

**EVERGREEN TRANSITION PROGRAM**  
OF BELLEVUE SCHOOL DISTRICT

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# What is ETP? (Evergreen Transition Program)

- We are a community-based school program for young adult students ages 18-21 years old who need support beyond high school in the areas of **employment, education/training, & independent living skills**.
- Many of these skills are practiced in the community so that young adults are able to **generalize** what they have learned in a “**real-world**” **setting**
- We help our young adults get connected to necessary community **adult services** in order to be as successful and independent as possible after graduation
- While most young adults in our program are interested in gaining a **job**, we also support paths that lead to **college settings** as well as **social/recreational settings** beyond graduation (ie: day programs, community centers)

***\*\*Please note that community-based instruction is very limited during the current Pandemic***

# What We Do

## TRANSITION GAMEPLAN

### TEAM/RESOURCES

Leader:

- Participant

Member:

- Parent or Guardian
- Teachers
- Relatives
- Friends
- Neighbors

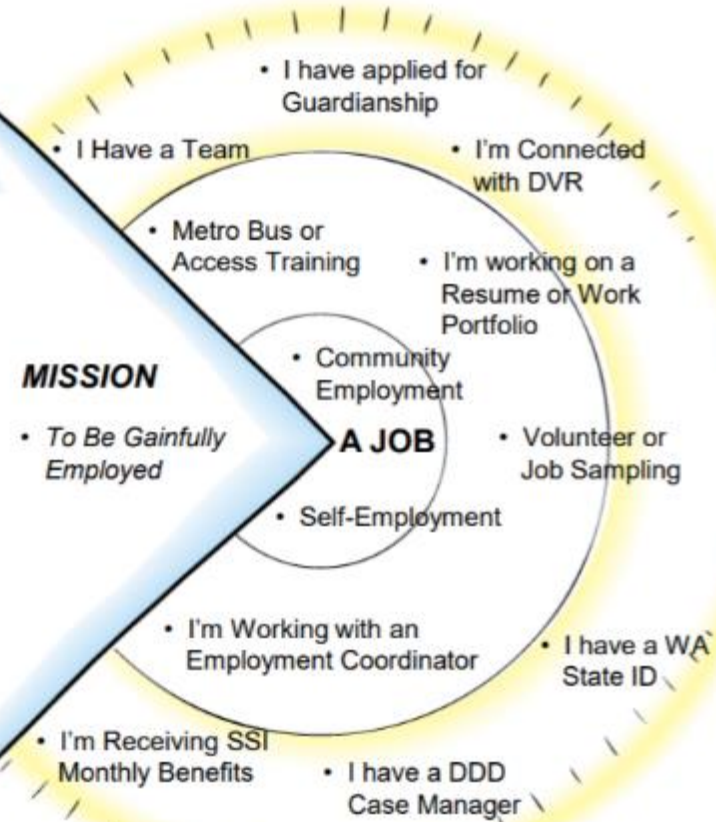


- Employment Coordinator
- DDD Case Manager
- DVR Counselor
- Employer friend/family

### STEPS TO SUCCESS

1st Step (By Age 18)	2nd Step (Age 20)	3rd Step	4th Step
<ul style="list-style-type: none"> <li>• Apply for SSI &amp; Medicaid</li> <li>• Apply for DDD Services</li> <li>• Obtain WA ID</li> <li>• IEP – Job Sampling or Volunteering</li> <li>• Apply for Guardianship</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for DVR</li> <li>• Develop a Team-Person Centered plan</li> <li>• Apply for Metro/ORCA Reduced Fare or Access Pass</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a Resume or Work Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with a Benefits Planner (Pass, IRWE)</li> <li>• Contact ARC about Endowment Trust Fund</li> </ul>

### TARGET



### SUCCESS FACTORS

- I Plan with my Team
- I Have Developed Goals
- I Applied for Funding Resources
- I have a Resume or Portfolio

We are located on Interlake High School campus, though we operate separately from the high school





