |
| **Postsecondary Education Reimbursement Model** | Funding to one agency/organization (e.g. DVR, WSAC, SBCTC). | Postsecondary education institutions would pay for student evaluations directly, then bill one agency/organization and are reimbursed at the end of the year. Postsecondary institutions would have an approved providers/ diagnosticians to perform the evaluations separated by geographical region. | Would create an administrative burden for postsecondary education disability services offices. |
| **Graduate Programs Model** | Funding to psychology/ psychiatry programs at universities. | Certain psychology/ psychiatry programs are training graduate students to perform psychological evaluations. The evaluation is performed under the guidance of a certified diagnostician. Utilize these exiting programs to expand reach to evaluate students with disabilities. | Antioch University has a program like this. The task force will explore if this model could be replicated at other appropriate graduate programs. One issue for rural areas may be proximity to these program offerings. |

| Possible Model | Funding Stream | Description | Notes |
|---|---|---|---|
| **Financial Aid Model** | Funding to postsecondary education institutions. | Postsecondary education institutions would receive funding as part of a student's financial aid package. | |
| **Workforce Innovation and Opportunity Act [WIOA] Funding Model** | Federal funding received by DVR as part of WIOA. | Work with DVR to leverage funding received by WIOA. Funding would be used to create the infrastructure for the documentation fund. | |

Each proposal has advantages and disadvantages. For example, the grants model, with DVR administering the fund, would require DVR to expand their mission or scope. DVR's current infrastructure would not support this model. The graduate program model would be less expensive since it relies on graduate students in training to perform the evaluations. However, its usefulness may be limited since a limited number of institutions have these types of graduate programs. Furthermore, it may not be a model that provides adequate access for students living in rural communities. The task force plans to select a proposal or a combination of proposals in 2016.

# Recommendation 3

*The state should provide resources to increase professional development opportunities on transitions for students with disabilities. Specifically, K-12 and postsecondary educators should receive professional development on the following topics.*

1. Enable the Center for Change in Transition Services (CCTS) - in collaboration with other State Needs Projects - to expand professional development for K-12 counselors, school psychologists, educators, and administrators on the transition from K-12 to postsecondary education for students with disabilities. Professional development materials created as part of this effort should be developed with input from multiple stakeholders.

2. Postsecondary institutions should provide training for faculty, staff, and administrators on disability laws governing postsecondary education. This training should include, but not be limited to, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

3. Postsecondary institutions should explicitly include students with disabilities in underrepresented student outreach goals. In order to accomplish their goals, public postsecondary institutions should offer staff specialized training on targeted outreach to students with disabilities. This training should be offered to any postsecondary personnel who do outreach to high school students, including but not limited to recruiters, admissions counselors, and outreach coordinators.

Professional development opportunities should be improved and expanded, for both K-12 and postsecondary educators and staff. In 2015, the task force discussed this issue and what existing organizations or resources, such as the CCTS, could be leveraged.

CCTS is one of the Office of Superintendent of Public Instruction's six state needs projects for special education. These projects "collectively provide statewide capacity building through professional development opportunities, technical assistance, and consultation and training for parents, families, and educators."[p] CCTS provides on-site trainings, webinars, and modules for K-12 special education teachers, counselors, and administrators on transitioning for students with disabilities. Topics include differences between IDEA and ADA, implementing effective IEP transition services, and how to teach self-advocacy and self-determination skills.

Unfortunately, CCTS has a limited budget and is operating at capacity, which limits its ability to do additional outreach. It is also limited in the number of in-person trainings it can provide. Currently, CCTS offers in-person trainings to high school districts that have 20 people or more staff available to take the training. This makes it difficult for small and rural districts to access CCTS trainings, as it may be harder for them to get the minimum number of educators to attend. In addition, CCTS is only able to provide one-time standalone trainings due to limited staff. A more effective delivery method would consist of multiple trainings throughout the year, which build on each other.

