

Building Equitable Pathways to Graduation and Post-School Success

**Special Education
Career & Technical Education (CTE)
Secondary Education & Pathway Preparation**



OSPI Transition & Graduation Partners



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Our Problem of Practice



Over 25% of students with disabilities in Washington state are not engaged in any post-secondary activities one year after leaving high school.



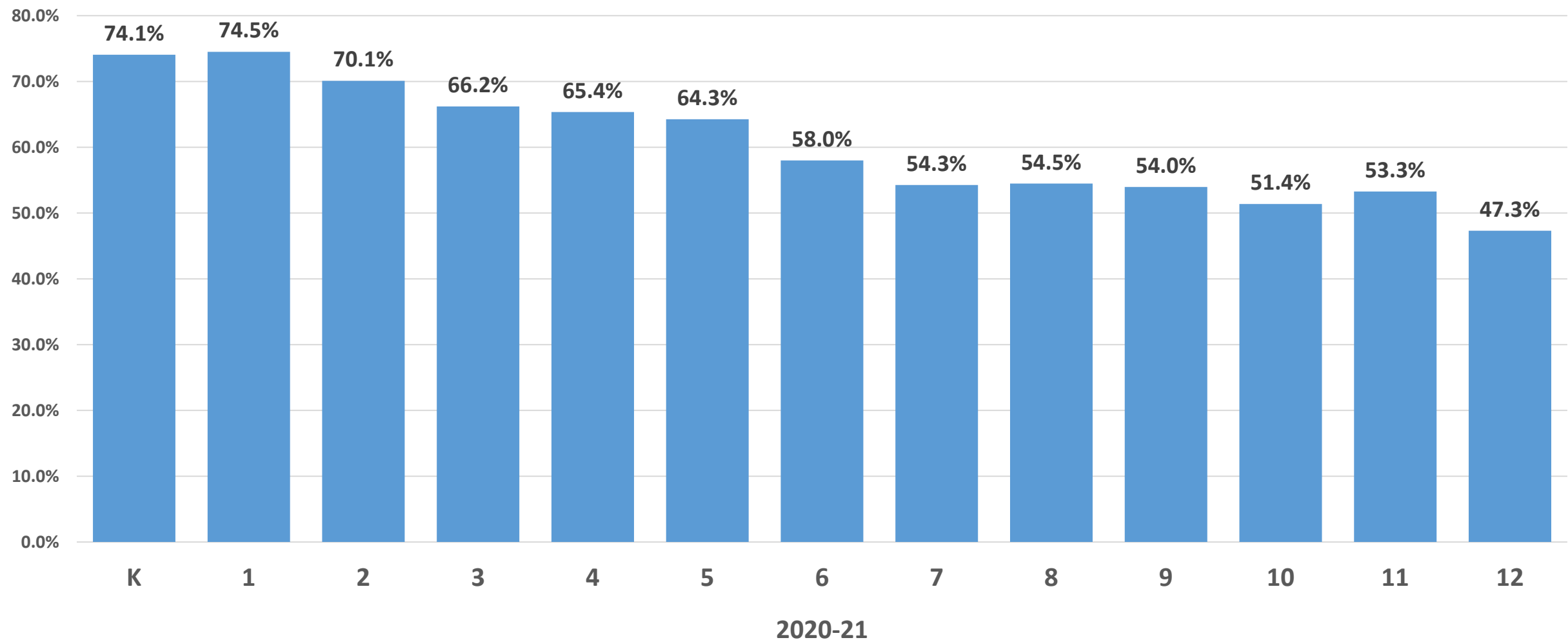
State Special Education Snapshot



	All PreK-12 Students	Students with Disabilities	Black Students with Disabilities
2020 PreK-12 Student Enrollment	1,095,125	147,202	8,173
2020 PreK LRE (Indicator B-6A)	N/A	21.0%	20.6%
2020 K-12 LRE1, 80-100% general ed	N/A	60%	49%
2019-20 Kindergarten Readiness (WaKIDS)	51.5%	22.4%	14.4%
2020 Graduation	83%	64.5%	55.6%
2020 Drop-out	8.5%	12.0%	17.4%
2018-19 Post-School Outcomes	N/A	72.1%	73.4%