# Teachers & Support Staff

**Monica Chapman**



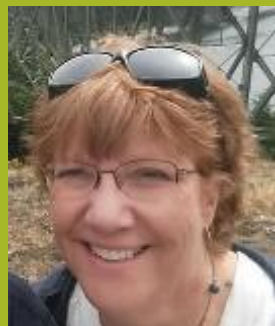
**TEACHER**

**Autumn Cutter**



**TEACHER**

**Sally Eales**



**TEACHER**

**Jay Johnson**



**TEACHER**

**Rachel Tochiki**



**TEACHER**

**Erin Turner**



**TEACHER**

**Jen Strehle**



**COORDINATOR**

**Jacque Bruce**



**SLP**

**Emma Strombone**



**SLP**

**Chela Richards**



**PT**

**Suzie Barnes**



**OT**

**Lisa Sigel**



**Social Worker**

**Kristen Callisto**



**Director of Special  
Education**

**Deb Baker**



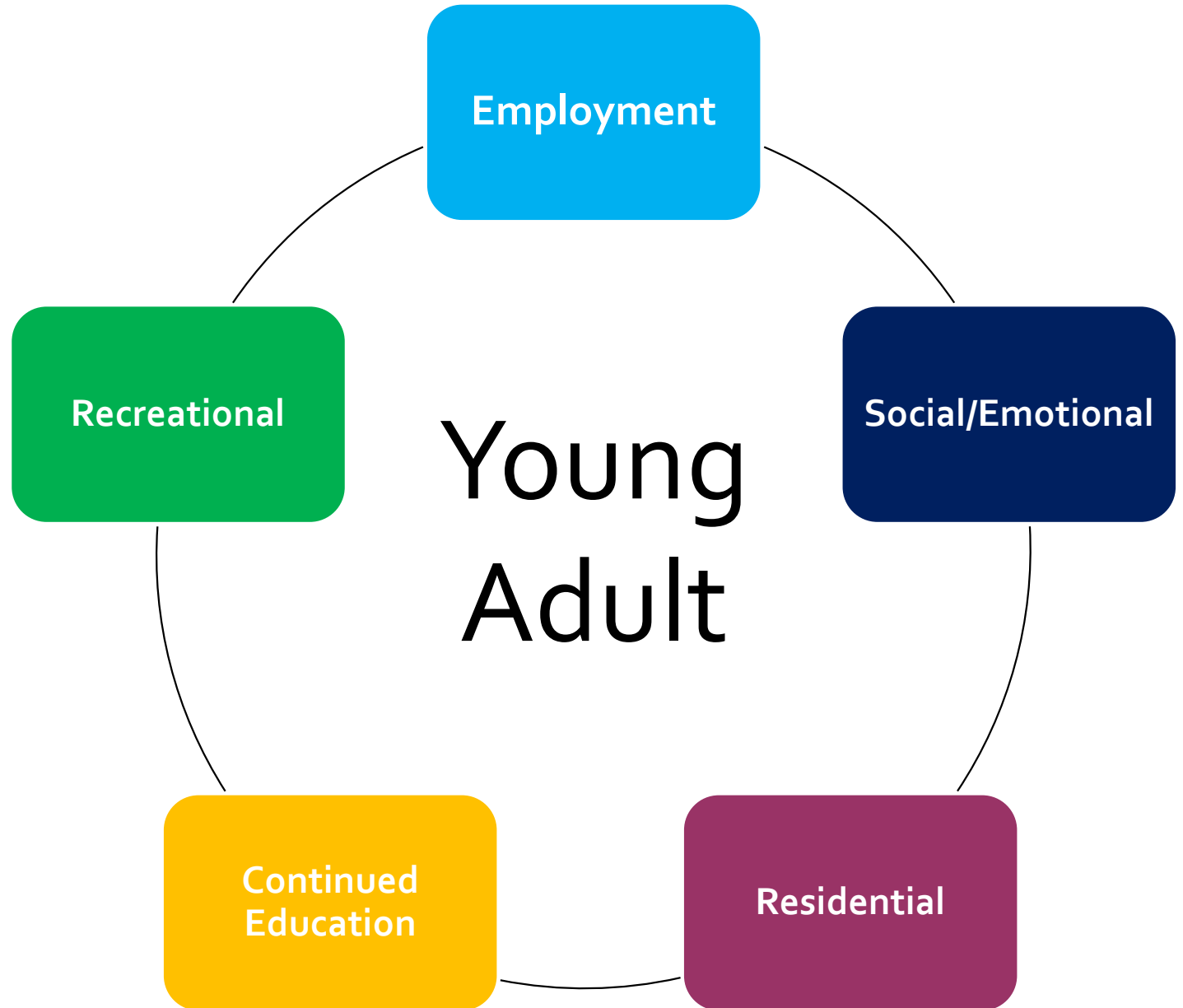
**Nurse**

**(and also all of our wonderful paraeducators!!)**

# Our Mission

## Resources/Supports We Help With:

- **Transportation**
  - Metro
  - Access Bus Services
- **Guardianship** and other options
