Results Review

September 26, 2019

Opening Remarks

RESULTS WASHINGTON
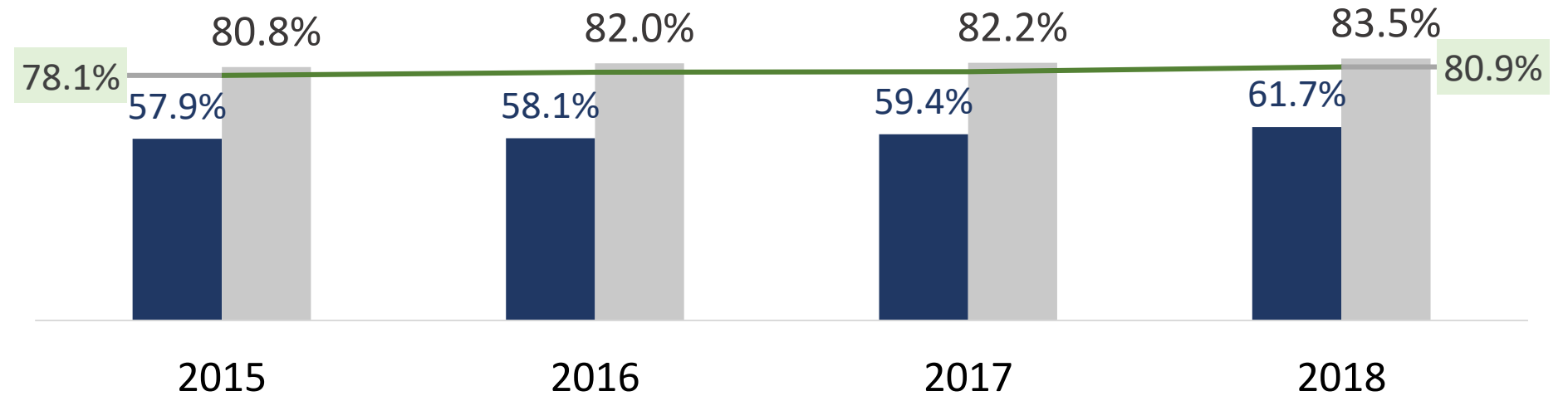
*Gaps between the graduation rates & 8th grade math proficiency level for students with disabilities and students without disabilities remains **consistent over the recent four years***
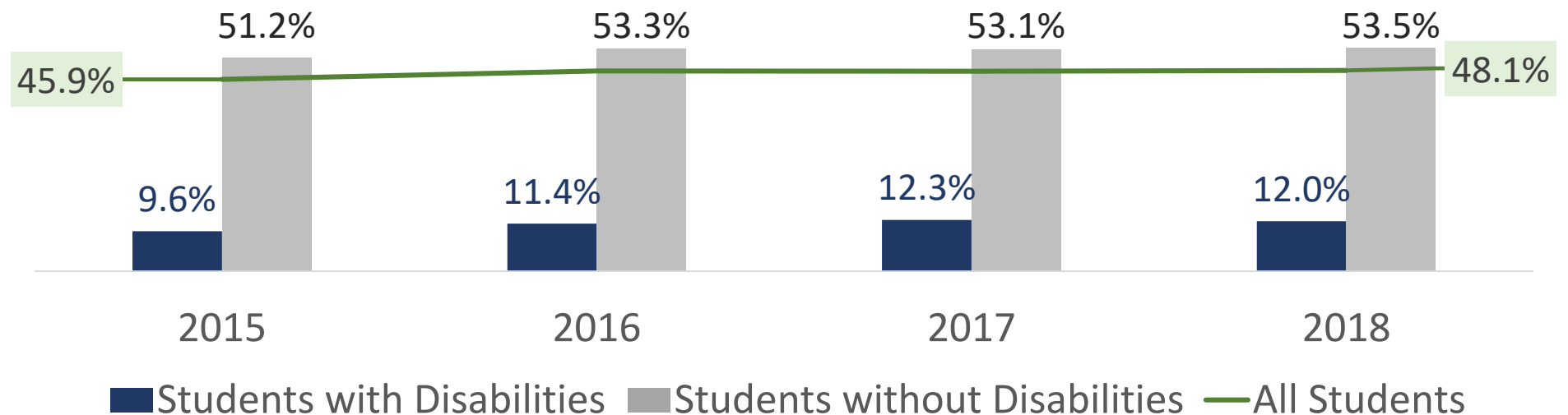
Outcome Measure:

① High School Graduation rates

	2015	2016	2017	2018
Students without Disabilities	80.8%	82.0%	82.2%	83.5%
All Students	78.1%			80.9%
Students with Disabilities	57.9%	58.1%	59.4%	61.7%

② 8th Grade Math Proficiency Level

	2015	2016	2017	2018
Students without Disabilities	51.2%	53.3%	53.1%	53.5%
All Students	45.9%			48.1%
Students with Disabilities	9.6%	11.4%	12.3%	12.0%

■ Students with Disabilities   ■ Students without Disabilities   — All Students

RESULTS WASHINGTON

*Gaps between the 4th grade math proficiency level and kindergarten readiness rate for students with disabilities and students without disabilities remain **consistent over the recent four years***
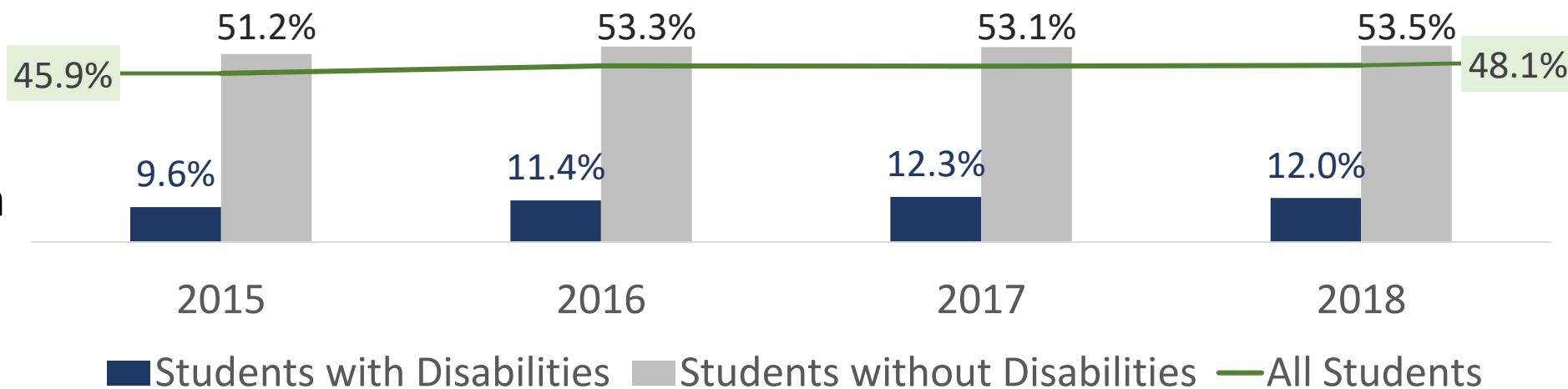
③ 4th Grade Math Proficiency Level
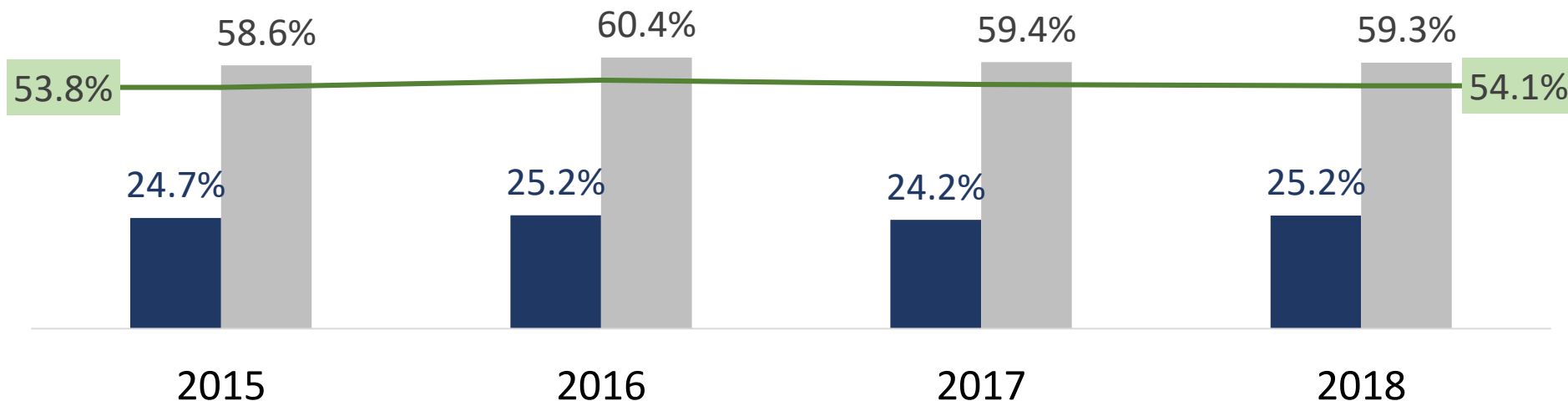
	2015	2016	2017	2018
Students without Disabilities	58.6%	60.4%	59.4%	59.3%
Students with Disabilities	24.7%	25.2%	24.2%	25.2%
All Students	53.8%			54.1%