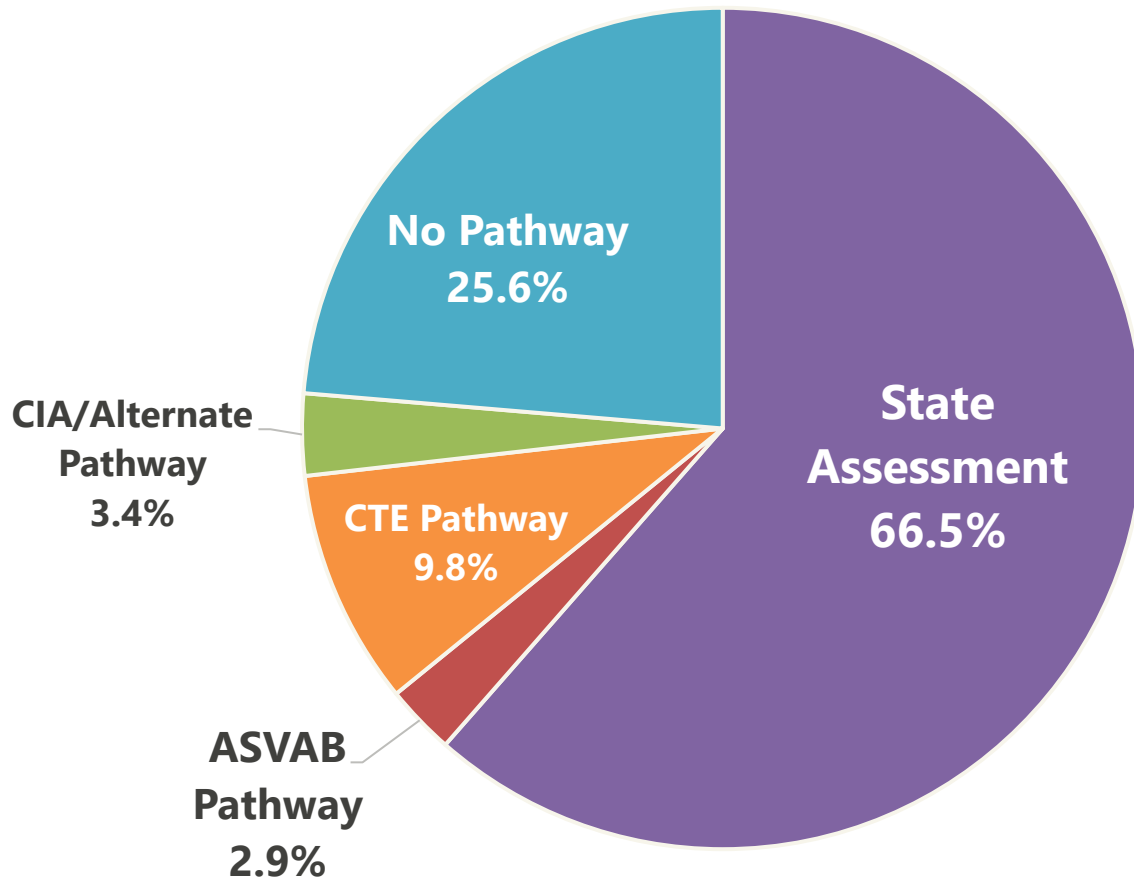


2020-21 Least Restrictive Environment (LRE) 80-100% in General Education, by Grade Level

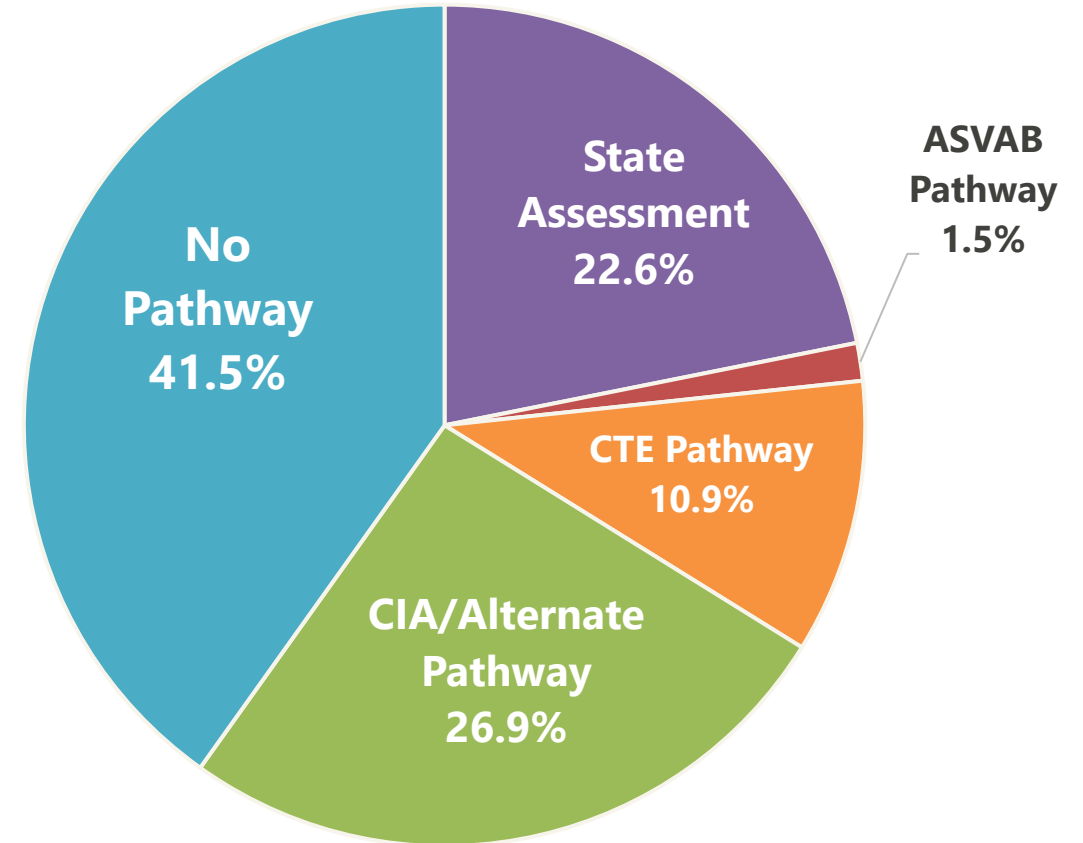


Class of 2020 Graduation Pathways

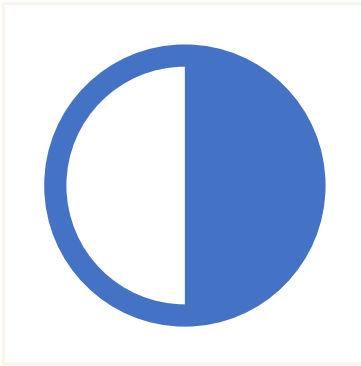
All Students



Students with Disabilities



The Realities Today



Only 50% of students eligible for DDA connect to employment services after exiting high school.