Increased funding would allow CCTS to offer more trainings to a broader audience of K-12 educators. CCTS would take a team-building approach, working with Educational Service Districts (ESDs) and other state needs projects to create long-term projects. CCTS would also have the capacity to work with postsecondary education, and possibly create training modules for postsecondary education disability service providers, faculty, administrators, and staff.

Currently, there is no statewide video or module to help postsecondary education faculty and staff understand how the ADA and Section 504 relate to postsecondary education. Nor is there specialized training on how to recruit students with disabilities. This is critical because faculty are responsible for providing many of the accommodations for students with disabilities. In the 2015 survey to students with disabilities, one student respondent noted that instructors are often unaware of or misunderstand how to set up accommodations for testing. This creates additional stress for students with disabilities. [i]

The State Board for Community and Technical Colleges (SBCTC) is in the process of developing a series of modules to inform faculty about legal issues, accessibility, and Universal Design for Learning (UDL). Task force staff plans to work with SBCTC and provide input during the development of this training.  The task force will explore whether these modules can be used for the postsecondary education trainings recommended above. It will also explore the best way to share good models of web-based training that have already been developed by colleges and universities, such as the model developed by Walla Walla Community College[21].

In addition to faculty, staff who spend a considerable amount of their time doing outreach or recruitment to high school students and their families would benefit from specialized

---

[21] Available for Walla Walla Community College faculty at http://www.wwcc.edu/CMS/?id=993

training on effective strategies for students with disabilities. When asked what would improve high school to college transition for students with disabilities, one parent said "I feel that parents [of students with disabilities] should be provided information... that specifically explains how to access the college, how the college experience will benefit the student, and what forms need to be filled out, etc..."[j] Students with disabilities and their families are often left out of parent nights, college fairs, and college information events. This training could be included as a series in the training module mentioned above.

# Recommendation 4

*The state should support development of:*

1. *More postsecondary in-person and web-based student leadership, peer-mentoring, and program opportunities for students with disabilities.*

2. *Additional work-based learning opportunities for students with disabilities, including internships and job shadowing experiences. These should be developed through collaboration between secondary schools, postsecondary institutions, and other organizations.*

Several programs exist in Washington to support students with disabilities throughout the education system. However, they are limited in what they can offer due to funding and resources. One example is DO-IT Scholars, which allows high school students to spend a summer on the University of Washington campus to learn about assistive technology, accommodations in postsecondary education, and the differences between high school and college. Another example is Bellevue College's Autism Spectrum Navigator's Program, which offers services to students with Autism Spectrum Disorder and provides "educational opportunities that increase self-knowledge in the areas of executive functioning, self-regulation, social interaction, self-advocacy and career preparation."[q] DO-IT Pals is a mentoring program where students with disabilities in high school are connected with a college peer mentor to help support and navigate their education transition[22].

The task force explored ways to incentivize colleges, K-12 schools, and businesses to partner and create their own programs for students with disabilities. Ideas discussed include:

1. Leveraging state work study programs at colleges to provide mentors to K-12 students with disabilities.

2. Applying WIOA funding to create more work-based learning programs.

3. Offering grants to colleges to create their own programs. Colleges could partner with school districts or state agencies such as DVR and DSB.

4. Offering grants to school districts to create their own internship programs and work based learning opportunities through partnerships with postsecondary education institutions and businesses.

---

[22] See Appendix D for a draft list of programs.

# Recommendation 5

*Pre-service educator standards should include information specific to serving students with disabilities.*

Currently, Washington's teacher and knowledge standards state that teachers should use multiple instruction strategies for diverse learners. However, they do not specifically mention students with disabilities. The Professional Educator Standards Board (PESB) is currently in the process of updating Washington's standards to align with national competencies, which are more robust and specifically mention students with disabilities. If the national competencies are approved by the Board, the new standards would include the following:

- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

- The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

- The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).[r]

The task force is in support of the adoption of these changes and plans to write a letter of support for the PESB to consider at its January 2016 meeting. In addition to the standards outlined above, the task force plans to suggest additional competency standards regarding transition. Task force members may also participate in PESB's stakeholder workgroups to give feedback on the new standards and to continue building a focus around transition.