④ Kindergarten Readiness rate

	2015	2016	2017	2018
Students without Disabilities	51.2%	53.3%	53.1%	53.5%
Students with Disabilities	9.6%	11.4%	12.3%	12.0%
All Students	45.9%			48.1%

■ Students with Disabilities   ■ Students without Disabilities   ── All Students

STUDENT STORY

Student: **Aaron James**
Parent & Educator: **Sarah James**

Governor Q&A

Maddy Thompson
Senior Policy Advisor

Recent investments in special education

State special ed. funding	2017-18 school year		2019-20 school year
	$1.007 billion	×1.5	$1.506 billion

Per pupil funding

More funding for every student with disabilities

Safety net funding

Increased district access to funds for students with high cost needs

Professional learning

State-funded professional development on inclusive instruction

Investing in inclusivity

	2019-20	2020-21
Professional Learning		
Funding for professional development to support educators in confidently implementing differentiated, individualized and inclusionary instruction.	✓	✓
Enhanced funding for Least Restrictive Environment (LRE)		
Enhanced funding for students with disabilities included in general education settings for more than 80% of the school day.		✓

Glenna Gallo
Assistant Superintendent, Special Education Services

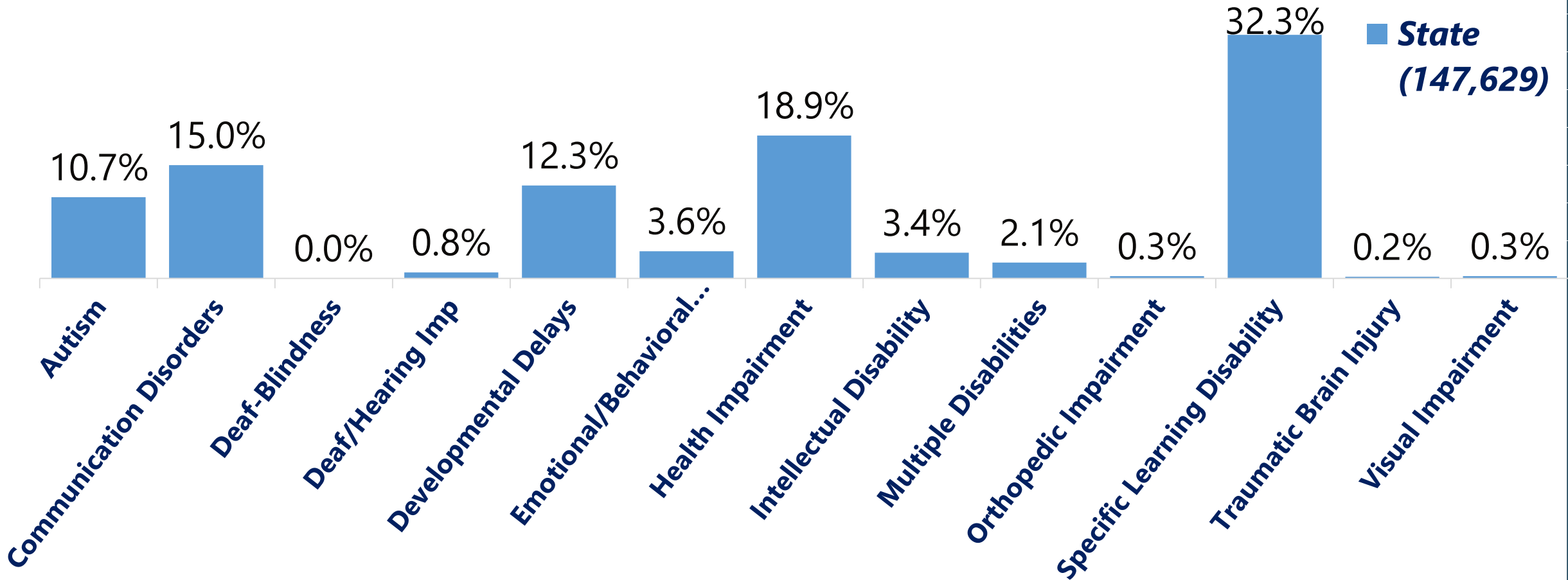# Graduation Results for Students with Disabilities in Washington State

Glenna Gallo, Assistant Superintendent, Special Education
Office of Superintendent of Public Instruction (OSPI)

Alignment of IDEA and the Every Student Succeeds Act (ESSA)

IDEA Special Education Services:	ESSA
Ensure access and progress in the general education curriculum	Close achievement gaps and offer a significant opportunity to receive a fair, equitable, and high quality education
Prepare students for further education, employment, and independent living	

Percentage of Students with Disabilities, by Eligibility, Ages 3-21, in Washington

State (147,629)

- Autism: 10.7%
- Communication Disorders: 15.0%
- Deaf-Blindness: 0.0%
- Deaf/Hearing Imp: 0.8%
- Developmental Delays: 12.3%
- Emotional/Behavioral...: 3.6%
- Health Impairment: 18.9%
- Intellectual Disability: 3.4%
- Multiple Disabilities: 2.1%
- Orthopedic Impairment: 0.3%
- Specific Learning Disability: 32.3%
- Traumatic Brain Injury: 0.2%
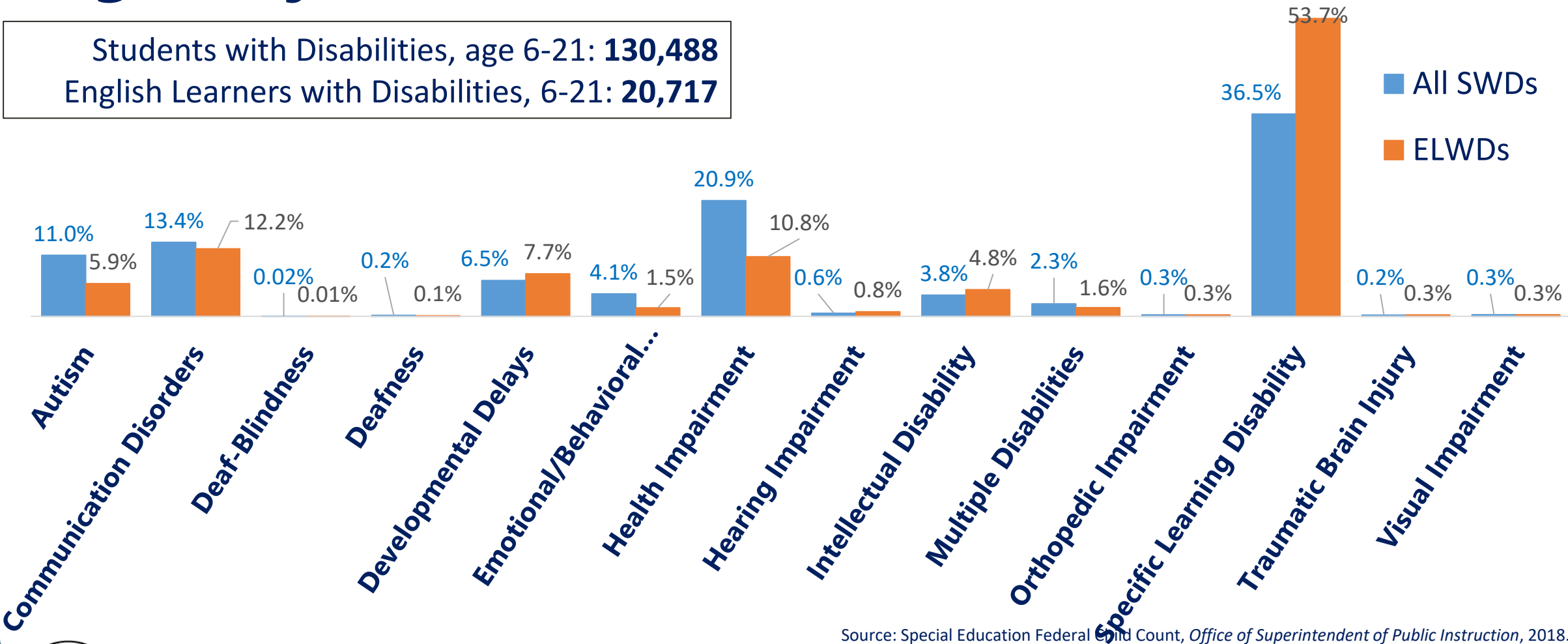- Visual Impairment: 0.3%

Source: Special Education Federal Child Count, *Office of Superintendent of Public Instruction*, November 1, 2018.