(DDA SQL 35155 CR 9/13/21)



Approximately 67% of students eligible for DDA who receive employment supports are employed one year after exit.

(DDA SQL 35155 CR 9/13/21)

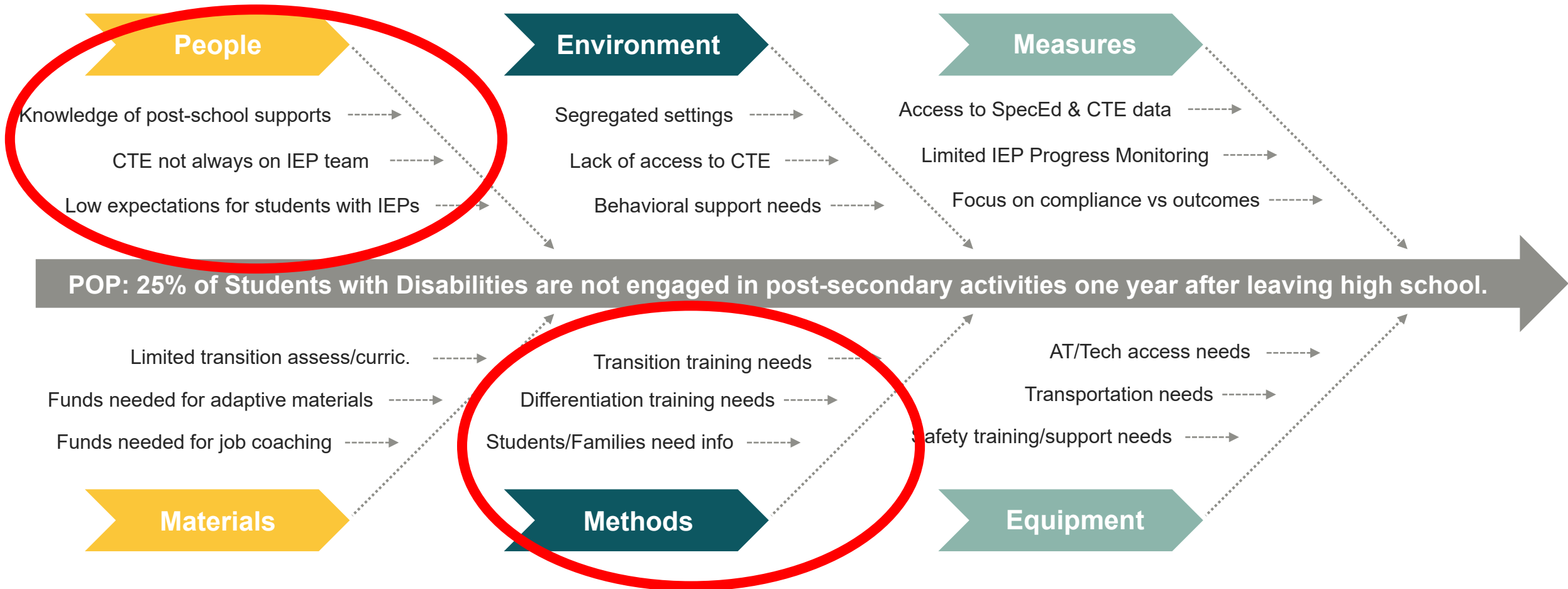


When a County has a School To Work program, there is a 23% higher employment rate than communities without (71% vs 48%).

(DDA SQL 35155 CR 9/13/21)



Fishbone: Barriers to Post-School Engagement



OSPI Strategic Goals & Graduation Pathways

Evidence-based Predictors:

- Career readiness & work study
- Inclusion & programs of study
- Career & Technical Education (CTE)
- Diploma status (and HSBP)
- Self-Determination & Self-Advocacy
- Family Involvement

Change ideas:

- Statewide, cross-agency collaboration for transition planning, policy, and practices.
- Identify (and scale) models of excellence – systems that have shifted away from CIA and offer robust, inclusive HSBP processes and CTE options?

Shape Impact:

- Every student with an IEP has a robust HSBP aligned to Transition Plan, resulting in a planned and completed graduation pathway.
- Transition planning student-driven, co-designed with families, and culturally responsive.
- Students exit with connections to adult agencies/supports.



Continuous Improvement:

- Disaggregate graduation pathways data by district/school, by student group.
- Map post-school outcome data to graduation pathways.
- Collect data on level of student access for CTE pathways.



“We have watched John become more confident and mature since having his job. He has his own routine, relationships and paycheck.” - John’s parents

John has been able to maintain paid employment while receiving his school transition services, and through Covid-19. John was able to gain valuable work experience while building his life and academic skills with his school team.

Let’s make this the norm, not the exception requiring unique and proactive partnerships from family, schools, adult service providers and state agencies.

Indicator At-A-Glance: Secondary Transition

(Indicators B-1, B-2, B-13, and B-14)

Indicator B1: Graduating with a regular high school diploma.

Measurement:

Percent of youth with IEP's graduating from high school with a regular diploma in 4 years.

Indicator Goal:

The goal of Indicator B1 is to improve the graduation rate of students with disabilities. Washington has a gap between the graduation rate of students with and without disabilities. This document can help determine if there is a graduation gap in a district and to identify resources that can help to close that gap.

Calculation Example Using State Data

Basis of Exit (State Data)	SY1617	SY1718	SY1819	SY1920
Graduated with Regular High School Diploma	5692	5880	6588	6529
Reached Maximum Age	12	23	28	30
Dropped Out	2782	2904	3042	2275
% of Exiters who Graduated with Regular High School Diploma	67.1%	66.8%	68.2%	73.9%

IMPROVING YOUR RESULTS

- ✓ What factors led to students completing high school in four years? Were similar strategies and procedures in place for all students with disabilities?
- ✓ Is the most appropriate curriculum for each student being implemented?
- ✓ How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?

