Post-School Status Report

2003 Special Education Graduates

Prepared for

Office of Superintendent of Public Instruction

Special Education Section

July 2004

The Center for Change in Transition Services
University of Washington

This report was written by: Cinda Johnson, Ed. D., Center for Change in Transition Services, University of Washington with assistance from Dennis Hasko, Center for Change.

The Center for Change in Transition Services is a Washington State Needs Project, funded by the Office of Superintendent of Public Instruction in collaboration with the University of Washington.

TABLE OF CONTENTS

POST-SCHOOL STATUS REPORT OF THE 2003 SPECIAL EDUCATION GRADUATES: Overview **4**

METHODS **4**

What are post-school status data? 4

How are the data collected? 5

How many youth are included in the 2003 study? 6

What information is gathered from the final IEP? 8

What information is gathered from the youth or his or her family? 10

POST-SECONDARY EDUCATION OR TRAINING **11**

How many youth had the goal of post-secondary education? 11

How many youth are attending post-secondary training or education? 11

EMPLOYMENT **14**

How many youth had the goal of employment? 14

How many youth are employed? 14

ENGAGEMENT **15**

How Many of These Students Were Productively Engaged (Working and/or Attending Post-Secondary Education or training) 15

AGENCY LINKAGES **17**

Agencies identified on the IEP 17

Agency Linkages 19

HEALTH INSURANCE **20**

CONCLUSIONS **20**

APPENDIX A: District Table **26**

APPENDIX B: Student Demographic Form **31**

APPENDIX C: Post-school Survey **32**

List of Figures

FIGURE 1: Gender and Ethnicity: 2,610 Youth Contacted 8
FIGURE 2: Anticipated Post-School Outcomes: 2,610 Youth Contacted 9
FIGURE 3: Attending Post-Secondary by Year 13
FIGURE 4: Employment by Year 15
FIGURE 5: Employed and/or Attending Post-Secondary by Year 16
FIGURE 6: Rate of Engagement by Disability 17
FIGURE 7: Agency Linkages Identified on the IEP 18

List of Tables

TABLE 1: Disability: 2,610 Youth Contacted 7
TABLE 2: Ethnicity: 2,610 Youth Contacted 7
TABLE 3: School Type 12
TABLE 4: Agencies Recommended on the IEP, Linkages with Agency 19
TABLE 5: Comparison of Four Outcomes for Years 1998-2003 21

Post-School Status Report of the 2003 Special Education Graduates: An Overview

What are Post-school Status Data?

Post-school data provide a picture of life after high school for special education graduates. This picture is a snapshot taken six months after graduation from high school but provides critical information for program planning and improvement at the building and classroom level, practices and procedures at the district level and data to inform policy and procedures at the state level. Information collected from the 2003 special education graduates provides information about their attendance at 2-year and 4-year colleges and universities, at vocational and technical schools and training programs and their employment status. The data provide information about linkages with adult service agencies including Division of Vocational Rehabilitation, Division of Developmental Disabilities, WorkSource and other agencies. The young people in this study are youth that graduated or aged out of high school at age 21 and were contacted by school district personnel on average of 6 months after graduation. This study does not include youth that dropped out of school but the numbers of special education graduates by district may provide information for discussion.

This study is a continuation of the studies initiated in 1998 by the Center for Change in Transition Services in collaboration with the Office of Superintendent of Public Instruction (OSPI). Continuing a data collection process established with the 1998 baseline report[1] provides a rich database in which to inform statewide improvement efforts in secondary special education. In addition to state-level outcomes, this study provides data at the county and district level for program improvement. Districts use these data to develop goals for improving educational services for youth with disabilities.

The questions addressed in this study were determined in 1998 by the members of the project advisory board[2] and enhanced and revised over the years. The data collection

[1] See "Biennial Performance Report for Part B," Fiscal Years 1997-1999, ww.k12.wa.us/SpecialEd/Publications/perfrpt.pdf, p.12.
[2] Eric Andreassen, Puyallup School District, Sandra Owen, Pullman School District, Teresa Clifford, Puget Sound ESD, Eugene Edgar, University of Washington (project staff) and Jim Rich, OSPI.

procedures consist of a review of the transition portion of the students' Individualized Education Program (IEP), and a telephone survey conducted either with the graduate or a family member of the graduate. The survey probes the current life status of the graduate as well as aspects of the graduate's transition plan. Staff from the participating local districts conducts the telephone interviews.

District staff collected the data in November and December 2003. Completed protocols were returned to Sandy Grummick at OSPI or to the Center for Change in Transition Services, University of Washington. The data were entered into a statistical program for analysis by staff at the Center for Change in Transition Services, University of Washington.

The data gathered in this study are most often discussed as numbers and percentages. These numbers may overlook the individual stories of the youth from whom the data are gathered. In addition to the data, the surveys provide rich information about the lives of special education graduates. The combination of the data and the stories from the youth and their families can inform practices and provide information for improvement.

How are the data collected?

The transition portion of the students' final Individualized Education Plans (IEP) is reviewed and information is gathered regarding demographic information and transition planning and goals for post-school outcomes. A telephone survey is conducted either with the graduate or a family member of the graduate approximately six months after graduation. The survey probes the current life status of the graduate as well as aspects of the graduate's transition plan. Staff from the participating local districts conducts the telephone interviews. It is recommended that someone familiar with the special education process and transition services conduct the calls. Youth and families often ask for information from the school district regarding services or support.[3] In addition to gathering the information for the survey, school district personnel report that they often provide families and the young person with contact information if they need assistance in finding employment or training, seeking health care or finding a place to live.