# Percentage of Students with Disabilities, by Eligibility & EL Status, in WA

Students with Disabilities, age 6-21: **130,488**
English Learners with Disabilities, 6-21: **20,717**

Legend:
- All SWDs
- ELWDs

Category	All SWDs	ELWDs
Autism	11.0%	5.9%
Communication Disorders	13.4%	12.2%
Deaf-Blindness	0.02%	0.01%
Deafness	0.2%	0.1%
Developmental Delays	6.5%	7.7%
Emotional/Behavioral...	4.1%	1.5%
Health Impairment	20.9%	10.8%
Hearing Impairment	0.6%	0.8%
Intellectual Disability	3.8%	4.8%
Multiple Disabilities	2.3%	1.6%
Orthopedic Impairment	0.3%	0.3%
Specific Learning Disability	36.5%	53.7%
Traumatic Brain Injury	0.2%	0.3%
Visual Impairment	0.3%	0.3%

Source: Special Education Federal Child Count, *Office of Superintendent of Public Instruction*, 2018.
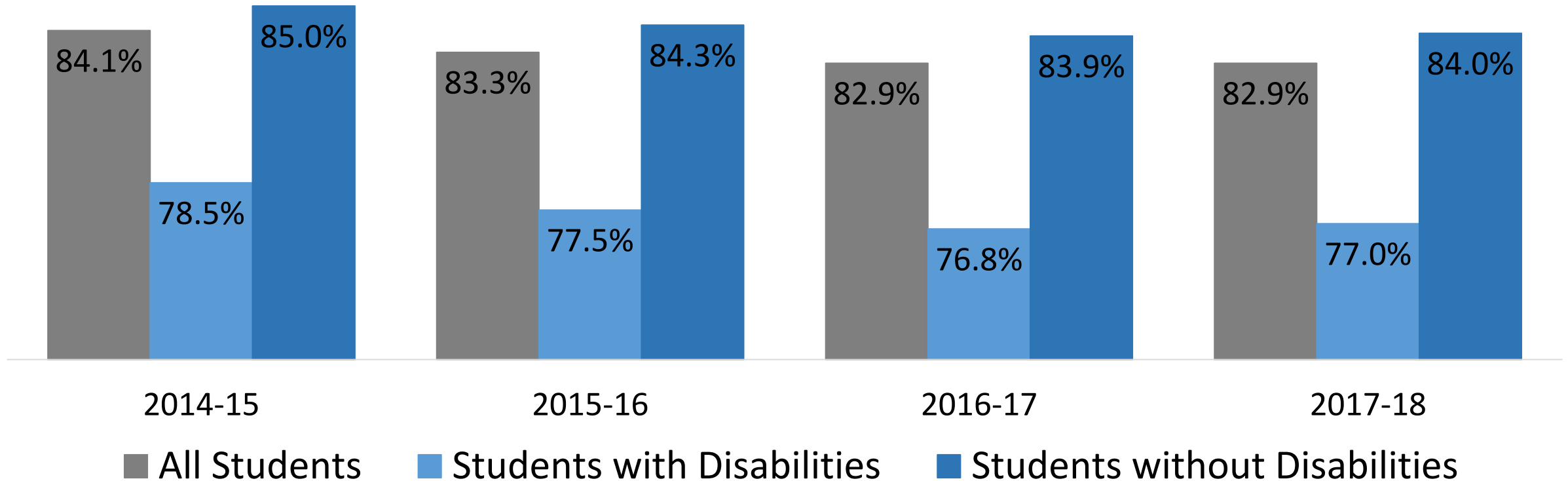
Percentage of Students with Disabilities (Ages 6-21), by LRE and Grade, in Washington
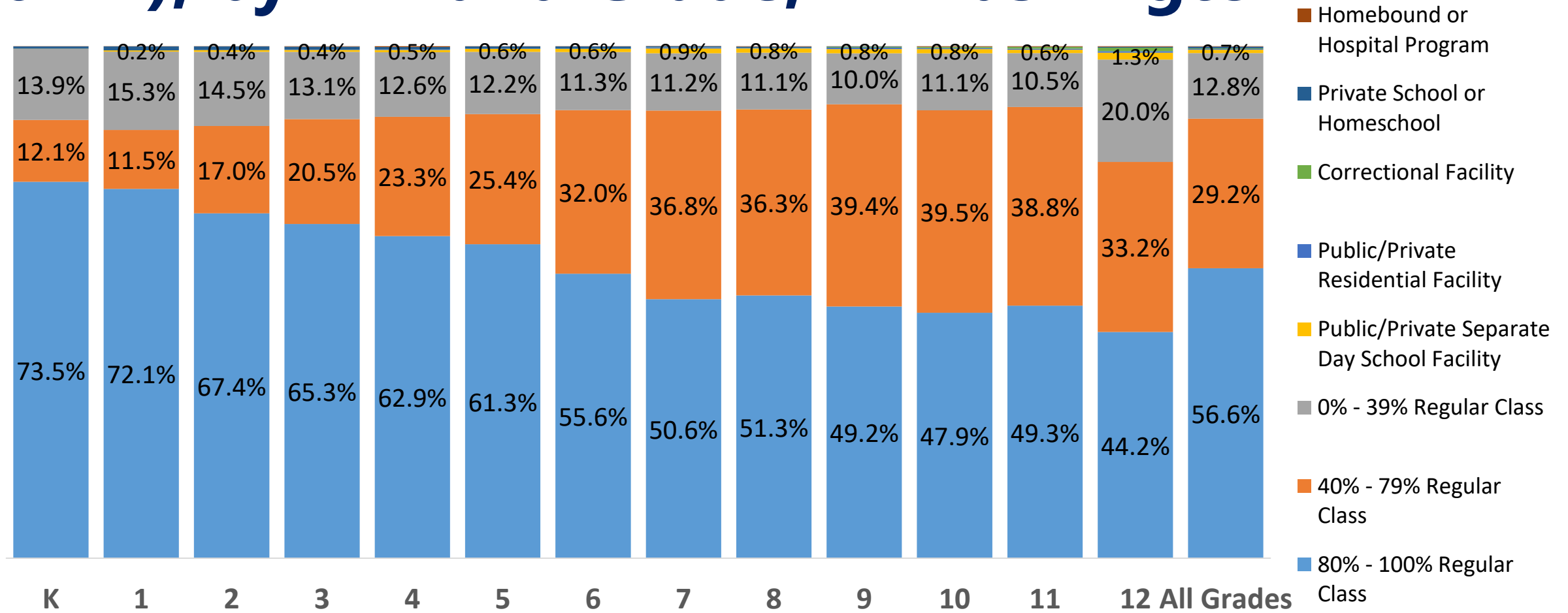
Source: Special Education Federal Child Count, *Office of Superintendent of Public Instruction*, November 1, 2018.

Regular Attendance (Percent of Students with fewer than 2 absences per month, on average)

	2014-15	2015-16	2016-17	2017-18
All Students	84.1%	83.3%	82.9%	82.9%
Students with Disabilities	78.5%	77.5%	76.8%	77.0%
Students without Disabilities	85.0%	84.3%	83.9%	84.0%

Legend: ■ All Students ■ Students with Disabilities ■ Students without Disabilities

Data-Based Observations on Students with Disabilities in Washington (Disability, LRE, & Attendance)

- Less than 4% of students with disabilities (SWDs) in WA are identified as having an intellectual disability.

- Upwards of 90% of SWDs present with intellectual functioning that is similar to that of students without disabilities.

- Yet only 56% are placed in general education for 80-100% of the day. For students who identify as African American that total falls to 49% statewide.

- SWDs are absent from school more than their peers, on average.

Previous WA Graduation Pathways

Pass State Tests of Approved Alternatives to those tests*

+

Earn 24 Credits in Required Courses

+

High School and Beyond Plan (and IEP with transition plan for SWD)

+

Local District Requirements, if applicable

↓

DIPLOMA

Student does not meet expected performance standard →

CAA Graduation Alternatives:
GPA, College Entrance/AP/IB, Dual Credit, Locally Administered Assessments tied to Locally Determined Course (LAA/LDC)

CIA Graduation Alternatives:**
CIA Cut Score, Off-Grade Level (OGL), Locally Determined Assessment (LDA)

Waivers/Appeals:
Out of State Transfer, Special Unavoidable Circumstance, Expedited, WA-AIM Engagement Rubric

→ This was changed in 2019, and is only available through the Class of 2021 for students with disabilities.

- For purposes of graduation, participation in a grade-level assessment (i.e., 10th grade math and ELA, and 11th grade science) is required prior to accessing CAA or CIA graduation alternatives. Science assessment requirement in effect for the class of 2021.