FREQUENTLY ASKED QUESTIONS

- Are my district's data accurate? Your data are taken from the information the district entered into CEDARS. Remember: SPP/APR Graduation data is always one year behind. The 2020-2021 report includes 2019-2020 graduates.
- What are the graduation requirements for earning a high school diploma? Refer to OSPI's [Graduation webpage](#) which includes information on graduation requirements for each class/cohort.
- What about students who receive transition services beyond age 18? A student's IEP team may determine that it is in the best interest of the student to continue with services and therefore, not graduate as part of the cohort.

RESOURCES

- [OSPI Graduation Webpage](#)
- [Quality Indicators for Secondary Transition \(QuIST\) self-assessment tool](#)
- [Center for Change in Transition Services](#) (CCTS, a State Needs Project)



Definitions & Measures



Accessing & Analyzing Data



Examples



Improvement Activities



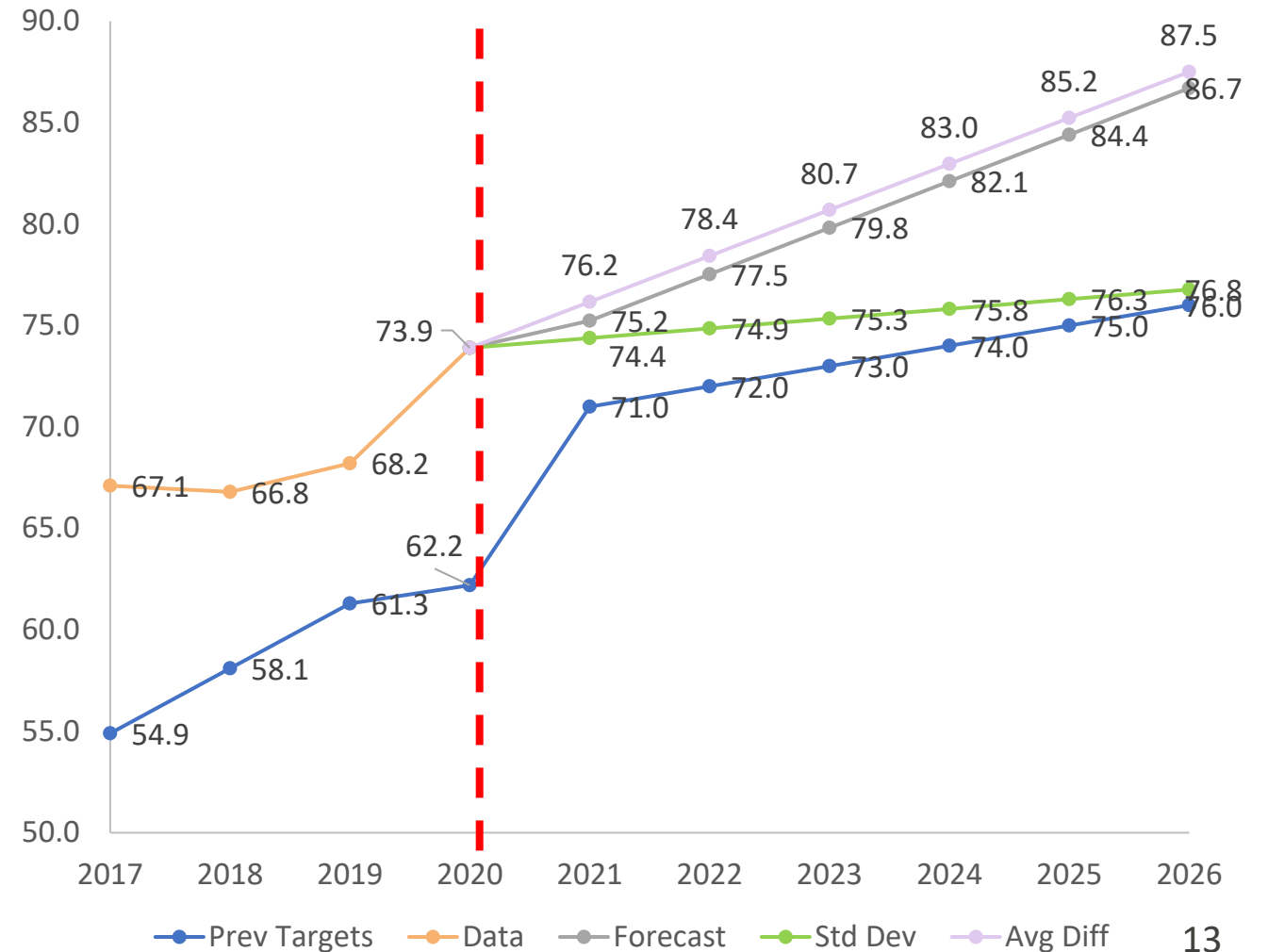
Frequently Asked Questions



Resources

Students Who Exited with a Regular High School Diploma (Indicator B1)

Timeline	Prev Targets	Data	Forecast	Std Dev (2.88/6)	Avg Diff (2.27)
2017	54.9	67.1			
2018	58.1	66.8			
2019	61.3	68.2			
2020	62.2	73.9	73.9	73.9	73.9
2021	71		75.2	74.4	76.2
2022	72		77.5	74.9	78.4
2023	73		79.8	75.3	80.7
2024	74		82.1	75.8	83.0
2025	75		84.4	76.3	85.2
2026	76		86.7	76.8	87.5



Special Education State Design Team & Systemic Equity Review

OSPI Special Education is working with the National Center for Systemic Improvement to engage education partners, students, community members, and families to help set Washington state's special education targets for the next six years.