# Recommendation 6

*The Statewide Disability Task Force should continue to meet after its sunset date on January 1, 2016, as a way to share effective practices and promote collaboration between educational sectors. The task force should serve as an advisory committee to the Washington Student Achievement Council.*

Continuation will address the task force's legislative goal of selecting a statewide method for sharing best practices. In addition, it will serve as a platform to continue addressing the three other legislative goals and issues as they emerge.

The Washington Student Achievement Council will support the task force as they wrap up the ongoing work identified above. WSAC will also continue to pursue policies and programs for students with disabilities.

## UNRESOLVED ISSUES

*A gap exists between information contained in K-12 disability evaluations and what is required for documentation by postsecondary institutions.*

IDEA requires that an evaluation done in K-12 must be for the purposes of K-12education. This makes it extremely difficult for K-12 schools to align student disability assessments with the disability documentation that postsecondary institutions need.  K-12 schools would also need to coordinate the timing of these assessments to make sure they are relatively current (a student's 11th or 12 grade year).

*Students with disabilities who also receive foster care services face additional challenges.*

Students receiving foster care services are vastly overrepresented in special education. In Washington in 2010, there were 6,819 students receiving foster care services. Of those students, 33.5 percent were in special education even though special education students only made up about 13 percent of the student population.[s]

In 2015 the task force considered issues related to foster care services for students with disabilities, but did not coalesce around a recommendation regarding this issue.

*Postsecondary DS providers may benefit from a forum to share accessible and alternative format textbooks among postsecondary institutions.*

Currently, each college has its own system for locating and creating accessible materials for students who need alternative print formations. This impacts quality and consistency, and students can fall behind in classes if conversion is not done quickly.

Some states, such as California and Georgia, have already developed a centralized processing center to create accessible materials for colleges. This has been successful and allowed DS providers to deliver timely and efficient accommodations to print-disabled students.[t] The task force was not able to explore these models in greater depth in 2015. The task force recommends further analysis to see if there are models that should be replicated in Washington.

## NEXT STEPS

The task force plans to continue its work beyond its legislative mandate in 2015, in the form of an advisory committee to the Washington Student Achievement Council. The Disability Advisory Committee will continue to meet on a semi-annual basis to work on unresolved issues, share best practices among educational sectors, and discuss emerging issues.

The committee will create a small working group of members who meet to further develop recommendations. This group will:

- Select a proposal or method for accomplishing each recommendation.

- Establish timelines and accountability.

- Determine if and how much funding or resources are needed.

- Develop budget or legislative requests for legislative sessions in 2017 and 2018.

The committee will review its current membership and determine which additional stakeholders should be included in the committee's work.

## CONTACT INFORMATION

Anne Messerly
Associate Director
Policy, Planning & Research Division
360.753.7855
annem@wsac.wa.gov

Randy Spaulding
Director of Academic Affairs and Policy
Policy, Planning & Research Division
360.753.7823
randys@wsac.wa.gov

# APPENDIX A: SUBSTITUTE SENATE BILL 5180

Passed Legislature – 2013 Regular Session

State of Washington                                    63rd Legislature
2013 Regular Session

AN ACT Relating to improving access to higher education for students with disabilities; creating new sections; and providing an expiration date.


BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:


NEW SECTION.  **Sec. 1.1.**  The legislature finds that postsecondary education helps individuals to become productive and contributing members of society, and that individuals with disabilities are equally benefited by obtaining postsecondary education.  The legislature also finds that students with disabilities face a disproportionate number of challenges when transitioning to postsecondary education, and that people who have disabilities are less than half as likely to have a baccalaureate degree compared to people who do not have a disability.  The legislature finds it is incumbent upon the state to address these challenges in order to provide all students in Washington state with an equal opportunity to pursue a successful future.