** CIA State Alternatives require participation in on-grade level assessments; then, if needed, IEP team can consider the CIA cut-score, an off-grade level (OGL) assessment on the regular assessment or WA-AIM, or a Locally Determined Assessment (LDA).

http://www.k12.wa.us/SpecialEd/ResourceLibrary/pubdocs/IEP-Team-Guidelines-Assess.pdf

WA Graduation Rate Trends, by Cohort and Student Group

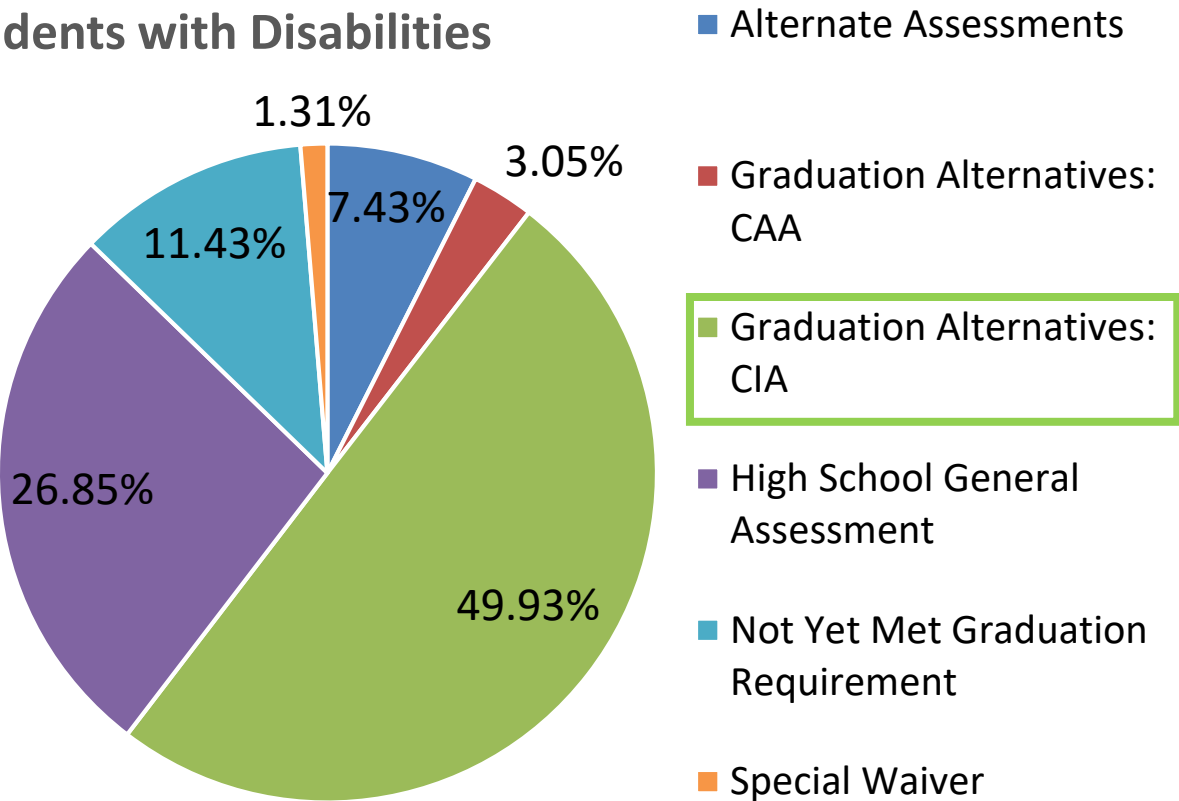■ Students with Disabilities   ■ Students without Disabilities

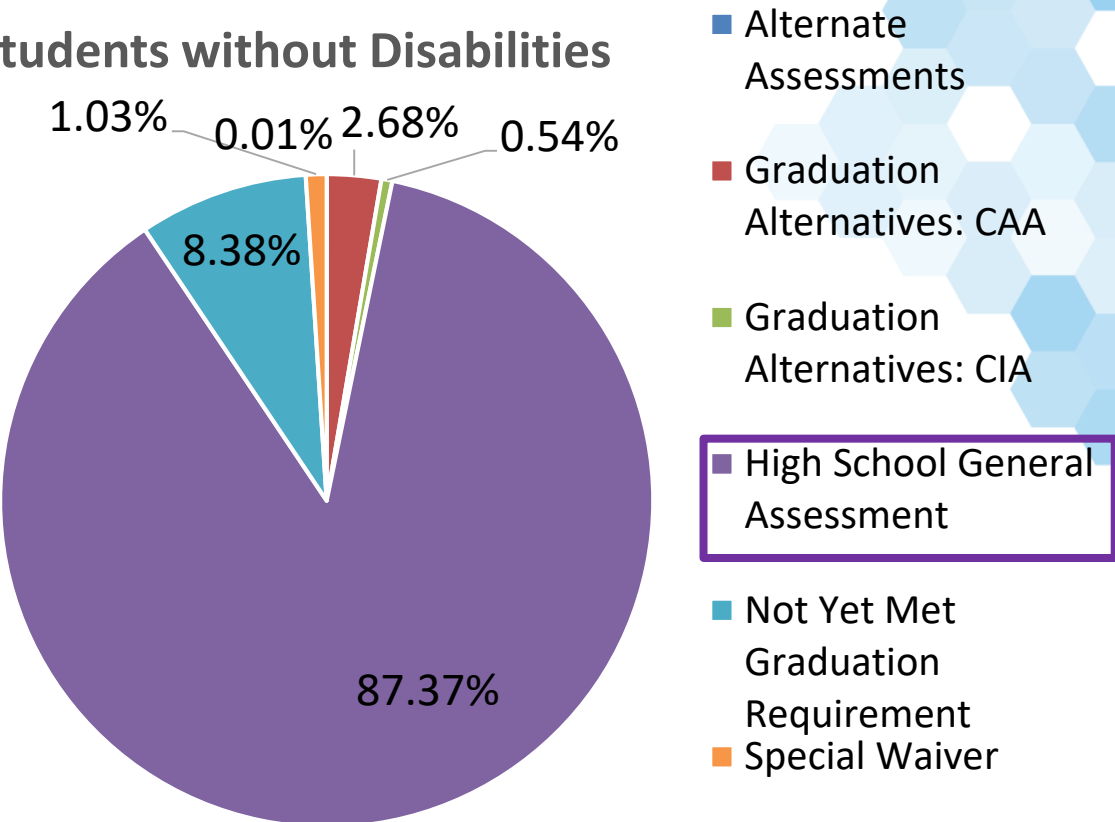Source: OSPI Report Card--https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300
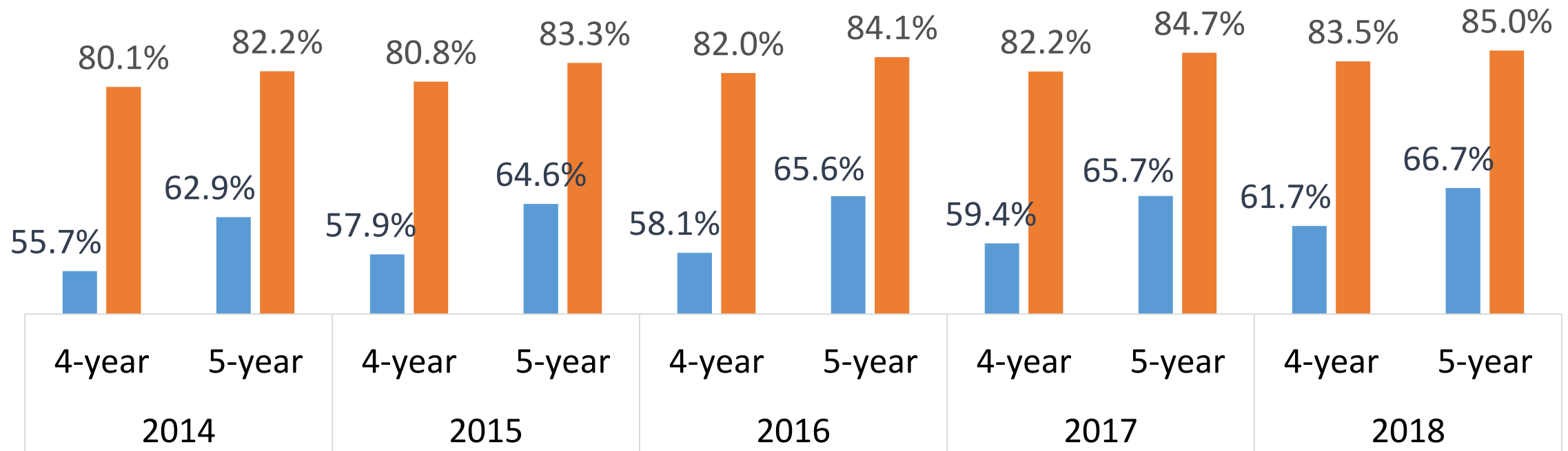
WA Graduation, Comparison by Student Group, ELA, 2019