Join us at bit.ly/ospi-sdt



¡Ayúdanos a guiar los servicios de la educación especial en el estado de Washington!

OSPI invita a los estudiantes, miembros de la comunidad y a las familias de estudiantes con alguna discapacidad a colaborar para determinar las metas de la educación especial del estado de Washington para los próximos seis años.

Haga clic aquí para unirse o llame al 360-725-6075.

Acomodaciones especiales e intérpretes disponibles.

 Washington Office of Superintendent of
PUBLIC INSTRUCTION

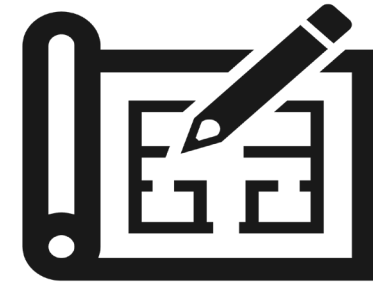




HSBPs & Monitoring: 2021 WISM and Safety Net

High School & Beyond Plan (HSBP) Overview

- Student-generated
- Student-facing
- Starts in 7th or 8th grade
- State graduation requirement



Every student must have a HSBP to guide the student's high school experience and ***prepare the student for postsecondary education or training and career***

(ESHB 2224, Chapter 31, Laws of 2017).



WAC 180-51-220 (4)

High school and beyond plan.



- “For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align”.
- “Students with an IEP transition plan...may use their transition plan in support of, but not as a replacement for, their high school and beyond plan”
- "The process for developing and updating the student's high school and beyond plans **must** be similar to and conducted with similar school personnel as for all other students".

[WAC 180-51-220 \(4\)](#)

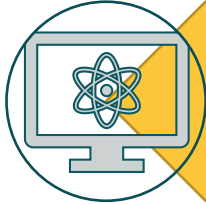


2021-22 WISM & Safety Net: HSBPs

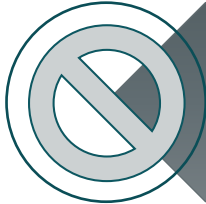


All students in 9th grade and above must include a HSBP submitted.

****For Safety Net, if there is no HSBP included, a 15% award reduction in safety net funds will be made.**



Files selected in the IEP review sample for students 9th grade and above will have the HSBP reviewed and TA notes will be provided if applicable.



Those TA notes WILL NOT generate a 442 finding this year.



LEAs will need to be prepared to submit a HSBP for all applicable students for Safety Net and WISM in 2022-23. HSBP's will be reviewed for the 4 areas in the IEP Review Form.



What will be reviewed during WISM & Safety Net?

High School and Beyond Plan (HSBP)

RCW 28A.230.090

For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.

☐ Y ☐ N

- a. If the student is in 9th grade or above, was a HSBP provided?
If no, move to section 8.

☐ Y ☐ N

- a. Does the HSBP include at least:
- career goals (aided by a skill and interest assessment),
 - educational goals, and,
 - a course of study?

☐ Y ☐ N

- a. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?

☐ Y ☐ N

- a. Does the HSBP outline how the student will satisfy state and local graduation requirements?

The areas above are included in the [IEP Review Form](#)



Our Call to Action (or, What Keeps Us Up At Night...)

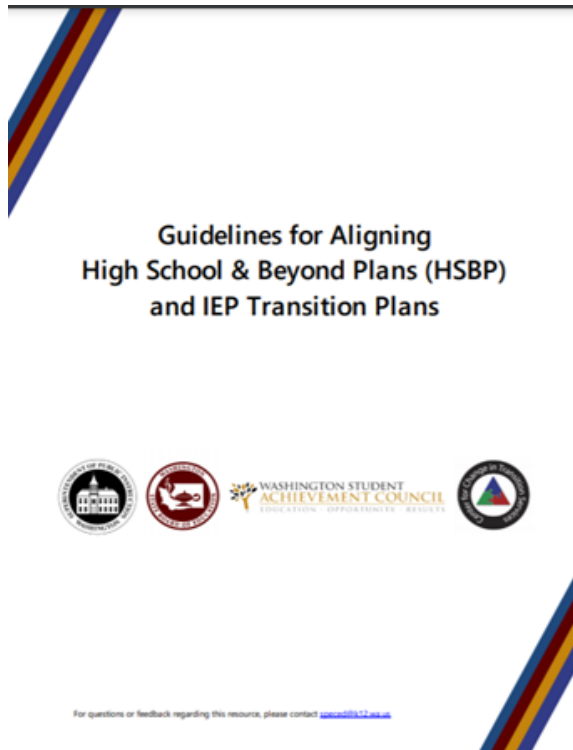
- Fast implementation timeline for graduation pathways, paired with a lack of system readiness for ending the CIA alternative.
- Students with disabilities continue to experience limited access to robust HSBP activities and graduation pathways.
- COVID has presented enormous barriers for transition planning, work readiness and placement, and agency linkages.
- Requests for graduation (i.e., CIA) and CTE pathways “just for students with disabilities.”
- Challenges with accessing real-time, local data on graduation pathways.



and
breathe



Guidelines for Aligning High School & Beyond Plans (HSBPs) and IEP Transition Plans