[3] Agency information by county is available at http://depts.washington.edu/ccts/agency/agency.html

Why are the data collected six months after graduation?

This study is designed to compare the post-school outcomes with the transition plan determined on the IEP. It provides information to compare the young person's goals for life after high school to their actual outcomes. The information can be used for training purposes in developing and writing the IEP, providing transition services and developing linkages with adult service agencies. Transition planning begins at age 14, earlier when appropriate, and provides a coordinated set of activities that promotes movement from school to post-school activities. Therefore it is expected that there will be a connection between the young person's life six months after graduating and the transition planning that occurred during those last four to six years of school.

How many youth are included in the 2003 study?

The 2003 post-school data study is the largest to date. There were 179 school districts that participated of the 248 districts in the state with high schools. There were 15 high schools that reported that they had no special education graduates. In total, 77% of the school districts in Washington participated in this study. It is likely that there are other districts that did not have special education graduates but did not report that information. These districts are counted as "did not report" whether they had graduates or not. Therefore the number of districts participating in this study may be larger than 77%. The school districts that participated are listed in Appendix A.

For the 2003 study, graduation is defined as leaving high school with a diploma or aging out of special education services at age 21. Information was collected from 3,423 IEPs in the 179 participating school districts in Washington State. Attempts were made to contact all 3,423 youth. After multiple attempts, 2,610 youth (76%) were contacted. Larger districts contacted few graduates than smaller districts. The average contact rate for large districts (50 or more special education graduates) was 53%. For those districts with 1 to 49 graduates the contact rate was 82%. Although it is more difficult to contact graduates in larger districts, it is possible to increase the contact rate with planning and efforts toward identifying contact information in the spring prior to graduation/leaving. Larger districts had the most difficulty contacting special education graduates.

Of the 2,610 youth that were contacted, 93% graduated with a diploma. There were 158 youth or 6% that reached age 21 and "aged out". There were 6 youth that were identified as leaving high school with something "other" than a diploma or aging out at age 21. There were 23 surveys that did not report exit status.

Table 1 below represents the disability categories of the youth that were contacted in this study. Table 2 represents ethnicity of these youth and Figure 1 represented contact rate by gender and ethnicity. There are more males than females in special education overall and the 2003 cohort reflects that information. There are 1,663 males and 934 females contacted. The gender for 13 youth was not reported. Of the 2,610 youth contacted, 2,062 youth are white, 529 youth of color and 19 that did not report ethnicity.

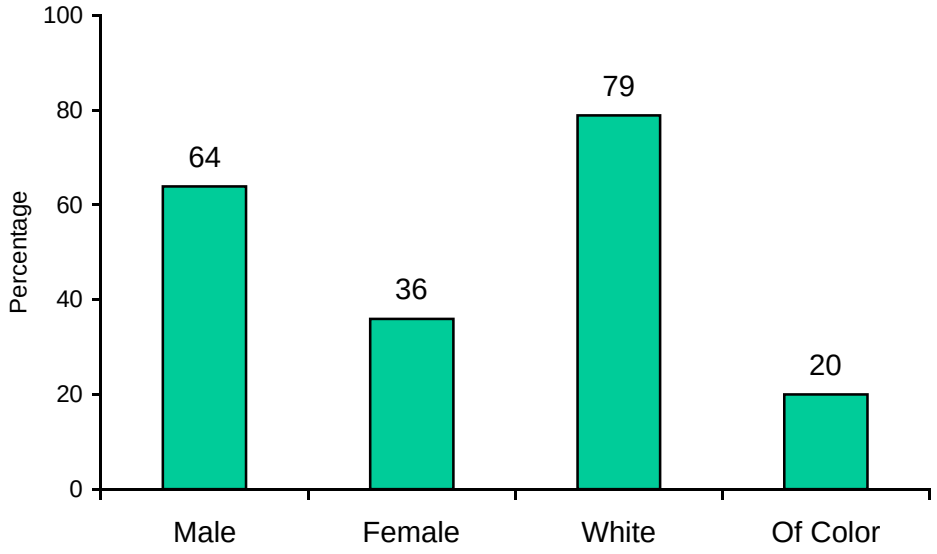
Table 1: Disability: 2,610 Youth Contacted

Disability	Frequency	Percent
Emotionally/Behaviorally Disabled	62	2.4
Orthopedic Impairments	31	1.2
Health Impairments	486	18.6
Specific Learning Disabilities	1484	56.9
Mental Retardation	261	10.0
Multiple Disabilities	132	5.1
Deafness	16	.6
Hearing Impairments	45	1.7
Visual Impairments	19	.7
Deaf-Blindness	1	.0
Communication Disorders	14	.5
Autism	37	1.4
Traumatic Brain Injury	22	.8
Total	**2,610**	**100.0**

Table 2: Ethnicity: 2,610 Youth Contacted

Race/Ethnicity	Frequency	Percent
Asian	77	3.0
Black/African American	117	4.5
Hispanic	214	8.2
Native American	67	2.6
Hawaiian/Pacific Islander	14	.5
White	2062	79.0
Two or more	40	1.5
No information	19	.7
Total	**2610**	**100.0**

Figure 1: Gender and Ethnicity: 2610 Youth Contacted



Recommendations: Districts should develop goals to increase the contact rate with their special education graduates if less than 75%. The average contact rate for the state is 76%. Smaller districts (1 to 49 graduates/aged out) have a contact rate of 83% while districts with 50 or more graduates have a contact rate of less than 55%. Districts should develop goals to increase their rate of contact with their graduates. Larger districts should identify the special education graduates in the spring prior to graduating, complete the portion of the survey from the IEP before the IEP is archived and identify phone numbers and alternate numbers for the graduate. There is a form available from the Center to collect this information.