In calling together a diverse group of experts from throughout the state, the legislature intends to develop recommendations that will directly increase the success rate for students with disabilities who are transitioning from secondary to postsecondary education, which are distinctively different parts of the educational system.


NEW SECTION.  **Sec. 1.2.**  (1) A legislative task force on improving access to higher education for students with disabilities is established.

(2) The task force must collaborate to carry out the following goals:

(a) Make the transition from K-12 education to higher education more seamless and successful;

(b) Select a statewide method of sharing best practices between and among K-12 education institutions and postsecondary education institutions;

(c) Review documentation of disabilities at postsecondary education institutions, including developing resources for how school districts, in collaboration with students and their families, can get disability documentation applicable for postsecondary education institutions completed before a student's high school graduation; and

(d) Create a plan for how school districts and postsecondary education institutions can improve outreach to students and their families regarding available options in higher education.

(3) The task force must consist of not more than twenty-nine members and must include the following members:

(a) Seven members appointed by the governor as follows:

(i) Four private citizens with experience advocating and providing services for students with disabilities, at least one of whom must currently be or who in the past was a parent of a student with a disability, at least one of whom must be a current student at a postsecondary education institution in Washington, and at least one of whom must have experience advocating for veterans with disabilities; and

(ii) Three representatives from nonprofit organizations focused on advocating for citizens with disabilities or providing services for citizens with disabilities, or both;

(b) Eight members appointed by the office of the superintendent of public instruction as follows:

(i) Two representatives from the office of the superintendent of public instruction;

(ii) Two representatives from educational service districts; and

(iii) Four representatives from local school districts that have high concentrations of students with disabilities enrolled in the district;

(c) Four members appointed by the state board for community and technical colleges as follows:

(i) One representative from the state board for community and technical colleges; and

(ii) Three representatives from public community or technical colleges;

(d) Four members appointed by the council of presidents, including one representative from the council and three representatives from a regional university as defined in RCW 28B.10.016;

(e) One member appointed by the superintendent of the state school for the blind, from the state school for the blind;

(f) One member appointed by the secretary of the department of social and health services, from the department of social and health services;

(g) One member appointed by the executive secretary of the governor's committee on disability issues and employment, from the governor's committee on disability issues and employment;

(h) One member appointed by the chair of the developmental disabilities council, from the developmental disabilities council;

(i) One member appointed by the superintendent of the state school for the deaf, from the state school for the deaf; and

(j) One member appointed by the workforce training and education coordinating board, from the workforce training and education coordinating board.

(4) The purpose of the task force is to make recommendations to the legislature and to coordinate and implement the goals in subsection (2) of this section.

(5)(a) When making the recommendations regarding subsection (2)(a) of this section, the task force must consider:

(i) How to ensure students' interests, goals, and strengths guide the transition planning process;

(ii) How to enable collaboration and communication between and among schools, institutions of higher education, and relevant state agencies to provide an effective transition;

(iii) How assessment and disability documentation that is acceptable to postsecondary institutions should best be determined and obtained;

(iv) How to identify the types of supports and accommodations that students will need in postsecondary environments;

(v) How students can plan their high school coursework to sufficiently prepare for the higher education environment; and

(vi) If a statewide database of student disability accommodation equipment, software, and resources owned by school districts and postsecondary education institutions should be created to assist students' educational transitions and, if created, what public entity is best suited to be responsible for the creation, maintenance, and the scope of that database.

(b) When making recommendations regarding subsection (2)(c) of this section, the task force is encouraged to consider:

(i) What should constitute a proper and complete documentation of a disability;

(ii) How recently the documentation must have been completed; and

(iii) Which testing information, if any, must be included in the documentation.