Students with Disabilities

- Alternate Assessments
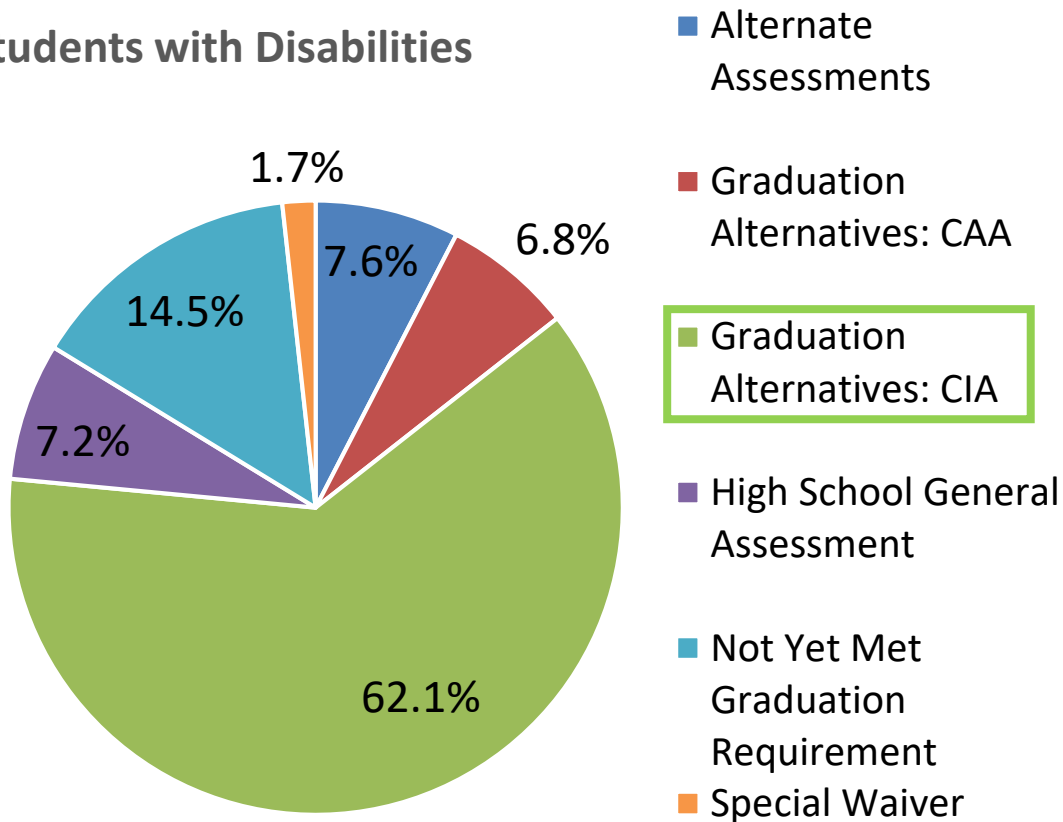- Graduation Alternatives: CAA
- Graduation Alternatives: CIA
- High School General Assessment
- Not Yet Met Graduation Requirement
- Special Waiver

Students with Disabilities values: 7.43%, 3.05%, 49.93%, 26.85%, 11.43%, 1.31%

Students without Disabilities

- Alternate Assessments
- Graduation Alternatives: CAA
- Graduation Alternatives: CIA
- High School General Assessment
- Not Yet Met Graduation Requirement
- Special Waiver

Students without Disabilities values: 1.03%, 0.01%, 2.68%, 0.54%, 8.38%, 87.37%

Source: Student Information, CIA/CAA Database, *Office of Superintendent of Public Instruction*, September 9, 2019.

WA Graduation, Comparison by Student Group, Math, 2019
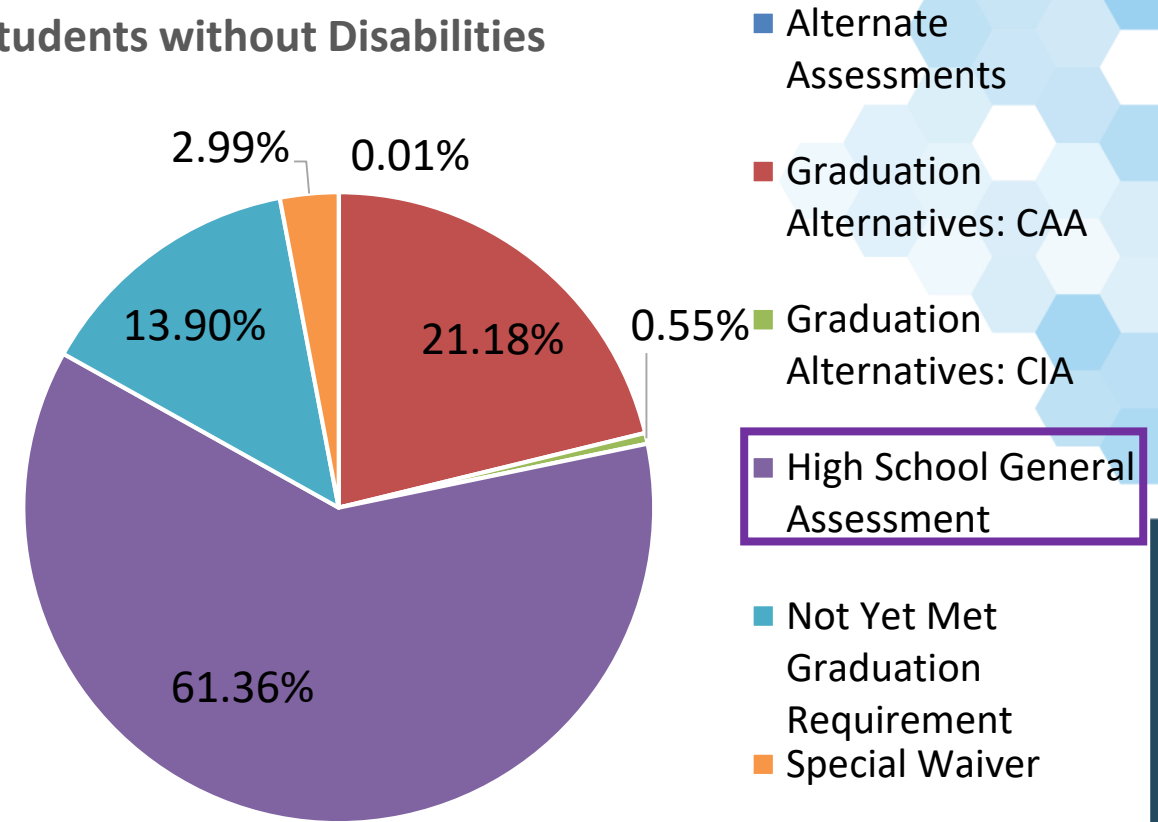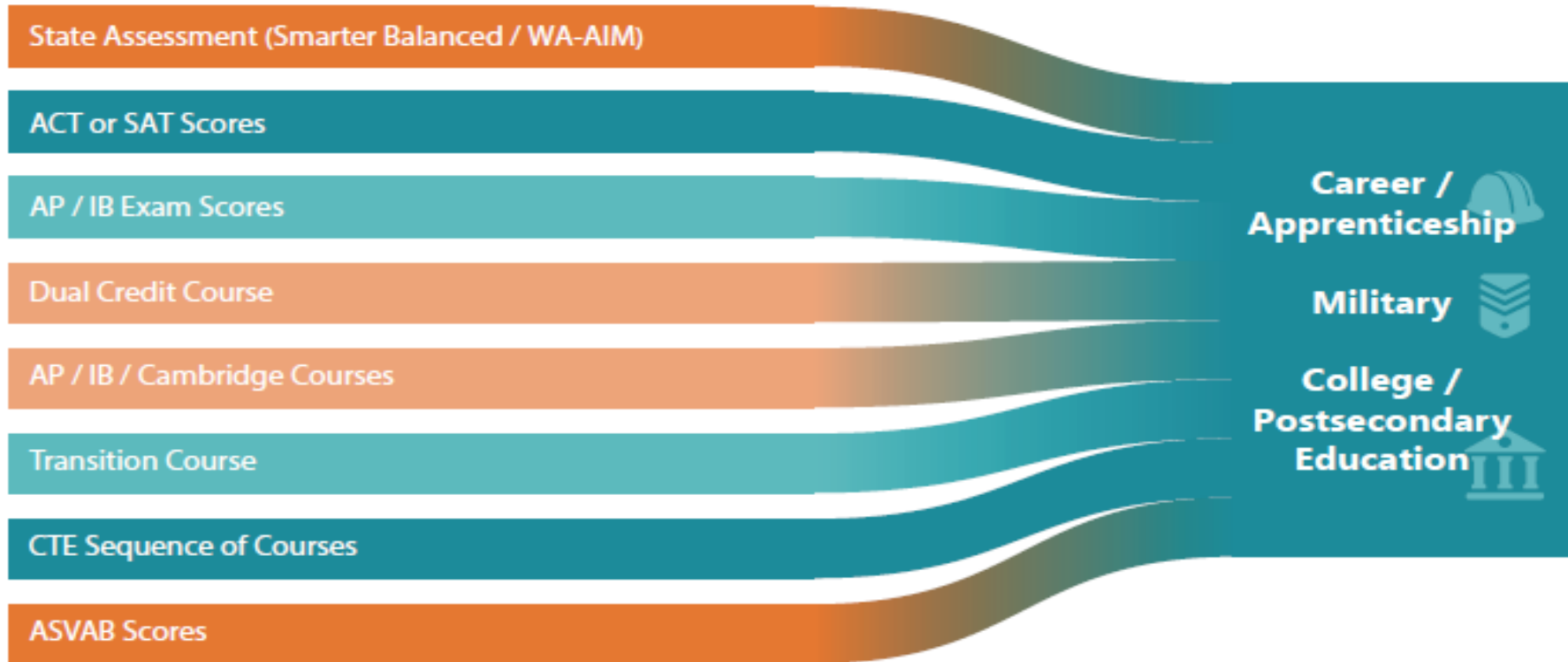
Students with Disabilities