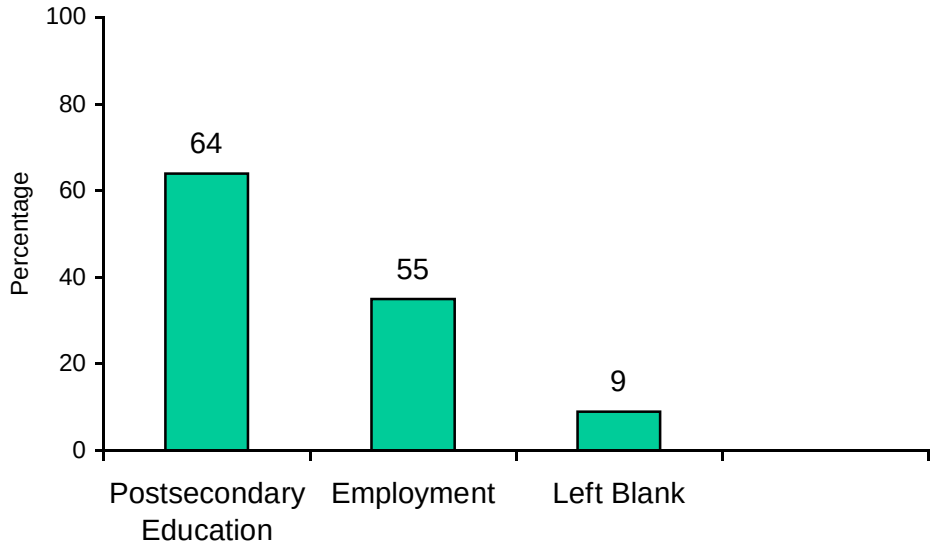
What information is gathered from the final IEP?

Information gathered from the transition portion of the last IEP includes demographic information about the youth including age, gender, ethnicity, disability, and exit status. Information is gathered from the transition portion of the IEP to identify the goals for the student after high school or the "anticipated post-school outcome." This includes whether the youth wants to 1) attend post-secondary training such as a 4-year, 2-year, vocational/technical or other training program; 2) gain employment (independent or supported); 3) live independently; and/or 4) identifies an adult service agency as a

necessary linkage. Information regarding health insurance was gathered for the 2003 graduates for the first time in this study.

The goals for life after high school, referred to as post-school outcomes, are represented in the Figure 2 below. Information was obtained from the IEPs of 3,423 graduates. Although attempts were made to contact all 3.423 graduates, not all were interviewed. Information from the IEPs indicated that 2,191 (64%) wanted to go to post-secondary education, 1,898 (55%) wanted to go to work and 214 (6%) were left blank or marked “undecided”.

Figure 2: Anticipated Post-School Outcomes: 3,423 IEPs Reviewed



Recommendations: A post-school outcome should be identified on all IEPs. If there are IEPs that are marked “undecided” or left blank the district should carefully analyze this and provide training and direction to staff in order to complete this portion of the IEP. The anticipated outcome is not necessarily a job title, although some students may identify a specific goal. For most students, the goal of college, training, employment or supported employment should provide information to the school so as to develop a plan or course of study through the high school years.

What information is gathered from the youth or his or her family?

The youth or family member is asked if the graduate is living independently, attending post-secondary education or training, and/or employed. Information is gathered regarding hours worked and wages. Those youth for whom agency linkages are identified on the IEP are asked if contact was made with the agency. The 2003 survey included a question to determine if youth have medical insurance and if so, with whom.

Recommendations: It is recommended that the telephone survey is conducted with the graduate but if the young person is not available family members are appropriate. The family should be reassured that the information is confidential and there are no identifying factors in the surveys or the reports.

How many youth are living independently?

This information is gathered to determine if young people with disabilities are living independently 6 months after graduation. It is not to suggest that these youth necessarily should be living independently but rather provides information about their life after high school. Of the 2,610 youth that were contacted in November or December of 2003, 1,860 (71%) were living with their families. For the others, 690 were living independently and 60 did not provide any information about living arrangements. Military was included in "living independently." The majority of respondents that were attending college said they were living independently. "Living independently" is defined as not living at home or with parents or guardians, although there may be financial dependence.

By disability, youth with emotional behavioral disabilities (EBD) are living independently most often. Youth with EBD in this study are living with their family at the rate of 63% while 68% of youth with learning disabilities are living with their families. Youth with mental retardation are living with their families at the rate of 80%. Further study is needed to understand if the youth with EBD are living independently while employed or attending post-secondary education or training or if they are "living independently" without support.

Recommendations: School district personnel should examine the data and the surveys to understand whether increasing independent living for youth with mental

retardation is an area to address. School district personnel may want to discuss this with families to better understand this outcome. “”Living independently” may be a positive outcome for some youth if “independent” means that the young person is able to support him or herself. For some youth, “living independently” was noted on the survey as living in crisis situations or homeless. Faculty and staff should discuss the outcomes for their own district and compare the aggregate data with the surveys in order to better understand these outcomes.