(6) The student achievement council must provide staff support to the task force within existing funds.  The task force is encouraged to use technology to expand access and limit costs.

(7) The task force shall report its recommendations for each goal to the legislature by December 1, 2013, and annually each December 1st thereafter until expiration of the task force.

(8) This section expires January 1, 2016.

## APPENDIX B: TASK FORCE MEMBERS AND STUDENT ACHIEVEMENT COUNCIL STAFF

| Organization | Name | Position | Appointed by |
|---|---|---|---|
| ARC of King County | Stacy Gillett | Executive Director | Governor |
| Washington Access Fund | Jack Brummel | Executive Director | Governor |
| NA | Karen DeYoung | Citizen/Parent | Governor |
| University of Washington Tacoma | Rai Nauman Mumtaz | Student | Governor |
| Office of Superintendent of Public Instruction | Doug Gill | Director of Special Education | Office of Superintendent of Public Instruction |
| Office of Superintendent of Public Instruction | Kristin Hennessey | Program Supervisor, Equity and Civil Rights | Office of Superintendent of Public Instruction |
| Educational Service District 112 | Mary Mertz | Associate Superintendent, Specialized Services | Office of Superintendent of Public Instruction |
| Educational Service District 101 | Fran McCarthy | Director, Center for Special Education Services | Office of Superintendent of Public Instruction |
| Lake Washington School District | Paul Vine | Director of Special Education | Office of Superintendent of Public Instruction |
| Issaquah School District | Marnie Maraldo | Board Director | Office of Superintendent of Public Instruction |
| State Board for Community and Technical Colleges | Scott Copeland | Policy Associate, Student Services | State Board for Community and Technical Colleges |
| Green River Community College | Deb Casey | Vice President for Student Affairs | State Board for Community and Technical Colleges |
| Shoreline Community College | Kim Thompson | Associate Dean of Students | State Board for Community and Technical Colleges |
| Bellingham Technical College | Mary Gerard | Coordinator for Disability Support Services | State Board for Community and Technical Colleges |

APPENDIX B

| Organization | Name | Position | Appointed by |
|---|---|---|---|
| Central Washington University | Wendy Holden | Access & Disability Consultant | Council of Presidents |
| The Evergreen State College | Meredith Inocencio | Director for Access Services | Council of Presidents |
| University of Washington | Bree Callahan | Director, Disability Resources for Students | Council of Presidents |
| Council of Presidents | Jane Sherman/ Julie Garver | Associate Director for Academic Policy | Council of Presidents |
| Washington State School for the Blind | Lori Pulliam | Director of Transition Services | Washington State School for the Blind |
| Washington State Center for Childhood Deafness and Hearing Loss | Rick Hauan | Director | Washington State Center for Childhood Deafness and Hearing Loss (formerly State School for the Deaf) |
| Department of Social and Health Services | Andres Aguirre | Director, Division of Vocational Rehabilitation | Department of Social and Health Services |
| Washington State Developmental Disabilities Council | Aaron Morrow | Vice Chair, Council Member | Washington State Developmental Disabilities Council |
| Governor's Committee on Disability Issues and Employment | Toby Olson | Executive Secretary of the Committee | Governor's Committee on Disability Issues and Employment |
| Workforce Training and Education Coordinating Board | Nova Gattman | Legislative Liaison/Policy Analyst | Workforce Training and Education Coordinating Board |
| Washington Student Achievement Council | Randy Spaulding | Director of Academic Affairs and Policy | N/A- Task Force Staff |
| Washington Student Achievement Council | Anne Messerly | Policy Associate | N/A- Task Force Staff |
| Washington Student Achievement Council | Mark Bergeson | Associate Director of Academic Affairs and Policy | N/A- Task Force Staff |

