



Understanding the Reach of King County School-to-Work

*A data story about outreach
efforts and outcomes*

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What is School-to-Work?

The King County School-to-Work (S2W) program works with teachers, school districts, and families to connect students with developmental disabilities to employment services early, while students are still in their high school transition programs.

Students are eligible for S2W if:

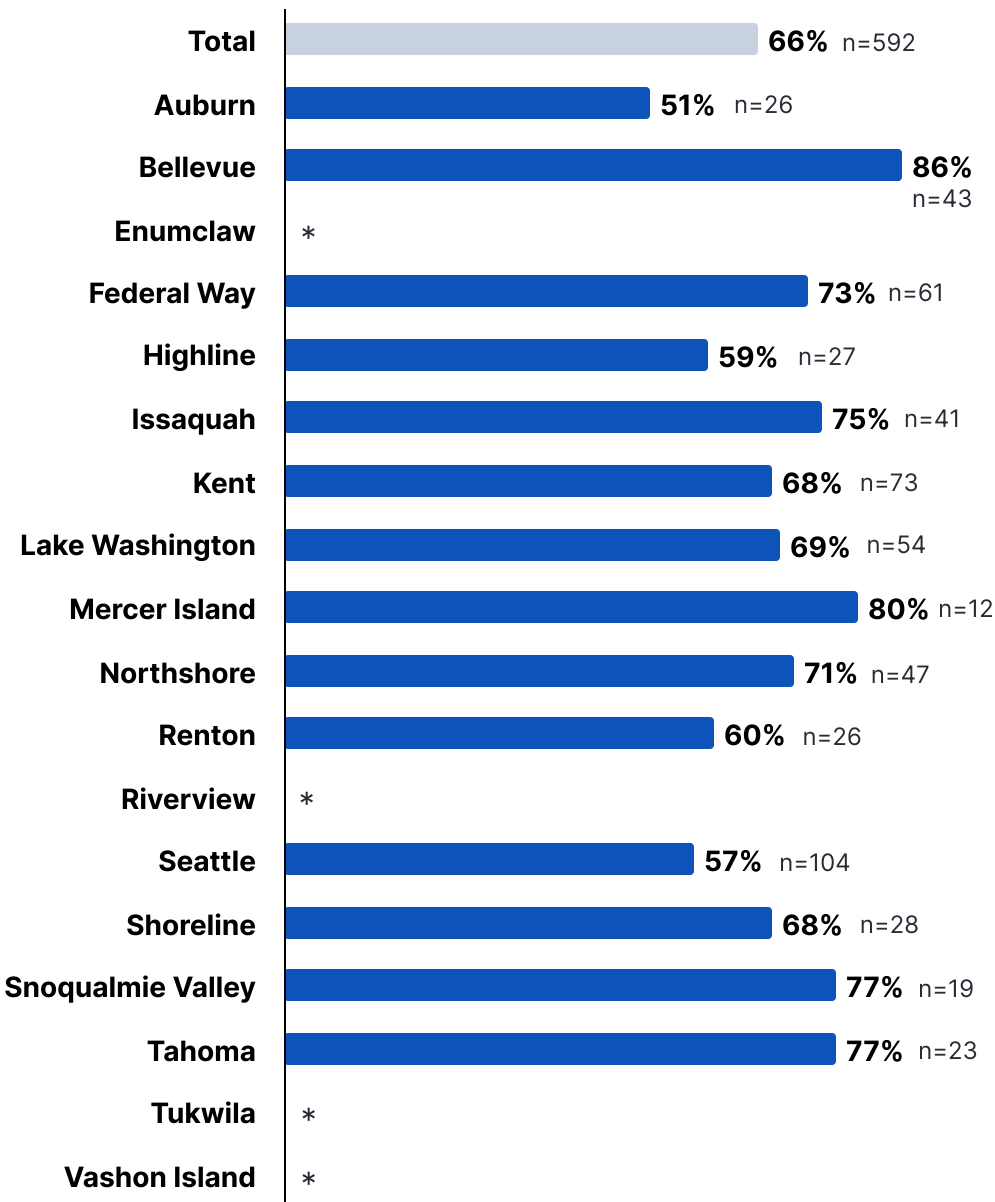
- They are enrolled in the Washington State Department of Social & Human Services (DSHS) Developmental Disabilities Administration (DDA),
- They want to work, and
- They stay in school through age 21.

S2W in King County has many outreach activities throughout the year to support enrollment in the program and build relationships with schools and families.