How many youth had the goal of post-secondary education?

Of the 2,610 youth for whom surveys were completed, 1,703 youth 65% identified post-secondary education on their IEPs as an anticipated outcome or goal after high school. For those youth that identified post-secondary training or education as a goal, 694 youth or 41% were attending. Youth with the goal of attending a 2-year community college (39%) achieved that goal at a higher rate than those students that identified a 4-year (24%) or vocational/technical program (12%).

Recommendation: Special education personnel should collaborate with guidance and counseling to develop a course of study for youth that want to attend a 2- or 4-year college or university. Information about vocational and technical programs may also be available in the guidance counseling office. Youth should have a plan for training or education after leaving high school. District personnel should assist youth in connecting with the training program or higher education as well as assuring that the student has successfully completed classes and pre-requisites necessary for the program.

How many youth are attending post-secondary training or education?

There are 976 special education graduates that are attending post-secondary education or training. This number includes youth for whom post-secondary education was not identified as a goal. This is 37% of the 2,610 youth that were contacted. Of these youth attending post-secondary education, 82 are going to a 4-year university (8%), 554 to a 2-year community college (57%), and 133 to a vocational/technical school (14%). The majority of the youth attended college or training programs in Washington State. There were 309 youth that attended vocational trade programs, Job Corps and “other” vocational training programs. This information if presented in Table 3.

Table 3: School Type

School Type	Frequency	Percent
University, 4-year	82	8.4
Community college, 2-year	554	56.8
Vocational/technical	133	13.6
Job Corps	25	2.5
Other	151	15.5
No information	31	3.2
Total Attending	976	37.4
Not attending	1593	61.0
No information	41	1.6
Total	**2610**	**100.0**

Gender, ethnicity and disability by post-secondary training:

Post-secondary training includes 4-year colleges, 2-year colleges and vocational/technical colleges, and also training programs such as Job Corps, apprenticeships and certificate courses. There are differences in gender and ethnicity when analyzing both post-secondary training and looking further at only post-secondary education.

Females are attending post-secondary education or training programs at a rate slightly higher than males (39% females, 37% males). When examining only 4-year, 2-year and vocational/technical colleges and not including training or certificate programs, females are attending at an even higher rate than males (33% females, 28% males).

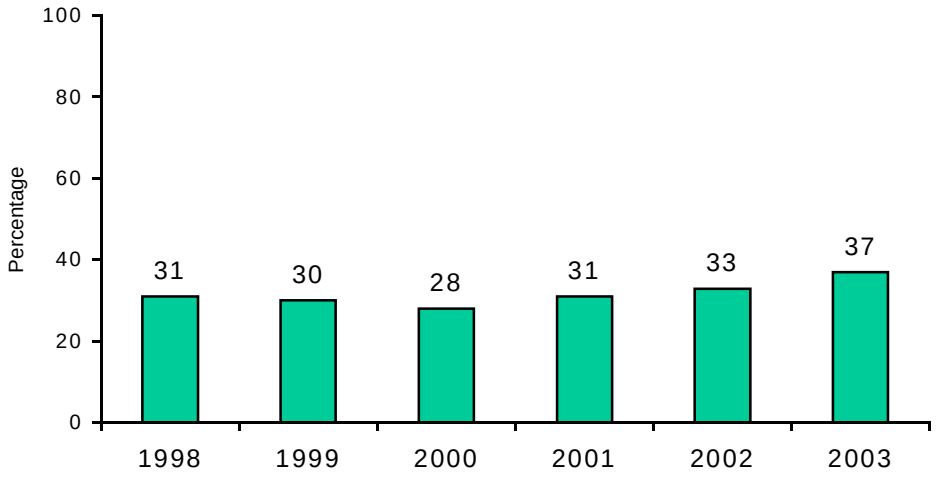
White youth and youth of color are attending post-secondary training programs at nearly the same rate (38% white youth, 36% youth of color). Attendance at post-secondary education (4-year, 2-year, vocational/technical colleges) is 29% for youth that are white and 30% for youth of color. The discrepancy between attendance of youth of color and white youth was of concern in the earlier years of this study (1998-2000). While youth of color and youth that are white identified post-school education as a goal at equal rates over the last 6 years, youth of color were not meeting those goals at the same level as youth that are white until the last 2 years. For those youth in the 2003 study, youth of color identified post-secondary education on the IEP at a slightly higher rate (63%) than youth that are white (66%).

Youth with learning disabilities attend post-secondary education at a rate of 32% and post-secondary training programs at 40% while youth with emotional behavior disabilities attend post-secondary education at the rate of 16% and post-secondary training at 27%. Youth with mental retardation attend post-secondary training programs at the rate of 16% and post-secondary education at 10%.

Attendance by Year:

The number of special education graduates attending post-secondary education or training has increased since 1998. The number of youth that are attending college, university, or a training program has increased. (See Figure 3).

Figure 3: Attending Post-Secondary by Year



Recommendations: It is suggested that all youth have a plan for further training or education after leaving high school to increase opportunities for higher wages and benefits. District data should be carefully analyzed to assure that all youth are encouraged to have a plan for further training after high school if desired. Post-secondary training can include apprenticeships, on-the-job training programs, certificate programs and Job Corps as well as post-secondary education including 4-year, 2-year and vocational/technical colleges. Youth with emotional and behavioral disabilities attend post-secondary education and training programs at a much lower rate than youth with learning disabilities (EBD, 27%; LD 40%). Districts should examine these outcomes within their own schools to further understand these differences.