## APPENDIX C: COMPARISON OF THE IDEA AND THE ADA REQUIREMENTS

| Comparison of the Requirements and Procedures of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) | | |
|---|---|---|
| Rights guaranteed by the law | IDEA (K-12) | ADA (College) |
| | Free, appropriate public education (FAPE) | Prohibits discrimination on the basis of disability. Programs, services, and activities are designed and operated to provide equal opportunity to participate and benefit. |
| Who is covered | Every eligible child age 3-21; Concept of zero reject. | Students who are "otherwise qualified" |
| Identification and evaluation of students with disabilities | District is responsible for identifying students with disabilities, evaluating them, and covering costs | College has no responsibility to identify or evaluate students with disabilities.  Student must self-identify and provide appropriate documentation.  If an evaluation is needed, the expense is the student's responsibility |
| Determining Services | Individualized Education Program (IEP) developed by team Curriculum modifications and special programs are common | Reasonable accommodations, including auxiliary aids and services, must be requested by student. Academic adjustments that equalize opportunity for participation are required; Substantial modifications to curriculum and lowering standards are not required |
| Personal devices and services such as wheelchairs, hearing aids, and personal care attendants | Provided by district if determined to be necessary (and included in IEP) | Colleges are not required to provide these |
| Role of parents | Parents must be included in decision-making | College students are over 18 and are considered adults.  No parent consultation is required |
| Appeals process | Right to due process as spelled out in the law | College grievance procedure or complaint with the USDOE Office of Civil Rights |

Source: Adapted from the College of New Jersey[21]

Note: In postsecondary education, the ADA and Section 504 of the Rehabilitation Act have essentially the same effect, because most postsecondary institutions (including private

ones) receive government funding of some sort. The exception is private postsecondary institutions that do not receive government funds.

# APPENDIX D: SPECIALIZED AND INTEGRATED SUPPORT PROGRAMS FOR STUDENTS WITH DISABILITIES

Please note, this is not a comprehensive list. [w] If you are aware of any programs that are not on this list, please e-mail them to Anne Messerly at annem@wsac.wa.gov. Thank you.

| Program Name | Description | School/ Organization | Type of Program |
|---|---|---|---|
| IMAGES http://www.spokaneschools.org/Domain/438 | Community IMAGES is a 1-2 year High School Transition Program for students who are 18-21 years of age.  This program is designed to assist with the transition from public school into the adult world.  Instruction occurs on the Spokane Community College campus as well as in the community. | Spokane Public Schools and Spokane Community Colleges | Transition Program |
| Project SEARCH http://www2.spokaneschools.org/studentsupport/specialed/new/programs/project%20SEARCH.pdf | Project SEARCH transition program is a one-year educational program for students with disabilities in their last year of high school. It is targeted for students whose main goal is competitive employment. The program takes place in Providence Sacred Heart Medical Center where total immersion in the workplace facilitates the teaching and learning process through continuous feedback and application of new skills. | Spokane Public Schools and Providence Sacred Heart Medical Center | Transition Program |

---

[w] For a list of programs and summer camps for children with special health care needs, please visit: http://cshcn.org/sites/default/files/webfm/file/summercampdirectory2015.pdf

APPENDIX D

| Program Name | Description | School/ Organization | Type of Program |
|---|---|---|---|
| STEP | STEP is another 1-2 year high school transition program for students 18-21 years of age. The program is designed for students who need extra support, such as those with developmental and intellectual disabilities. Instruction occurs on the high school campus. Students may apply to Community IMAGES or Project SEARCH from STEP. | Spokane Public Schools | Transition Program |
| Community Integration Employment Program http://www.shoreline.edu/oss/cip.aspx | *The Community Integration Employment Program is for individuals with more severe intellectual and /or developmental disabilities. The program provides* wrap around services helping students/job seekers explore individualized career paths, build skills for the world of work, transition to and retain employment. | Shoreline Community College | Employment service support program |
| SAILS/Mainstay http://www.sailsforstudents.org/about.htm | The SAILS program is a support program for college freshman with ASD and other learning differences.  The program provides individualized supports for students, as well as a "College 101" course, which emphasizes time-management skills, self-advocacy skills, study skills, and personal learning strategies. | Seattle Central College | Postsecondary Support Program |
| Achieve http://achieve.highline.edu/ | ACHIEVE is a comprehensive postsecondary transition program that includes credit and non-credit classes, intensive advising, involvement in campus life, community-based internships, and job placement services. | Highline College | Transition/ Postsecondary Program |