The following "data story" provides a snapshot of who we are reaching in S2W, looking at data by school district, support needs, and race and ethnicity of students. We also highlight what **steps we are taking** to improve outreach efforts based on **what we are learning** through our data and relationships with community partners and families.



% of eligible students enrolled



Share of Students Enrolled By School District

We need to learn more about the unique needs of each school district to improve outreach and engagement across King County.

What Are We Learning?

Between 2020 and 2023, we enrolled 66% (n=592) of eligible students across King County, but enrollment rates are different across school districts.* Our outreach must be flexible to meet the needs of each district and create lasting relationships. Our goal is to understand why there are differences across school districts so that we can close the gaps and increase the number of eligible students that enroll in S2W.

What Steps Are We Taking?

We are connecting directly with more teachers and holding team meetings with more school districts and other partners to identify students earlier and better coordinate services. We are using our data to inform conversations about how we can improve enrollment rates across King County while meeting the unique needs of each district and its students.

Notes: Data for this analysis was sourced from DSHS DDA transition fund year list for 2020-2023 school exit years, King County S2W service data, and DSHS DDA's AWA database as of 3/16/2023. The transition fund year lists were used to determine those that would be potentially eligible for S2W for the purposes of this analysis. School district data for total eligible population is extrapolated based on the residence of the student as of July the year prior to their exit from school. *Where the total eligible population is less than 5 students, school district data is suppressed to ensure participant confidentiality.

Share of Students Enrolled By Support Needs

We want to make sure that all students who want to work have the opportunity, no matter what level of support they need.

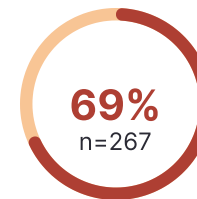
What Are We Learning?

About 2 out of every 5 students eligible for S2W (42%) need high levels of support based on data from 2020 to 2023. Historically, students that needed high levels of support were less likely to enroll in S2W and overall, less likely to find employment. Our goal over the last several years has been to increase enrollment rates for students that need higher levels of support and make sure that all students who want a job have access to the program, regardless of their support needs. In recent years, students that need high levels of support have enrolled in S2W at higher rates than the average overall (66% overall compared to 69% for those needing high supports).

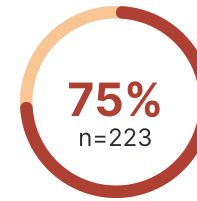
What Steps Are We Taking?

S2W is working with schools to improve approaches for students who need more support. This includes individual plans and resources for students and closer program coordination with schools and other student supports.

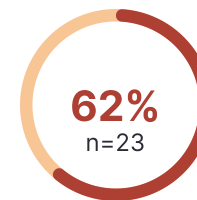
Between 2020 and 2023...



of eligible students needing **high** levels of support were served.



of eligible students needing a **medium** level of support were served



of eligible students needing **low** levels of support were served

Notes: Data for this analysis was sourced from DSHS DDA transition fund year list for 2016–2023 school exit years, King County S2W service data, and DSHS DDA's AWA database as of 3/16/2023. The transition fund year lists were used to determine those that would be potentially eligible for S2W for the purposes of this analysis.