How many youth had the goal of employment?

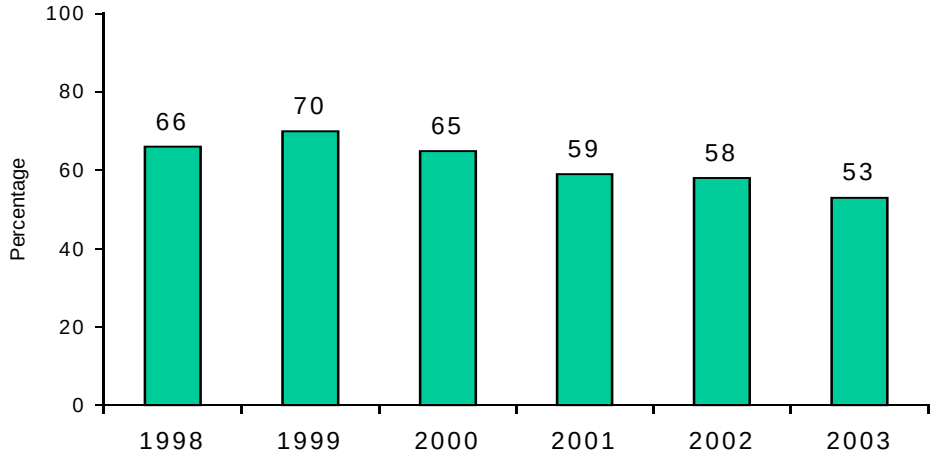
Of the youth that were contacted, 1,500 (57%) indicated that they wanted employment after graduation. Of those, 864 or 58% were employed six months after leaving high school. The percentage of youth for whom employment is the anticipated post-school outcome has increased compared to the 2002 study from 43% to 57%. For those youth in the 2002 study with employment as a goal, 62% were employed 6 months post-graduation. Although more youth want to work after leaving high school, fewer are reaching that goal.

Recommendations: Youth with disabilities are competing with adults with work experience for many entry-level jobs making it increasingly important to have good job seeking skills, including resumes, interviewing skills, and self-advocacy skills. It is important for these young people to have linkages to employment agencies such as the WorkSource and agencies that may assist young people with disabilities find employment. School districts are not identifying WorkSource as an adult agency linkage on the IEP and should do so. WorkSource has many resources available to assist youth in identifying areas of interest, developing resumes and interviewing skills and conducting job searches.

How many youth are employed?

Of the 2,610 youth that were contacted 6 months after graduation, 1,386 (53%) were employed. This number includes youth for whom employment was not identified as a goal. This rate has decreased yearly since the 1999 study when 70% of youth were employed. From the high of 70%, 65% were employed in 2000, 59% in 2001, 58% in 2002 and 53% for the special education graduates in 2003. This information is presented in the Figure 4 below. The rate of unemployment in Washington State has increased by 2% since 1999 (Washington State Employment Security Department, Labor Market and Economic Analysis Branch, 2004).

Figure 4: Employment by Year



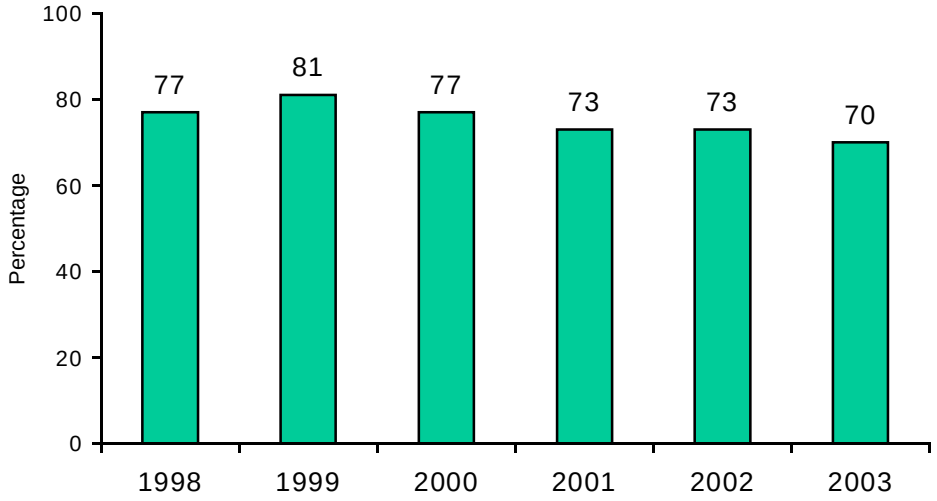
Gender, ethnicity and disability by employment:

Males are employed at a higher rate than females (56% compared to 48%); white youth are employed at a higher rate than youth of color (54% to 48%). White males with learning disabilities continue to be employed at the highest rate. Youth with learning disabilities are employed at the rate of 62% compared to youth with emotional behavioral disorders who are employed at 55%. Youth with mental retardation are employed at the rate of 36%. This discrepancy continues to be a concern as those youth with emotional behavior disorders and those with mental retardation are also attending post-secondary training at a lower rate than youth with learning disabilities. These data provide a statewide representation of special education graduates. Females of color with emotional/behavioral disabilities do not experience as positive outcomes as white males with learning disabilities. Districts should examine these data and the surveys to better identify those youth that are not experiencing positive outcomes in their own communities.

How Many of These Students Were Productively Engaged (Working and/or Attending Post-Secondary Education)?