- **DDA** support (Developmental Disabilities Administration)
- **DVR** support (Department of Vocational Rehab)
- **Communication Devices**



# What skills do we work on?

Life Skills

Vocational Training

Metro Bus Training

Communication

Financial Literacy

Social-Emotional Skills

Functional Academics

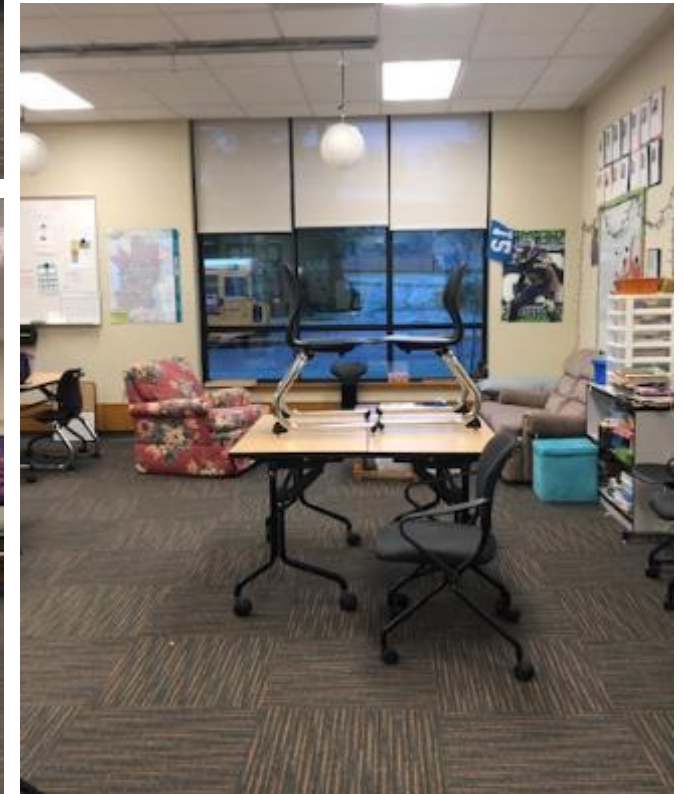
Recreation & Leisure

College Ready

Self-Awareness, Advocacy & Determination

# Our Classrooms

- There are 6 classrooms in the program
- Young adults typically spend time in the classrooms mostly at the beginning and ends of the school day
- During the middle of the day *most* students are in the community



# Kitchen and Lunchroom



Most young adults eat in the lunchroom unless they are in the community during lunch time. In that case they eat at their jobsite.