Share of Students Enrolled By Race and Ethnicity

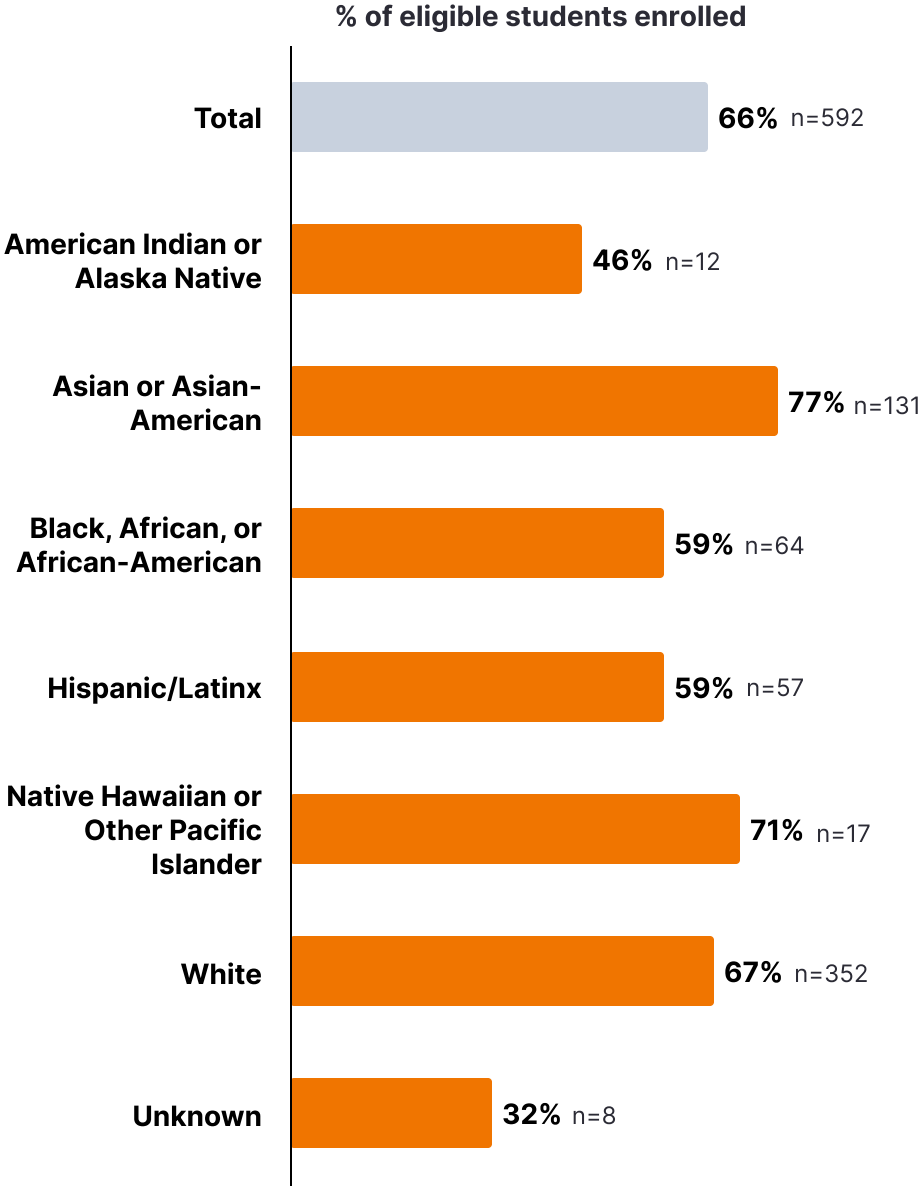
Centering the experiences of BIPOC students and their families will ensure S2W is accessible and relevant to all eligible students.

What Are We Learning?

To make sure that all students who want to work have the support they need, we must address the ways structural racism makes it challenging for Black, Indigenous, and People of Color (BIPOC) students to access programs like S2W. We also need to understand how both a student’s race and disability can make it even more difficult for students and their families to equitably access the supports they need. The data from 2020 to 2023 reflect this, showing that American Indian and Alaska Native, Black, African and African American, and Hispanic/Latinx students are enrolled at lower rates than their peers overall.

What Steps Are We Taking?

We need to build and strengthen lasting and meaningful relationships with BIPOC communities and community leaders to develop outreach plans that address the unique needs of King County’s diverse communities. In addition, we will continue to support employment service providers with training and technical assistance, grow our language access supports, like translation and interpretation, and improve our understanding of the language access needs of students and their families.



Notes: Data for this analysis was sourced from DSHS DDA transition fund year list for 2020-2023 school exit years, King County S2W service data, and DSHS DDA's AWA database as of 3/16/2023. The transition fund year lists were used to determine those that would be potentially eligible for S2W for the purposes of this analysis. Students can identify with more than one race/ethnicity category and therefore may be counted in more than one category. Disaggregated data is presented to provide a preliminary understanding of disparities by race and ethnicity. On its own, this data tells a limited story about the populations it represents. We encourage users of this data to include the voices and perspectives of BIPOC communities to develop a more complete and meaningful understanding than the data alone allows.

Next Steps for Outreach

King County S2W is committed to using data and stories from students, families, teachers, and our partners to improve our programming and outreach strategies.

Our team will focus on the action steps shared in each section of this data story to continue to improve our outreach efforts for S2W.

While much of this data story focuses on students considered eligible for S2W, there is much we can do to help more students become eligible in the first place. To increase the number of students eligible for S2W, King County S2W is:

- Expanding outreach directly to students and families through in-person and virtual outreach events with language supports (like translation and interpretation),
- Working closely with district partners to identify students that may be interested and encourage them to apply to DDA,
- Supporting families with the DDA application process, and
- Reaching younger students in high school through partnerships with teachers.

If you have questions about the King County S2W program, please email S2Wreports@kingcounty.gov. For questions about this analysis, please email DCHSData@kingcounty.gov.