| Program Name | Description | School/ Organization | Type of Program |
|---|---|---|---|
| DO-IT Scholars http://www.washington.edu/doit/programs/do-it-scholars/overview | In this college-preparation program, students with disabilities attend summer camps for up to 3 summers on the UW campus to learn about college preparation and living on campus. They are introduced to mentors and provided adaptive technology. They learn about self-determination, careers, academic accommodations, civil rights, leadership, and more. | University of Washington | Internship/ Summer Program |
| Governor's Committee Youth Leadership forum http://fosteringtogether.org/youth-with-disabilities-leadership-forum/ | The Youth Leadership forum provides the opportunity for high school students to spend a few weeks developing their personal and social skills so they can become leaders in their communities. | Governor's Committee on Disability Issues and Employment | Internship/ Summer Program |
| Autism Spectrum Navigator's Program https://www.bellevuecollege.edu/autismspectrumnavigators/ | The Autism Spectrum Navigators program offers individualized access services for Bellevue College students who have an Autism Spectrum Condition. | Bellevue College | Postsecondary support program |
| OLS (Occupational and Life Skills) http://olsatbellevuecollege.com/discover-ols-overview/ | The OLS program provides adults with cognitive disabilities the opportunity to acquire an accredited college degree that leads to post-graduation employment rates well above the national average. The curriculum is occupational and life skills based taught through scaffolded instruction and universal design. | Bellevue College | Postsecondary program |

APPENDIX D

| Program Name | Description | School/ Organization | Type of Program |
|---|---|---|---|
| YES! http://www.dsb.wa.gov/services/summerprograms.shtml | Dept of Services for the Blind offers 4 summer programs for vision impaired students at different ages. These programs allow students to define their strengths and goals, learn about educational and careers paths, obtain paid and unpaid work experience, and strengthen daily living skills. | Dept. of Services for the Blind | Summer Program |
| Deaf Teen Leadership http://www.awsp.org/DeafTeenLeadership | Summer camp for students who are deaf grades 9-12. Through an interactive, weeklong camp experience, students learn and practice essential skills. Several workshops are held relating to character building, leadership, communication, integrity, self-identity, advocacy and teamwork. Students at Deaf Teen Leadership also have the opportunity to experience the Cispus challenge course, participate in Deaf culture enrichment activities and meet other Deaf and hard of hearing youth from high schools across Washington. | Washington State Association of the Deaf, Association of Washington Student Leaders | Summer Program |
| DO-IT Pals http://www.washington.edu/doit/programs/do-it-pals | DO-IT Pals is an electronic community of teens with disabilities planning for college and careers. They engage with each other, mentors, and DO-IT Staff and learn about useful resources. | University of Washington | Mentorship Program |
| AccessSTEM http://www.washington.edu/doit/accesstem-team-application | AccessSTEM provides mentoring, peer support, and career development for students with disabilities pursuing science, technology, engineering, and mathematics. Both high school and college students are encouraged to apply any time of year. | University of Washington | Transition Program/ Postsecondary support program |