- [Appendix A: The Transition Team Members and Roles](#)
- **Appendix B: Sample HSBP and IEP Transition Plans**
 - [Case Study of a 10th grader using a CTE Course Sequence](#) - ([Webinar](#))
 - [Case Study of an Adult Student using the WA-AIM](#) ([Webinar](#))
- Appendix C: Highschool Education and Training Opportunities
- Appendix D: Post-Secondary Education and Training Opportunities
- Appendix E: Post-Secondary Employment Options
- Appendix F: Post-Secondary Outcomes (Indicators 1, 2, 13, and 14)
- Appendix G: IEP Transition Planning Checklist for Educators
- Appendix H: Transition Planning Checklist for Students
- Appendix I: Transition-Planning Resources



IEP Review Form In Action



[Case Study:
Adult Student
using WA-AIM](#)

High School and Beyond Plan (HSBP) RCW 28A.230.090 For students with an IEP, the high school and beyond plan must be developed in alignment with their IEP. The high school and beyond plan must be developed in a similar manner and with similar school personnel as for all other students.	
<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	a. If the student is in 9th grade or above, was a HSBP provided? If no, move to section 8.
<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	b. Does the HSBP include at least: <ul style="list-style-type: none">• career goals (aided by a skill and interest assessment),• educational goals, and,• a course of study?
<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	c. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?
<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	d. Does the HSBP outline how the student will satisfy state and local graduation requirements?



IEP teams can support customizing and differentiating the HSBP experience to support student progress and engagement in the HSBP process.

Where do you want to live?

with my parents with my sister with my brother with my friends apartment group home my home

What do you want to do?

take classes go on a trip get married have a family have a job get paid for working hang out with friends spend time with family go to the movies go for walks be in a band dance sports be outside see a game go camping go shopping go swimming

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Transition Case Study - Kaleb George - November 2020

Name: Kaleb George Date: Nov 2019

Work Readiness Skills: Self-Assessment

Directions: Put a check under "I got it" or "I need more practice" for each skill.

Work Readiness Skill	I got it	I need more practice
1. Following directions	✓	
2. Reading company rules		✗
3. Finding information on my own		✗
4. Asking for help	✓	
5. Listening to others	✓	
6. Set goals	✓	
7. Be patient with others	✓	
8. Have a positive attitude	✓	
9. Offer help to others	✓	
10. Motivate self to finish work		✗
11. Create and make a budget		✗
12. Lead a group or activity	✓	
13. Work with computers	✓	
14. Use a business phone	✓	
15. Manage money	✓	

Name: Kaleb Date: 2/4/2020

Challenges in the Classroom and Beyond

Directions: For each of the statements, mark the column that best describes you.

	Yes	No	Sometimes
I have a hard time paying attention in class.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am easily distracted by noises and movements.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for me to learn new information when presented orally.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I need visuals or videos to help me follow a multi-step task.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
It is difficult for me to participate in class discussions.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am hesitant to join in group discussions in social or work settings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I forget what I am supposed to do after instructions.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have difficulty understanding what I read.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading out loud is embarrassing for me.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



CAREER GOALS – WHAT CAN I BECOME?

What are some jobs and careers that match who you are and who you want to be? While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

MY TOP CAREERS OF INTEREST:

1. Office Professional
2. Courtesy Clerk
3. Stocker
- 4.

EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?

What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

MY EDUCATIONAL GOALS

MY TOP POST-HIGH SCHOOL GOAL

- ☒ On-the-job training: in an office setting with supports. (See IEP Transition Plan)
- ☐ Apprenticeship
- ☐ Military (enlist)

MY BACK-UP POST-HIGH SCHOOL GOAL

- ☒ On-the-job training: in a warehouse setting with supports
- ☐ Apprenticeship
- ☐ Military (enlist)



- a. Does the HSBP include at least:
- career goals (aided by a skill and interest assessment),
 - educational goals, and,
 - a course of study?

MY ACADEMIC COURSE PLANNER

Directions: List the courses you have taken (or plan to take) each year in high school. Pay attention to local/state graduation requirements and admission requirements for post-high school options of interest.

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12	12 Plus
English Credits required for Graduation = 4	Applied Communications (1.0)	Applied Communications (1.0)	Academic Work (1.0)	Employment Literacy (1.0)	
Mathematics Credits required for Graduation = 3	Personal Finance (0.5)	Personal Finance (0.5)	Pre-Vocational Training (0.5)	Pre-vocational Training (0.5)	Transition Services (1.0)
Science Credits required for Graduation = 3	Applied Life Science (1.0)	Applied Science (1.0)		Applied Earth Science (1.0)	
Social Studies Credits required for Graduation = 3		World Studies (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)	
Health and Fitness Credits required for Graduation = 2	Success Oriented PE (0.5)	Creative Dance (1.0)	Core PE (0.5) Health (0.5)		
*Arts or PPR Credits required for Graduation = 1	Arts/Crafts (1.0)	Success Oriented Music (0.5)	Drawing and Painting (0.5)		
*World Language or PPR Credits required for Graduation =			Career Development (1.0)		PPR: Transition Courses (1.0)
Career Technical - CTE Credits required for Graduation = 1	Career Awareness (1.0)				
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Developmental Learning (1.0)	Transition Services
TOTAL CREDITS: 22	5.25	5.25	5.25	4.75	





a. Are the career goals, educational goals and course of study in the HSBP aligned with the IEP Transition Plan?

IEP Postsecondary Education Goal:

Upon leaving public school, Kaleb will receive on- the-job training in an office setting

IEP Postsecondary Employment Goal:

Upon leaving public school Kaleb will obtain work in an office setting, with job coaching supports

EDUCATION GOALS AND PLAN – HOW DO I BECOME THAT?



What education or training do you need – both during and after high school – to prepare for your career interest(s)? For students who are also served by an IEP, HSBP goals need to align with the IEP transition plan goals.