- Alternate Assessments
- Graduation Alternatives: CAA
- Graduation Alternatives: CIA
- High School General Assessment
- Not Yet Met Graduation Requirement
- Special Waiver

7.6%
6.8%
14.5%
7.2%
1.7%
62.1%

Students without Disabilities

- Alternate Assessments
- Graduation Alternatives: CAA
- Graduation Alternatives: CIA
- High School General Assessment
- Not Yet Met Graduation Requirement
- Special Waiver

2.99%
0.01%
13.90%
21.18%
0.55%
61.36%

Graduation Pathways

State Assessment (Smarter Balanced / WA-AIM)

ACT or SAT Scores

AP / IB Exam Scores

Dual Credit Course

AP / IB / Cambridge Courses

Transition Course

CTE Sequence of Courses

ASVAB Scores

Career / Apprenticeship

Military

College / Postsecondary Education

Options for students to earn a Certificate of Individual Achievement (CIA) continue through the Class of 2021.

Data-Based Observations on Students with Disabilities in Washington (Graduation Rates, Pathways, CTE)

- The CIA graduation pathway was used for the majority of WA graduating SWD for ELA and Math.

- Expect to see decline in graduation rates as CIA pathway option decreases and is no longer available.

- WA has higher rates of SWD in CTE courses for students with mild/moderate disabilities, and we need to consider what courses/pathways they are accessing, and their success.

OSPI Priorities:
Improving Outcomes for Students with Disabilities

Leadership
Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.

Growth Mindset
Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).

Evidence-Based Practices
Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.

Professional Development
Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).

Resource Allocation
Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.

Recruitment & Retention
Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction

Considerations for Improved Graduation Rates

Questions:

- What supports are needed to be added for success, in place of reduction of expectations?

- How do we message new pathways, along with planning for a temporary decline in graduation data for SWD?

Focus Efforts:

- Investment in interagency and coordinated efforts, including School-to-Work and CTE

- School districts building capacity for changes from CIA to other pathways equitably

- Development and alignment of High School and Beyond Plans and IEP Transition Plans

- Use of school counselors and other staff (use differently, additional staff)
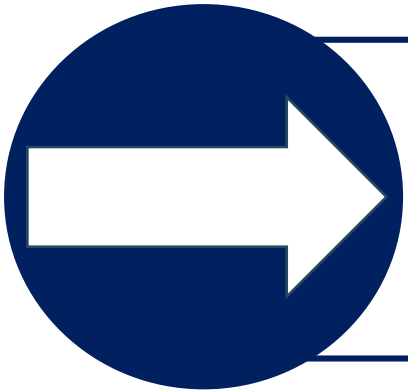
- And…

Increasing access *and* outcomes…
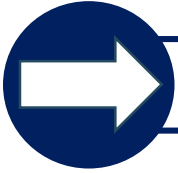
➡️ **Foster collaboration between general & special education and community partners!**
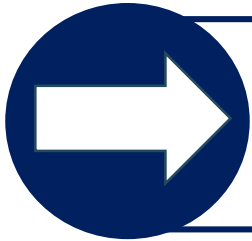
➡️ **Build a Multi-Tiered System of Supports (MTSS)**
- Framework of tiered interventions & supports
- Data-informed (culturally-responsive!) pre-referral interventions

➡️ **Mindset matters!**
- Strengths-based framing: focus on what students CAN do
- All students are capable of achieving with the right supports
- Addressing structural inequality must be part of the discussion

Do we believe that each and every student can be and will be ready for post-secondary education and career?

Do our actions reflect this belief?

KRIS HIRSCHMANN
DIRECTOR OF TRANSITION SERVICES

SEATTLE U

Center for Change in Transition Services

Post School Outcomes

WA Results Committee
09/26/2019

Center for Change in Transition Services (CCTS)

Improving post-school outcomes for students with disabilities in Washington state

www.seattleu.edu/ccts

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CCTS and the Post-School Survey

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Center for Change in Transition Services

- Empowering educators and administrators to improve transition services for youth with disabilities through partnerships, research, and training

- OSPI State Needs Project

- Located at Seattle University

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Post-school outcomes for students with disabilities

- Data have been collected in Washington state since 2000.

- School districts conduct a telephone survey with every former student with an IEP one year after leaving high school.

- CCTS analyzes and reports on collected post-school outcome data.

- Data are reported annually to OSPI, ESDs, districts, OSEP and in a legislative report

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What data are collected?

- Demographics (e.g., gender, disability, race/ethnicity)
- Work and school experiences
    - Type of job or school
    - Number of hours working or in school
- Contact with agencies
- Reasons for dropping out
- Reasons for not engaged in postsecondary education or employment

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Breaking Down PSO Data by Engagement
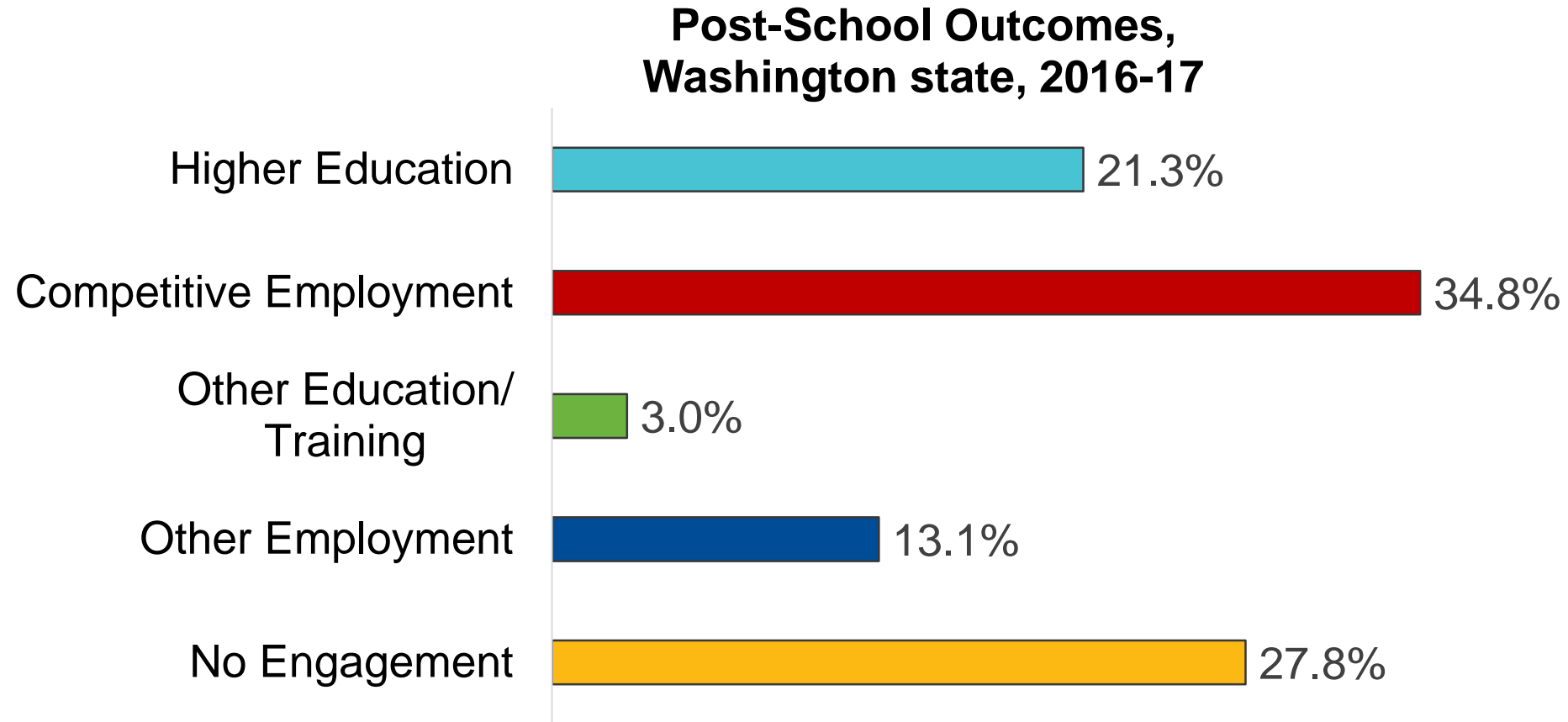
Post School Outcomes