There is also access to a full kitchen for both individual and group cooking/baking instruction



# Getting Young Adults Job Ready



- ✓ Mock Interviews
- ✓ Career Exploration
- ✓ Social Skills Needed For The Job
  - Self-Awareness
  - Self-Advocacy
  - Self-Determination
  - Workplace Communication
  - Teamwork
  - Professionalism
  - Enthusiasm & Attitude
- ✓ Support with Resumes & Cover Letters
- ✓ Filling Out Job Applications
- ✓ Participating in Nonpaid Jobsites
  - Job Evaluations Are Done By Job Coaches
  - Students Complete Self-Assessments As Well

# Jobsites



Overlake  
Hospital



Stevenson  
Elementary



BSD Copy  
Center

- Young adults work a variety of non-paid jobsites in order to gain employment experience, usually 2-3 jobsites during a single school year and at least 2-4 days during the week
- During this, work evaluations are completed so young adults know what their strengths and areas of growth are.
- Several young adults obtain paid employment while attending ETP, and can participate in both school and work (schedules can be flexible)

# Jobsites



Hopelink  
Foodbank



BSD Mail Room  
& Delivery



Patriot's Glen  
Retirement  
Home



Sherwood  
Elementary

# Jobsites



Salvation Army



Bellevue Golf Course



TJ Maxx



Homegoods

# Everbean Coffee Shop

- **Location:** BSD District Office Building (ESC)
- **Hours:** Mon, Tues, Thurs, Fri: 9:30am– 12:30 pm
- Everbean is a fully functioning student-run coffeeshop where members of the BSD community can get a beverage and snack while supporting student employment skills
- Proceeds go to supporting program-wide community-based activities



# 5-LEAF CLOVER



- 5-Leaf Clover is a nonprofit that grows, arranges and delivers, locally grown, seasonal flowers. But just as important, they are building the project with the express purpose to train people with developmental disabilities so that they may engage in meaningful and purposeful work or activities.
- Young adults plant and harvest flowers at the Transition Building site and help assemble the bouquets for business
- Click here to learn more: [www.5leafclover.org](http://www.5leafclover.org)



# Transition Treasures

- In this student-centered business, young adults create unique hand-made fused glass items to sell at BSD locations (district office, various schools, etc).
- This production takes place at the Transition Building using a specialized glass kiln
- Items include necklace pendants, earrings, cheese plates, and candle holders.
- Proceeds go to supporting program-wide community-based activities
- Future goals to expand Transition Treasures includes:
  - Creating/selling other goods such as soap, candles, & other items
  - Expanding the business to include other learning skills/tasks such as **advertising, managing inventory, and creating/maintaining an online store.** Stay tuned!



# Other Community Locations

In addition to jobsites, young adults also explore other local community outings to learn about and become familiar with social & recreational options they can access post-graduation. These are just some examples



Malls



Museums



Parks



Stores



Libraries

# Getting Around Using Bus Services

- Part of becoming an adult is learning how to navigate to & from community locations
- Some young adults learn how to use the metro bus while in the transition program usually with support from paraeducators, and then independently if possible
- Others who may need more safety and support can apply to take the King County Access Bus which provides door-2-door service to scheduled locations



**Regular Metro Bus**



**King County Access Bus (1:1 services)**

# Getting Students College Ready

- ✓ College Exploration
- ✓ Participate in College Field Trips (both on-site and virtual)
- ✓ Real World Skills Needed For A College Setting
  - Self-Awareness
  - Self-Advocacy
  - Self-Determination
  - Teamwork
  - Organizational Skills
  - Time Management
  - Effective Communication Skills
- ✓ Students may be able to attend some college classes while dually enrolled with Transition depending on admission requirements of college






## EXAMPLE SCHEDULES

# Example Student Schedule A

## SAMPLE STUDENT SCHEDULE A


*(Focus: Employment Practice, SDI met in both classroom & community)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	8:00 Settle In/Schedule 8:15 Morning Group 9:30 Money Skills 10:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule 8:15 News-2-You Group 9:00 Shopping 10:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule 8:15 Speech Group 8:45 Yoga 9:30 Evergreen Student Council 10:00-12:00 Clubs 12:00 Lunch 1:00 Wrap Up/Bus	8:00 Settle In/Schedule 8:15 News-2-You Group 9:30 Cooking 10:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule 8:15 Morning Group 9:00 Class Community Trip (Lunch in Community)
PM	1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus	1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus		1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus	1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus