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MY BACK-UP POST-HIGH SCHOOL GOAL

- ☒ On-the-job training: in a warehouse setting with supports
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- ☐ Military (enlist)

CAREER GOALS – WHAT CAN I BECOME?



What are some jobs and careers that match who you are and who you want to be? While a career interest assessment must be taken by 8th grade, different assessments can be taken at any time to guide your next steps as your interests and career aspirations change.

MY TOP CAREERS OF INTEREST:

- | | |
|------------------------|------------|
| 1. Office Professional | 3. Stocker |
| 2. Courtesy Clerk | 4. |



☒ Y ☐ N

a. Does the HSBP outline how the student will satisfy state and local graduation requirements?

Kaleb's Graduation Pathway



MY GRADUATION PATHWAY(S)

Students must complete at least one Graduation Pathway that will help prepare you for the post-high school option you plan to pursue. Use this section of your HSBP to keep track of which graduation pathway(s) you meet. You may combine different ELA (E) and math (M) options.

<input type="checkbox"/> ACT and/or <input type="checkbox"/> SAT	Math Score = <input type="text"/> Date <input type="text"/> Math Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/> "ELA" Score = <input type="text"/> Date <input type="text"/>												
<input type="checkbox"/> ASVAB (AFQT Score) <i>* Only ASVAB scores from the student's jr. and/or sr. year are valid for military entrance/enlistment</i>	Student's AFQT Score = <input type="text"/> Date Taken <input type="text"/> <input type="checkbox"/> Jr. Year* <input type="checkbox"/> Sr. Year* Posted AFQT Score <input type="text"/> Date of Posted Score [updated on SBE website by 9/1 annually] <input type="text"/>												
<input type="checkbox"/> CTE Course Sequence <i>[Does <u>not</u> need to meet specific standards for ELA and/or math; 2.0 total credits minimum]</i>	Course #1 Credit <input type="text"/> CTE Program Course #2 Credit <input type="text"/> CTE Program Course #3 Credit <input type="text"/> CTE Program Course #4 Credit <input type="text"/> CTE Program												
<input type="checkbox"/> Dual Credit Class (E) <input type="checkbox"/> Dual Credit Class (M) <input type="checkbox"/> Dual Credit Exam (E) <input type="checkbox"/> Dual Credit Exam (M)	<table border="0"> <tr> <td>Course</td> <td>Grade</td> <td><input type="text"/></td> </tr> <tr> <td>Course</td> <td>Grade</td> <td><input type="text"/></td> </tr> <tr> <td>Exam</td> <td>Score</td> <td><input type="text"/></td> </tr> <tr> <td>Exam</td> <td>Score</td> <td><input type="text"/></td> </tr> </table>	Course	Grade	<input type="text"/>	Course	Grade	<input type="text"/>	Exam	Score	<input type="text"/>	Exam	Score	<input type="text"/>
Course	Grade	<input type="text"/>											
Course	Grade	<input type="text"/>											
Exam	Score	<input type="text"/>											
Exam	Score	<input type="text"/>											
<input type="checkbox"/> SBA / <input checked="" type="checkbox"/> WA-AIM (check which one)	<input checked="" type="checkbox"/> Math Score 146 <input checked="" type="checkbox"/> ELA Score 162												
<input type="checkbox"/> Transition Course (E) <input type="checkbox"/> Transition Course (M)	<table border="0"> <tr> <td>Course</td> <td>Grade</td> <td><input type="text"/></td> </tr> <tr> <td colspan="3">College (articulation agreement)</td> </tr> <tr> <td>Course</td> <td>Grade</td> <td><input type="text"/></td> </tr> <tr> <td colspan="3">College (articulation agreement)</td> </tr> </table>	Course	Grade	<input type="text"/>	College (articulation agreement)			Course	Grade	<input type="text"/>	College (articulation agreement)		
Course	Grade	<input type="text"/>											
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Course	Grade	<input type="text"/>											
College (articulation agreement)													

What is your post-school goal? How is your chosen Graduation Pathway(s) preparing you?

My goal is to obtain supported employment in an office setting. My high school diploma and IEP goals will help me obtain a paid position and give me the skills needed to work in an office setting



Quality HSBPs: Outcomes



Students make informed class choices related to post-high school goals

- Result of increased collaboration between Special Services and School Counselors or Academic Advisors

Students are empowered to be **active members of their transition planning process**, seeing a stronger connection between the work they do and preparing to reach their goals for after school

Students are **prepared to pursue a post-high school goal that's meaningful to who they want to be and what they want to do**

Schools are more aware and **responsive to students' interests, goals, and needs**

- HSBP data informs master scheduling and program development to better meet students' interests



Appendix B:

Sample High School and Beyond Plan and Aligned IEP Transition Plan



10th Grader using a CTE Pathway

High School and Beyond Planning for a 10th grader with disabilities using a CTE Course Sequence

SUBJECT AREA	GR 9	GR 10	GR 11	GR 12
English Credits required for Graduation = 4	English 9 (1.0)	English 10 (1.0)	English 11 (1.0)	Creative Writing (1.0)
Mathematics Credits required for Graduation = 3	Algebra I (1.0)	Geometry (1.0)	Algebra II (1.0)	
Science Credits required for Graduation = 3	Physical Science (1.0)	Biology (1.0)		AP Computer Science Principles (1.0)
Social Studies Credits required for Graduation = 3		World History (1.0)	US History (1.0)	Civics (0.5) Psychology (0.5)
Health and Fitness Credits required for Graduation = 2	PE (0.5) Health (0.5)	Fitness for Life (1.0)		
Arts or PPR Credits required for Graduation = 2	Visual Communications (1.0)	Media Arts/Web Design Technology (1.0)		
World Language or PPR Credits required for Graduation = 2			Commercial Art (1.0)	CAD Drafting and Design (1.0)
Career Technical - CTE Credits required for Graduation = 1	Graphic Design (1.0)			
General Electives Credits required for Graduation = 4	Advisory (0.25)	Advisory (0.25)	Advisory (0.25) Yearbook I (1.0) Computer Application (1.0)	Advisory (0.25) Yearbook II (1.0) Personal Finance (1.0)
TOTAL CREDITS: 24	6.25	6.25	6.25	6.25