Any Engagement

No Engage-ment

Higher Education

Competitive Employment

Other Education/ Training

Other Employment

36

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State – PSO Bar Chart

**Post-School Outcomes,
Washington state, 2016-17**

Higher Education	21.3%
Competitive Employment	34.8%
Other Education/ Training	3.0%
Other Employment	13.1%
No Engagement	27.8%

(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

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State – PSO Summary

Sample Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
6475	21.3%	34.8%	3.0%	13.1%	27.8%

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State – Any Engagement vs. No Engagement by Exit Categories Bar Charts

Any Engagement by Exit Categories Washington state, 2016-17
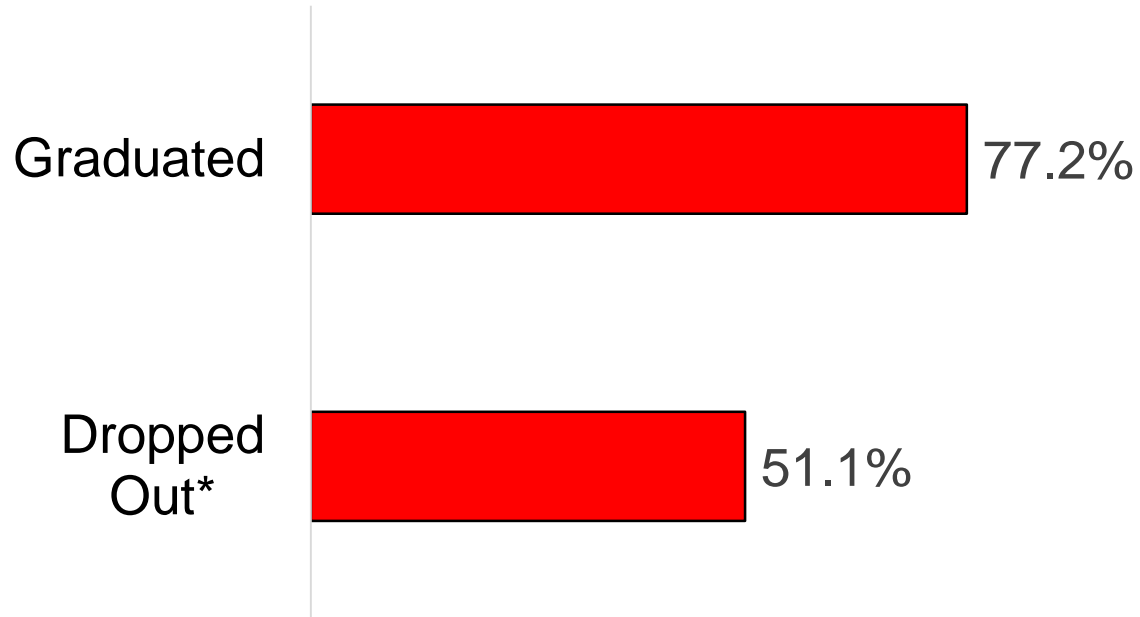
Graduated: 77.2%

Dropped Out*: 51.1%

No Engagement by Exit Categories Washington state, 2016-17

Graduated: 22.8%

Dropped Out*: 48.9%
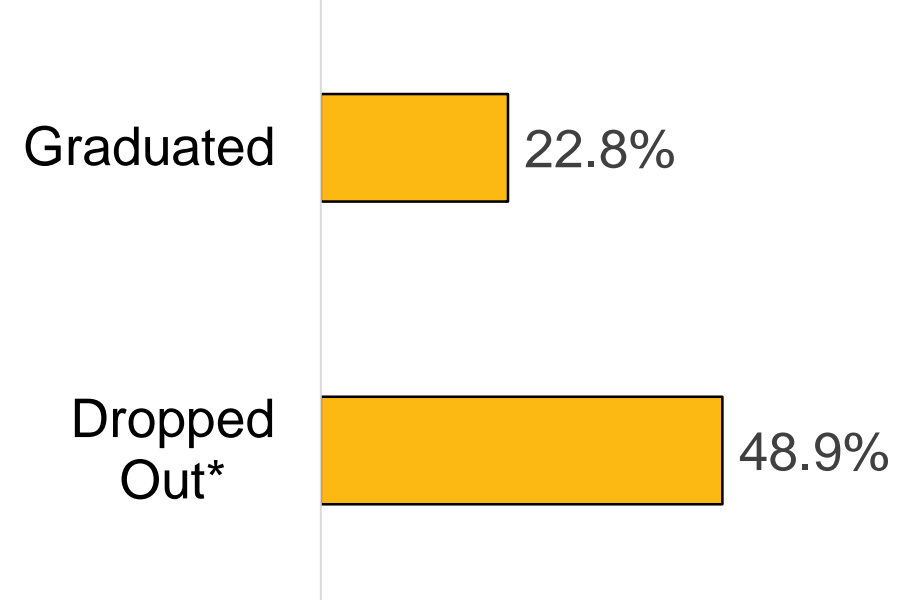
*Includes students who aged out or received an adult high school diploma or GED.

(CCTS 2019, *Indicator 14 Post-School Outcome Mini-Report, Washington state, 2016-17*)

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State – Any Engagement vs. No Engagement by Exit Categories Summary

Exit Category	Sample Size	Any Engagement	No Engagement
Graduated	5219	77.2%	22.8%
Dropped Out*	1256	51.1%	48.9%

*Includes students who aged out or received an adult high school diploma or GED.

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Why are students dropping out?

Personal or family needs, social, life issues

- Mental health issues (depression, anxiety, schizophrenia, "anger issues")

- Bullying, humiliation from students and teachers

- Pregnancy

- Housing issues, homeless, needing to work

- Didn't understand disability

Needs weren't being met

- More "hands on activities," "vocational classes," "real world stuff"
- "If I would have more support like academic support, more time to complete assignments and support from the teacher I would had stayed in school."

Capacity

- Got too far behind with health issues

- Taking care of grandparents, siblings, family members

- Not able to pay rent, bills, groceries

- No place to live

- "If had a car. Was hard to get to and from school so gave up."

Too far behind (credits)

- "I'm in foster care. Didn't have enough credits to graduate."
- "XX was incarcerated for a period of time, and had difficulty getting back to his education" (family)

Research says…

Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities (Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H., 2009)

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Evidence-based predictors of post-school success (1 of 3)

- Career Awareness

- Community Experiences

- Exit Exam Requirements/High School Diploma Status

- Inclusion in General Education

- Interagency Collaboration

- Occupational Courses

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Evidence-based predictors of post-school success (2 of 3)

- Paid Employment/Work Experience

- Parental Involvement

- Program of Study

- Self-Care/Independent Living Skills

- Self-Determination/Self-Advocacy

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Evidence-based predictors of post-school success (3 of 3)

- Social Skills

- Student Support

- Transition Program (Services)

- Vocational Education (CTE)

- Work Study

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Considerations for Improvement   (1of 2)

- Earlier Transition planning in the IEP (age 14)
- Flexible high school programs/schedules
- Additional pathways to graduation
- Early interagency collaboration
- Wrap-around services for students with mental health needs on school campuses
- Infrastructure for mentorships

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Considerations for Improvement   (2of 2)

Increased:

- access to CTE courses
- participation in work-based learning experiences
- resources (including transportation) in rural areas
- instruction (and practice) in self-determination skills
- instruction in independent living skills (budgeting, housing, safety, choices, etc.)
- connections to businesses in the local community

CCTS Contact

CCTS General Information

ccts@seattleu.edu
206-296-6494
www.seattleu.edu/ccts

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Seattle University, Special Education Faculty
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@WACCTS on Facebook, Twitter, and Pinterest

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Governor Q&A

Carrie Basas
Director

Washington State
Governor's Office of the
Education
Ombuds

Fostering Belonging in Communities to Support Disability as Diversity

Carrie Basas,
Director,
Governor's Office of the
Education Ombuds

Communities as Agents of Inclusion

National Center on Inclusive Education:

- Meaningful friendships and social relationships
- Community and family partnerships
- Belonging to and participating in general education classroom
- High expectations, strengths-based attitudes

One Out of Five Project

Findings from First Year of Collaboration with UW: Teachers Learning from Students

- Disability as diverse experience, source of identity

- Classroom barriers to remove based on student perspective

- Centering of student voice and expertise

- Connecting disability with larger DEI work, SEL, and asset-based teaching

- Breaking community-based silence and challenging bias as first step to infusing disability throughout practices and materials

From a WA Teacher

In my own school experience, disability was not talked about in any productive way. In fact, I cannot remember a single experience I had where I learned about disability outright … Due to this, I believe that I was unprepared for life as a young adult. **I believe that I was ill-equipped to understand others and ill-equipped to understand myself. Neglecting to teach our children about disability creates a generation of humans who have missed out on opportunities to grow in compassion and understanding.**

Findings: Students Learning from Students

- Had meaningful, open connection with students profiled

- Developed social emotional skills and positive responses to disability

- Confronted ableism and worked as change agents within schools

- Encouraged other youth to discuss disability

- Exercised greater empathy and curiosity, especially about assistive technology and community barriers

Extending the Work: DEI Capacity-Building with Families and Communities

Student Story

Student: **AJ**

Educator: **Michelle Siadal**
Meridian Parent partnership program (MP3) Principal
Meridian School District

Governor Q&A

SCOTT MCCALLUM

SUPERINTENDENT

Washington State School for the Blind

Scott McCallum, Superintendent

September, 2019

The birthplace of Washington's commitment to students requiring special education…

1886 Legislative Assembly of the Territory of Washington establishes the "Washington School for Defective Youth". Washington School for Defective Youth was established to educate children who are "deaf, mute, blind, and feeble-minded" in Vancouver.