# Example Student Schedule B

## SAMPLE STUDENT SCHEDULE B

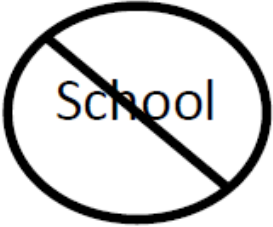


*(Focus: Employment Practice & Partial Paid-Employment, SDI met in both classroom & community)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	8:00 Settle In/Schedule  9:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule  9:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule  8:45 Cooking  9:30 Evergreen Student Council  10:00-12:00 Clubs  12:00 Lunch  1:00 Wrap Up/Bus	8:00 Settle In/Schedule  9:00 Jobsite (Lunch at Jobsite)	8:00 Settle In/Schedule  9:00 Report to Paid Job
PM	1:00 Leisure Time  1:30 Consumer Math  3:00 Wrap Up/Bus	1:00 Leisure Time  1:30 Consumer Math  3:00 Wrap Up/Bus		1:00 Leisure Time  1:30 Consumer Math  3:00 Wrap Up/Bus	1:00 Leisure Time  1:30 Consumer Math  2:15 Speech Group  3:00 Wrap Up/Bus

# Example Student Schedule C

## SAMPLE STUDENT SCHEDULE C


*(Focus: Paid Employment, most SDI met in community or consolidated to be met during time in school)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	9:00 Report Straight to Paid Job	8:00 Settle In/Schedule 8:45 Shopping 10:45 Cooking/Eat Lunch	9:00 Report Straight to Paid Job	8:00 Settle In/Schedule 8:45 Student CNN News 10:00 Class Community Trip (Lunch in Community)	9:00 Report Straight to Paid Job
PM		1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus		1:00 Leisure Time 1:30 Social Skills 3:00 Wrap Up/Bus	

# Example Student Schedule D

## SAMPLE STUDENT SCHEDULE D

*(Focus: Habilitative/Therapeutic Social & Recreational Skills, Partial-Employment Practice; SDI met in both classroom & community)*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	8:30 Settle In/Schedule 9:00 Feeding/Changes 9:45 Jobsite (Lunch at Jobsite)	8:30 Settle In/Schedule 9:00 Feeding/Changes 9:45 Swimming	8:30 Settle In/Schedule 8:45 Morning Group 9:30 Evergreen Student Council 10:00-12:00 Clubs 12:00 Lunch 1:00 Wrap Up/Bus	8:30 Settle In/Schedule 9:00 Feeding/Changes 9:45 Swimming	8:30 Settle In/Schedule 9:00 Feeding/Changes 9:45 Highland Community Center (lunch out)
PM	1:00 Leisure Time 1:30 Mat Stretches 2:00 Arts and Crafts 3:00 Wrap Up/Bus	1:00 Leisure Time 1:30 Mat Stretches 2:00 Social Skills 3:00 Wrap Up/Bus		1:00 Leisure Time 1:30 Mat Stretches 2:00 Arts and Crafts 3:00 Wrap Up/Bus	1:00 Leisure Time 1:30 Mat Stretches 2:00 Social Skills 3:00 Wrap Up/Bus



## FREQUENTLY ASKED QUESTIONS

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# How is it determined that young adults attend Evergreen?

- The decision to attend Evergreen is an IEP team decision during a student's time in high school. This is usually discussed early on during the high school years, and even often while a student is attending middle school.
- Evergreen is an IEP-based program, not a credit retrieval program. Young adults who attend Evergreen will receive their diploma after participation in Evergreen. This is the same diploma that they would receive if leaving high school at 18.
- They are entitled to attend up until the end of the year they turn 21 if determined by the IEP team. Some young adults graduate before 21 per their needs and graduation path.