APPENDIX D

| Program Name | Description | School/ Organization | Type of Program |
|---|---|---|---|
| PACE Services http://sccel.spokane.edu/PACE.aspx | PACE (People Accessing Careers and Education) Services assists people with significant obstacles to employment or community inclusion to achieve life goals through education, resource coordination and vocational support. Most PACE students have cognitive, physical, sensory or psychiatric disabilities and want to achieve independence, employment and ongoing education. | Spokane Community College | Employment service support/ Postsecondary support program |
| TRIO Student Support Services | TRIO serves qualified students with disabilities who apply for the program. They have access to an instructional center for assistance, programming and specific advisers to help them while connected to the program. | Multiple colleges | Postsecondary support program |
| SEER (Supported Education & Employment Enhancing Rehabilitation) http://sccel.spokane.edu/SEER.aspx | SEER is a supported education and employment program that helps individuals who are recovering from psychiatric disabilities prepare for, gain access to, and sustain participation in postsecondary education and vocational opportunities. | Spokane Community College | Transition Program |

# REFERENCES

[a] Substitute Senate Bill 5180. Chapter 231, Washington State Legislature. (2013). Retrieved from http://app.leg.wa.gov/billinfo/summary.aspx?bill=5180&year=2013

[b] Washington State Report Card. (2014-15). Retrieved November 1, 2015, from http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&year=2014-15&yrs=2014-15

[c] Office of Superintendent of Public Instruction. (April 2015). Graduation and Dropout Statistics Annual Report. Retrieved November 1, 2015, from http://www.k12.wa.us/LegisGov/2015documents/GradandDropoutStats2015.pdf

[d] Washington Student Achievement Council analysis of data from Washington State Office of Financial Management, Education Research and Data Center. (2013). *High School Feedback Report 2011-12.*

[e] FFY2013 State Performance Plan / Annual Performance Report. (2015). Retrieved November 1, 2015, from https://osep.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=11219

[f] Center for Change in Transition Services. (2013-14). Reports. Retrieved November 1, 2015, from https://www.seattleu.edu/ccts/post-school-survey-and-outcomes/post-school-outcomes-reports/

[g] Peterson, L. Y., Van Dycke, J. L., Roberson, R. L., & Sedaghat, J. M. (2013). Promoting Student Transition from Entitlement Services to Eligibility Resources. *Intervention in School and Clinic*, *49*(99), 099-107.

[h] 2014 Disability Task Force Report. (December 2014). Retrieved November 1, 2015, from http://wsac.wa.gov/sites/default/files/2014.Disability.Task.Force.Report.pdf

[i] Disability Task Force Survey to Current and Recent Students [Survey]. (2015, October).

[j] Disability Task Force Survey to Families [Survey]. (2015, October).

[k] Disability Task Force Survey to Washington Higher Education Institutions [Survey]. (2014, September).

[l] International Association of Counseling Services. (n.d.). Recommended Staff to Student Ratios. Retrieved November 1, 2015, from http://www.iacsinc.org/staff-to-student-ratios.html

[m] Council for the Advancement of Standards in Higher Education. (2011, August). Retrieved November 1, 2015, from http://collegecounseling.org/wp-content/uploads/2011/08/cas.pdf

[n] Disability Services Staff to Student Ratio [Survey]. (2015, November 10).

[o] Disability Task Force Survey: Student to Staff Ratio [Survey]. (2015, November 16).

[p] Special Education State Needs Projects. (n.d.). Retrieved November 1, 2015, from http://www.k12.wa.us/SpecialEd/stateneeds.aspx

[q] Bellevue Autism Spectrum Navigators Program Information. (n.d.). Retrieved November 1, 2015, from https://www.bellevuecollege.edu/autismspectrumnavigators/about/program/

[r] InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0. (2013, April 1). Retrieved November 1, 2015, from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

[s] Office of Superintendent of Public Instruction. (2012, January). Students in Foster Care Annual Report 2010-11. Retrieved from http://www.k12.wa.us/LegisGov/2011documents/StudentsFosterCareAnnualReport_2010-11.pdf

[t] Alternative Media Access Center. (n.d.). About AMAC. Retrieved from http://www.amacusg.org/about.php

[21] Dell, A. G. (2003). Comparison of the Requirements and Procedures of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). (College of New Jersey) Retrieved from http://www.tcnj.edu/~technj/2004/transition.htm