1905 A separate "State Institution for the Feeble-minded" is established in Medical Lake in Eastern Washington. The "State School for Defective Youth" name is changed to the "State School for the Deaf and Blind".

1913 Legislature separates the state schools into Washington State School for the Deaf (WSSD) and Washington State School for the Blind (WSSB).

1959 WSSB is established as an "Institution" of the State and is managed by the Secretary of Social and Health Services (DSHS). Governing RCWs (**72.40**.XXX) are established for WSSD and WSSB.

1985 State schools are removed from DSHS and placed within the Office of the Governor.

Vision: Independence for children who are blind or visually impaired

Mission: To provide quality, specialized, educational services to youth, ages birth to 21, who are blind or visually impaired.

Purpose: To serve as a statewide demonstration and resource center, and provide direct/indirect services to students who are Blind/Visually Impaired both **on-campus** and in the children's **local communities**.

WSSB's Relationship with K-12

WSSB works closely with OSPI, school districts, and ESDs to provide:

- Access to a full-continuum of service delivery options from qualified personnel.
- Access to instructional materials such as textbooks and workbooks in alternative formats (Braille, Large Print, Audio).
- Access to appropriate resources such as assessments, technology, aids and appliances (e.g. products available through the American Printing House for the Blind).
- Ongoing professional development and training for classroom teachers and other education professionals, as well as parents.
- **Note:** WSSB complies with OSPI reporting requirements for all full-time students of on-campus programs.

Washington Sensory Disability Services (WSDS)

- Washington State Needs Project through the Office of the Superintendent of Public Instruction (OSPI).
- Members: WSSB, Washington Center for Childhood Deafness and Hearing Loss (CDHL), the Washington Deaf-Blind Project, and OSPI.
- State Vision Consultant Position in collaboration with WSSB
- Mentor-teacher for new teachers of the visually impaired in collaboration with WSSB

Agency Overview: Statewide services and support

- Outreach program service coordination/state vision consultant

- Assistive technology evaluation/support for students who are blind/visually impaired

- Teacher of students who are blind/visual impairments (contract service)

- Certified orientation and mobility specialist (contract service)

- Braille transcriber/instructional assistant (contract service)

- Early intervention vision impairment service coordination

- Early intervention vision impairment specialist (contract service)

- Ogden Resource Center (ORC)

Agency Overview: On-campus programs and services
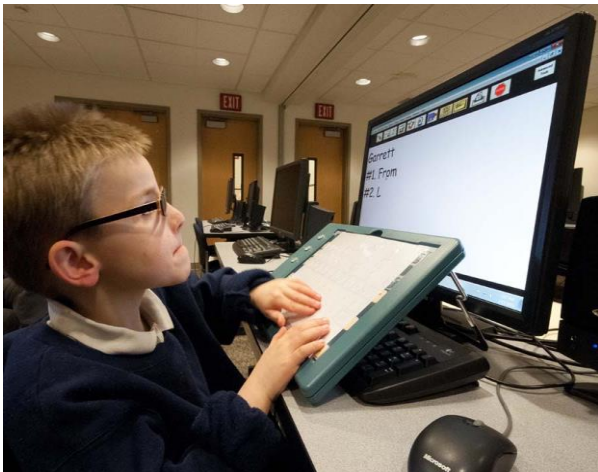
- Intensive residential and day programs (middle and high school) WSSB Video: We Love Our School

- One-week residential short courses (middle and high school)

- On-line course options (algebra 1 & 2, general math, computer science)

- Learning Independence for Today and Tomorrow (LIFTT) residential transition program*

- Expanded Core Curriculum for the blind/visually impaired summer camps (ages 11-14)

- Youth Employment Solutions (YES) 1 summer program* (ages 14-16)

- Trainings for parents and professionals

- Low vision evaluation clinic

collaboration with Department of Services for the Blind (DSB)

Partnerships/Collaboration

- Local Education Agency's (LEAs)
- Office of the Superintendent of Public Instruction (OSPI)
- Washington Sensory Disability Services (WSDS)
- Washington Deaf-Blind Project (WDBP)
- Center for Childhood Deafness and Hearing Loss (CDHL)
- Department of Services for the Blind (DSB)
- Department of Children, Youth, and Families (DCYF)
- Education Service Districts (ESDs)
- Department of Corrections (DOC)
- Lions Clubs
- Northwest Association of Blind Athletes (NWABA)
- Consumer Groups (National Federation of the Blind / Washington Council of the Blind)
- Pacific Foundation for Blind Children (PFBC)
- Parents
- Council of Schools and Services for the Blind (COSB)
- Universities

Challenges and Success Stories

- Shortage of trained personnel

- Inconsistent access to appropriate services

- Accessibility of instruction and instructional materials

- Low expectations*

- Time and resources

- 30 new teachers of students who are visually impaired since 2017

- Anytime a student receives appropriate services and supports from appropriately trained personnel so that they may live their best life!

- Continuum of service options:
  - instructional resources,
  - itinerant services,
  - online coursework,
  - short courses,
  - summer programs,
  - transition program options
  - Opportunities: track meet, swim meet, etc.
  - PD for teachers/service providers/parents
  - Residential/day/classes on campus

Recommendations…

- Become a champion for accessibility!

- Challenge yourself to think beyond the limitations in your own mind. Be open to new ways of doing and being.

- Do not allow deficit thinking to influence your behavior and action.

- Recognize the strength that diversity brings to your organization and life.

- Maintain high expectations. People will often reach the bar you set for them.

Thank You

Rick Hauan

Executive Director

Partnerships: Strengthening Education Services for Deaf and Hard-of-Hearing Youth

Presented by:

Rick Hauan, Executive Director

Washington Center for Deaf and Hard of Hearing

September 26, 2019

Who is CDHY?

Mission:

- Washington Center for Deaf and Hard of Hearing Youth is a statewide resource committed to ensuring **all** deaf and hard of hearing students in Washington reach their full potential *regardless of where they live or attend school*.

What we Do:

1. **Washington School for the Deaf:** Students attending WSD are **B**ilingual, **E**mpowered, **S**uccessful for **T**oday and **T**omorrow—the *BEST*

2. **Outreach Services:** *Every child*, *everywhere*, *everyday* receives appropriate instruction to meet their educational, cultural, social/emotional and communication needs.

3. **Professional Development:** In conjunction with public and private partners, outreach and CDHY staff provide a network of trainers to guide and support teachers and service providers statewide.

C D H Y

Partnerships Strengthen Outcomes

- Office of the Superintendent of Public Instruction (OSPI)
- Washington State School for the Blind (WSSB)
- Washington Sensory Disability Services (WSDS)
- Local School Districts
- Department of Vocational Rehabilitation (DVR)
- Office of Deaf and Hard-of-Hearing (ODHH)
- Department of Children, Youth and Families (DCYF)

- Educational Service Districts (ESDs)
- Hearing Speech and Deaf Center (HSDC)
- Listen and Talk (Seattle)
- HOPE School (Spokane)
- Northwest School for the Deaf (Seattle)
- Deaf Education Advocacy Foundation (D.E.A.F.)
- Parents
- Hands & Voices
- Deaf Community

Junior Achievement – Biztown

- Partnership with:
  - Department of Vocational Rehabilitation
  - Gallaudet University
  - National Technical Institute for the Deaf
- Deaf and hard-of-hearing students gather from all over the state in Auburn, WA
  - Over 250 students
  - Over 40 school districts
  - Over 100 parents

Video for Deaf 2 Deaf JA Biztown

Eye on the Prize

- From Early Intervention to Graduation

- Building relationships to strengthen outcomes

- Focus on the WHOLE child, and their family

- Support at the local level

- Building strong communities

Governor Q&A

Closing