# What is the difference between high school and the Evergreen Transition Program?

- Evergreen is largely a community-based program, as the young adults are generally out several days a week applying what they have learned in the classroom in a real-life setting (jobsites, shopping, and other community trips).
- While in Evergreen, young adults do not join the high school assemblies nor follow a high school bell schedule. For the most part, community experiences dictate schedules. If employment-bound, they start working toward obtaining paid jobs (both supported and competitive employment) when the IEP team determines they are ready.
- Young adults also have access to the kitchen while in Evergreen and begin food-prep skills as dictated by their IEP needs.

# What Does Instruction Look Like?

- While a large portion of instruction in Evergreen occurs hands-on in the community, there is instruction that takes place within the classroom.
- Examples Include:
  - **Unique Learning**
  - **Consumer Math**
  - **Styer Fitzgerald**
  - **Circle Social Skills**
  - **News-2-You Current Events**
  - **Student CNN new videos**
  - **Financial Literacy instruction**
  - **Social/Emotional instruction**
  - **Healthy Relations** (delivered by the Arc of King County)
  - **Skills-to-Pay-the-Bills** (soft skills instruction for a job setting, delivered by the At-Work! Agency)



# What Job Supports Are In Place To Help With Paid Employment?

- For some young adults, this happens early on in the school year. For others it takes some time. The goal is for young adults to graduate with a paid job (*this is not a guarantee, but a goal*).
- Young adults who are eligible for **DDA services (Developmental Disabilities Administration)** can participate in **King County's School-To-Work Program**. During this time, they work with our embedded employment vendor, the **At-Work! Agency**. After several assessments and work trials, the goal is to eventually be placed in a paid supported-employment position with access to a long-term job coach.
- Students not eligible for DDA can still get job support during their last year by applying to **DVR** services (Department of Vocational Rehabilitation).



# What Happens After Graduation?

- ETP staff strive to work closely with families & young adults to ensure that graduates are connected to appropriate adult agencies as applicable (DDA, DVR, At-Work!, etc)
- Several meetings are held throughout the years in Evergreen to check in and discuss status of services, plan next steps for post-secondary goals, etc.
- Our ultimate goal is for young adults to graduate with a solid plan in place that involves participation in:
  - A paid job (if desired)
  - Access to Social/Recreational activities
  - Continued learning (college, day programs, etc)
  - Access to or info about residential services
  - Transportation plans in place
- We work collaboratively to help transition young adults from school to adulthood



# Resources for Transition to Adulthood

(all of this info can also be found on the [ETP website](#))

## General Visuals/Tools

- [Transition Gameplan Graphic](#) (in English)
- [Transition Gameplan Graphic](#) (in Spanish)
- [Transition Planning Checklist](#)

## Guardianship/Power of Attorney Info

- [Guardianship Info](#) (English)
- [Guardianship Info](#) (Spanish)

## Residential Info

- [Community Residential Services](#) (DSHS)
- [Partners 4 Housing](#)
- [Community Homes](#)



# Resources for Transition to Adulthood

(all of this info can also be found on the [ETP website](#))

## Social/Recreational Services

- [Highland Community Center](#)
- [Tavon Center](#)
- [Bridge of Promise](#)
- [Alyssa Burnett Center](#)
- [Easterseales Adult Services](#)
- [Aaron's Place](#)
- [Friendship Adventures](#)
- [Trips Inc.](#)
- [Outdoors for All](#)
- [Little Bits Therapeutic Horse Back Riding](#)

## College Info

- [OLS Program @ BC](#)
- [Neurodiversity Navigators Program @ BC](#)
- [ACHIEVE @ Highline College](#)
- [ROAR @ WSU](#)
- [High School vs. College Accommodations](#)

## General Transitional Supports from School to Adulthood

- [Enigma ASD Services](#)
- [Life Skills Advocate](#)



For any questions, please reach out to  
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