- Sherrie's goal for after graduation is to become a graphic designer or computer programmer
- Meaningful course selection tied to her goals for career preparation and exploration for each of her career interests
- CTE equivalencies free up schedule space for more electives and also meet subject area graduation requirements



Resources to Support Students with Disabilities in CTE

[Center for Change in Transition Services \(CCTS\) Inclusionary Practices Project](#)

As part of OSPI's [Inclusionary Practices Project](#), CCTS is supporting partnerships between Special Education and Career Technical Education (CTE) classrooms.

[Guidelines for Aligning Highschool & Beyond Plans and IEP Transition Plans](#)

Provides general information and guidelines to educators, staff and administrators to facilitate a student's seamless transition from school to post-secondary activities.



[Case Study: HSBP and IEP Transition Plan for a 10th Grade Student Using a CTE Graduation Pathway](#)



[HSBP and IEP Transition Plan Case Study: CTE Pathway Webinar](#)



How to Learn More and Get Support

[OSPI Secondary Transition Web Page](#)

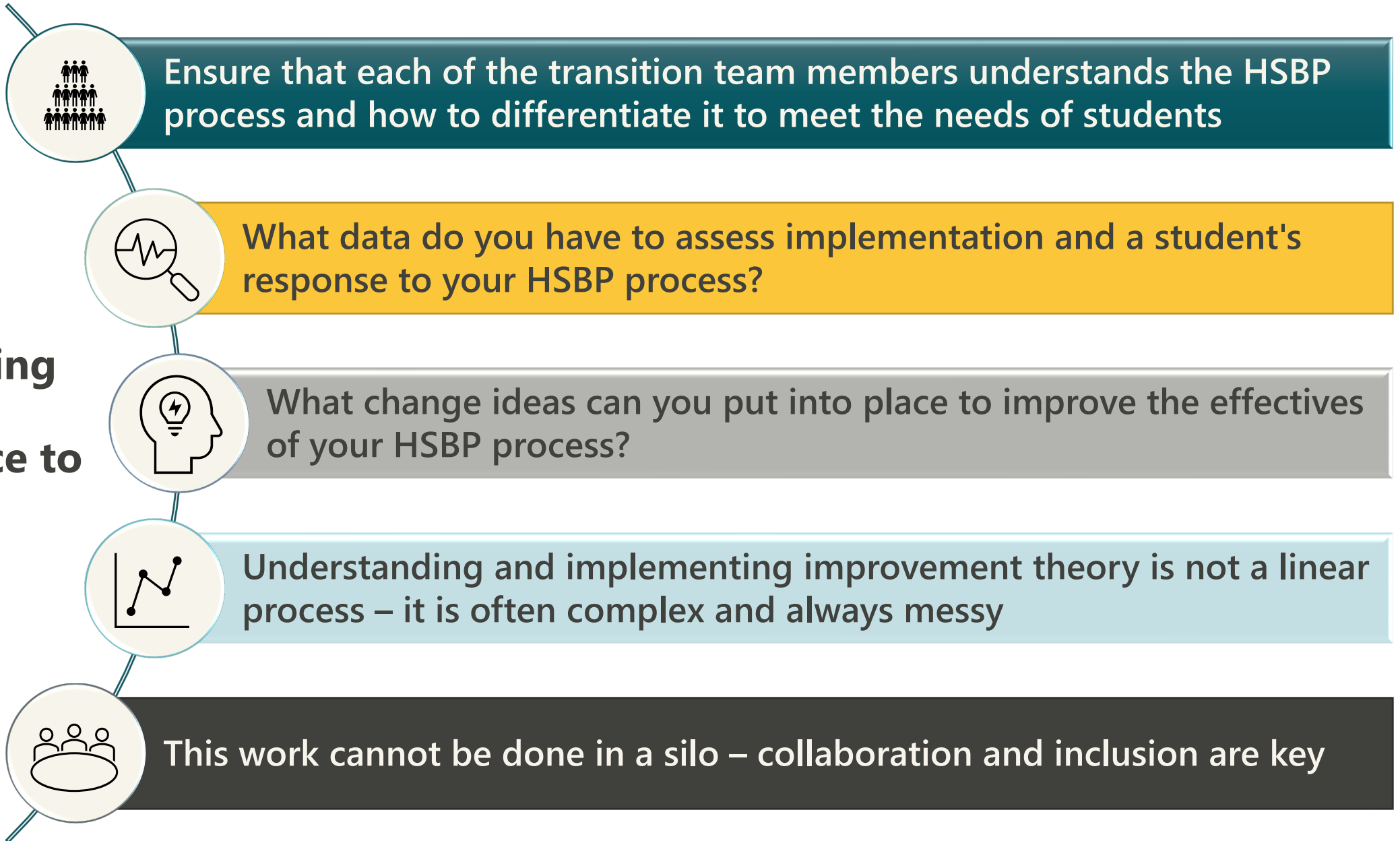
- Guidelines for Aligning Highschool and Beyond Plans & IEP Transition Plans
- Technical Assistance and Data Resources

Please reach out to our state team with any questions:

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Transitioning From Compliance to Outcomes





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