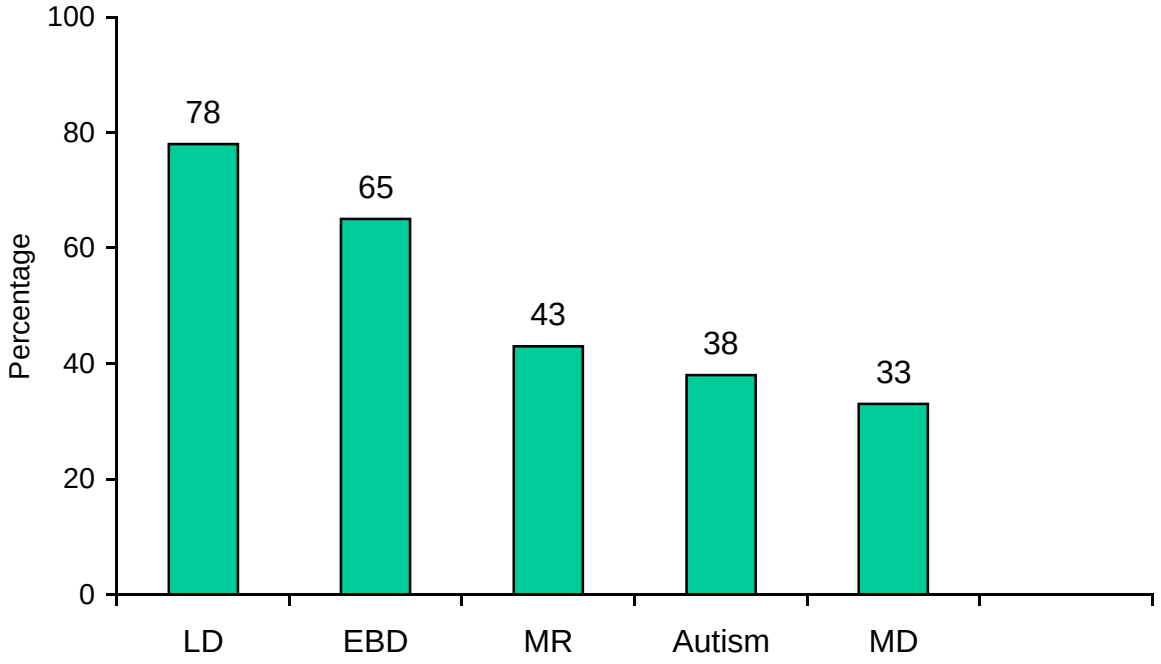
Of the 2,610 graduates interviewed, 1,820 (70%) were either working and/or attending post-secondary education programs. These outcomes are slightly lower than previous years. The drop in the rate of employment has negatively impacted the rate of engagement of youth with disabilities. The rate of engagement by year is presented in Figure 5 below.

Figure 5: Employed and/or Attending Post-Secondary by Year



Males are engaged at a higher level than females (72% to 66%) white youth at a higher level than non-white youth (71% to 67%). Differences in the rate of engagement are more significant by disability categories. Youth with learning disabilities are employed and/or attending post-secondary education or training at 78% while youth that are emotionally/behaviorally disabled are engaged at the rate of 65%. Youth with mental retardation are engaged in working, going to school, training programs or supported employment programs at the rate of 43%. Of the 37 youth with autism, 14 are productively engaged (38%). For the 132 youth with multiple disabilities only 43 of these young people are working or in post-secondary programs (33%). This information is presented in Figure 6.

Figure 6: Rate of Engagement by Disability



(LD=learning disability; EBD=emotional/behavioral disability; MR=mental retardation; MD=multiple disability)

Recommendations: District staff should examine their data to further analyze these outcomes in order to identify graduates who are not productively engaged after graduation. Goals should be developed for the district that address engagement rate by disability, gender and ethnicity if analysis of district post-school outcome data indicate discrepancies within these variables. Careful examination of the data and the surveys provide district personnel with information to determine areas in which to develop goals specific to the district.

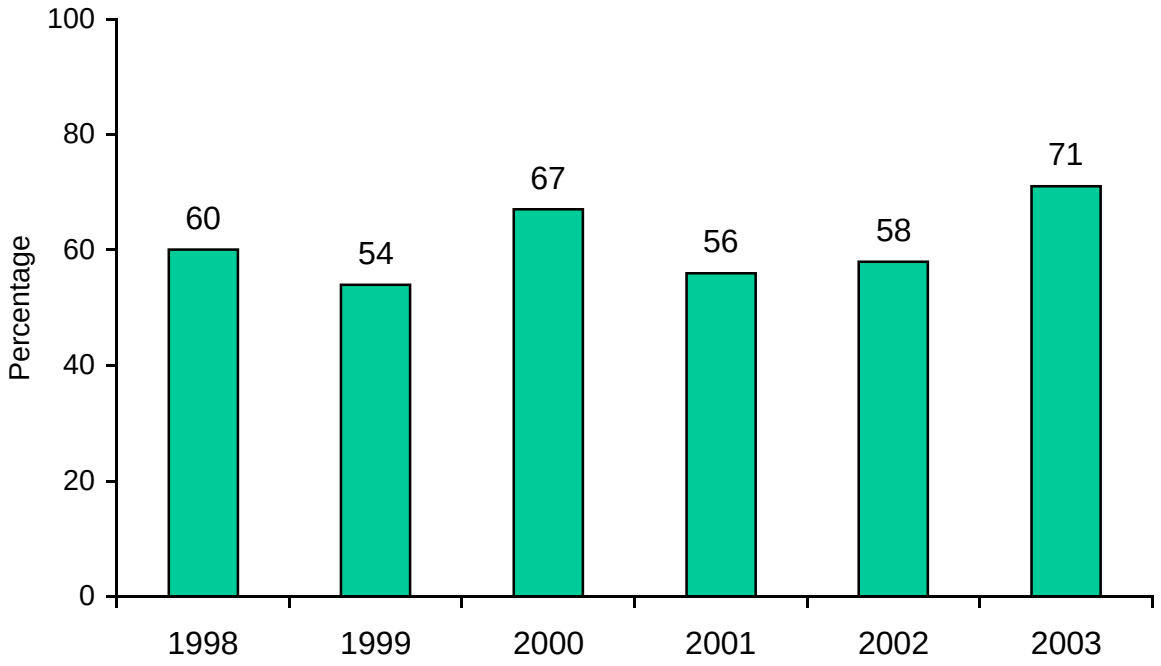
Agency Linkages

Agencies Identified on the IEP

Information is gathered from the final IEP to determine the number and type of adult agency linkages that were identified. There were 3,423 IEPs in the post-school data study. Of those IEPs, 2,331 or 68% identified an adult agency.

Of the 3,423 IEPs in this study, 2,610 youth and families were contacted. Of those IEPs, 1,862 or 71% identified an agency on the IEP. There is a positive increase in the number of agencies identified on the IEP. In the 1998 study 60% of the IEPs identified agencies; 1999, 54%; 2000, 67%; 2001, 56%; and 2002 study, 58%. This information is represented in Figure 7.

Figure 7: Agency Linkages Identified on the IEP



Looking more closely at IEPs of students surveyed (2610 students), Division of Vocational Rehabilitation (DVR) was the primary agency identified on the IEPs. Division of Vocational Rehabilitation (DVR) was recommended on 54%; Division of Developmental Disabilities (DDD) was recommended 15%; the Disabled Student Services (DSS) coordinator/office at a college or university was recommended on 14%; and 22% recommended something “other” including community based providers. There were IEPs that had identified two or more agencies as linkages. Several of the IEPs identified inappropriate “agencies” that included the high school counseling office. Adult agencies are those that serve people in the community and are not school-based.

Agency Linkages

Six months after graduation or aging out, youth and families were asked during the telephone survey if a linkage or connection had been made with the agency identified on the IEP. For the 1,862 youth that had an agency identified on the IEP, 980 of those youth (53%) made contact with the agency. This connection with the agency includes visiting the office and participating in services or classes, initiating or completing the intake paperwork, as well as receiving services. Linkages made with DVR, DDD and DSS are presented below. More than one agency was recommended on many IEPs, therefore the total of "Recommended on the IEP" is more than the 1,862 youth that had an agency linkage identified.

Table 4: Agencies Recommended on the IEP, Linkages with the Agency

Agency	Recommended on the IEP	Linkage with Agency
Division of Vocational Rehabilitation (DVR)	1,408 youth (54%)	633 youth (45%)
Division of Developmental Disabilities (DDD)	391 youth (15%)	248 youth (63%)
Disabled Student Services (DSS)	375 youth (14%)	174 youth (46%)

Recommendations: All youth should have a linkage for adult agencies identified on the IEP. Agency linkages identified on the IEP increased to 71% and should increase further with teacher training and agency collaboration. The purpose of the linkage may be for information or for intake. In addition to agencies that serve people with disabilities, agencies that serve the general population should also be identified. WorkSource is an appropriate linkage for any young person with a goal of employment. For youth with more significant disabilities, WorkSource is also appropriate but seldom identified. This agency provides information and assistance in finding employment as well as developing resumes and offering workshops on interviewing skills. It is helpful to provide students and families with information about WorkSource prior to leaving high school either through a school visit to the WorkSource office, by inviting a staff person from WorkSource to the school or providing families and students with materials and information.

If Division of Developmental Disabilities or Division of Vocational Rehabilitation is identified on the IEP, the agency counselor should be invited to the school to meet with

students and families either in groups or individually if appropriate. It is important to build relationships with the agency personnel in order to strengthen the connection for the family and youth. These agencies will likely not provide services prior to graduation but are excellent resources for information and suggestions regarding future employment.

When students are planning to attend post-secondary education the Disabled Student Services (DSS) office should be identified on the IEP as an adult agency linkage. Special education personnel should assist the student and family to connect with the DSS office in order to determine the necessary documentation needed for accommodations as well as establish a relationship with the counselors to facilitate better planning. Colleges vary in the type of documentation needed and accommodations provided.

The agencies mentioned in this section as well as others are identified by county on the Center for Change in Transition Services website under "Agency Connections", http://depts.washington.edu/ccts.

How many youth had health insurance?

Three-quarters (1,963 or 75%) of the youth contacted in this study reported having health insurance. Of those, most (1,463) had health insurance through their families and 500 had health insurance through something other than family (employment benefits, SSI, Medicaid, etc.). This is an area that is not addressed on the IEP but may be considered during transition planning. This is the first year that this information has been collected.

Conclusions

The ultimate goal of IDEA 97 is to help students with disabilities acquire the skills that will empower them to lead productive and independent adult lives. Post-school status data can be used by state and local school systems and lead agencies to determine whether their programs are producing the desired results. Less than half of the states across the nation collect some type of post-school data for employment and post-secondary training. Many of the states use other sources rather than collecting these data within the educational system. There are 7 states that report collecting information

on independent living and 5 that report collecting information on agency connections. With a history of over 20 years of research in the area of post-school data and consistent collection over the last six years, Washington State is a leader in post-school outcome research. Participating school districts' participation is critical to this effort and should be commended for their work. Districts that gather these data through the examination of IEPs and telephone surveys with the youth and families report that this is powerful information in which to evaluate and improve programs.

Data were collected from 179 school districts, representing 3,423 special education graduates. Of those youth, 2,610 or 76% were contacted. These districts responded to the LEA Application for Federal Funds for Special Education requiring the applicant to include a plan addressing the post-school performance of special education graduates. The areas addressed include: employment, enrollment in post-secondary education, employment and /or enrollment in post-secondary (engagement), and connection to appropriate adult agencies based on the 1998 data. The data collected in these 4 areas for the 1998, 1999, 2000, 2001, 2002 and 2003 graduates follows:

Table 5: Comparison of Four Outcomes for Years 1998-2003

Cohort	Employed	Enrolled in Post-Sec Ed	Engaged	Adult Agency Connection
1998	66%	31%	77%	53%
1999	70%	30%	81%	50%
2000	65%	28%	77%	51%
2001	59%	31%	73%	56%
2002	58%	33%	73%	57%
2003	53%	37%	70%	53%

Conclusions and recommendations are identified in the following areas: 1) outcomes, 2) participation in the study and collection of the data. Goals are identified for each area.

Outcomes: The number of school districts that participated is steadily increasing. This is a positive result of this study and provides information that can be used for policy, procedures and practices at the state, regional and local level. There are additional outcomes that are positive as well as areas that need improvement.

1. Agency linkages identified on the IEP have increased from 57% to 71%. Teachers are identifying more agencies and more appropriate agencies on the

IEP. Agency linkages should be identified on 100% of the IEPs. Teacher training and developing relationships and collaboration between school and adult agencies will be necessary to increase this outcome.

2. Agencies in addition to Division of Vocational Rehabilitation, Division of Developmental Disabilities and the Disability Student Services should be identified on the IEP. Before identifying the agencies, the post-school goals and the needs of the student must be determined in order to select appropriate agencies. Agencies can be determined based on goals of employment or post-secondary education, but also recreation and leisure, health and emergency care, transportation and housing. In addition to the name of the agency, exemplary practices would include specific information regarding location and contact information. This information is found at the website: http://depts.washington.edu/ccts/agency/agency.html.
3. Fewer IEPs are left blank or "undecided" than in previous years for the anticipated outcome. School personnel should examine their data to determine if this is true for the IEPs in their district.
4. More youth are attending post-secondary education or training. This has steadily increased over the last 6 years and increased from 33% in 2002 to 37% in 2003. This may be due to a combination of better preparation for post-secondary education or training as well as less opportunity for employment. School districts can further investigate this outcome by examining the surveys and discussing the outcomes. Special education should collaborate with guidance and counseling in order to align the course of study to the college for the student for whom post-secondary education is a goal.
5. Youth of color are attending post-secondary education at the same rate as youth who are white. Females are attending post-secondary education at a higher rate than males. The study for the graduates in 2000 found that a higher percentage of females and graduates of color stated post-secondary education as a transition goal, but a lower percentage actually attended post-secondary programs than did white males.
6. Employment for all youth has decreased. This has negatively impacted the overall engagement rate (employment and/or post-secondary attendance).

Districts should examine their data and surveys to determine which of the graduates are not working or attending post-secondary education or training.

7. There are noteworthy differences in outcomes when analyzed by disability category. Youth with learning disabilities are experiencing better outcomes in post-secondary training and education and employment than youth with emotional/behavior disabilities, youth with mental retardation and youth with multiple disabilities. These outcomes should be discussed and analyzed at the district level.

Goals to consider:

1. **Increase the number of IEPs that identify an appropriate adult agency.**
2. **Increase the agency linkages to include WorkSource and other agencies for employment and community support.**
3. **Increase the number of youth that contact the adult agency within 6 months of graduation to 100% of the IEPs.**
4. **Increase post-school outcome goals to 100% of the IEPs.**
5. **Increase the number of youth with emotional/behavior disabilities that attend post-secondary education or training.**
6. **Increase the number of youth with more significant disabilities that are employed (supported employment is considered "employment") and/or in training or educational programs.**

Participation: There is additional work needed in order to enhance this statewide effort. The goal of this project is that every school district in the state with special education graduates participates in this study. Additional efforts need to be made to increase the contact rate with special education graduates. This report may present the most positive outcomes for youth in special education as these may be the young people that were the easiest to contact. These are likely young men and women with disabilities that have intact families, stable contact numbers and positive experiences with the school district. Surveys that were not completed have comments written including "won't talk with school", "disconnected number", and "family doesn't know where (name) is".

It is important that both small and large districts participate. Small school districts with one or two graduates are as important to the research as are large districts that require extra effort to gather these data. The following are recommendations for data collection:

1. School district personnel identify students in special education that will graduate or turn 21 in the spring prior to their leaving. This should be completed by high schools for larger districts.
2. Gather information from these students while they are still in the high schools regarding contact information. A form is available for use in Appendix B. It is also available on the Center's website at: (http://depts.washington.edu).
3. Gather demographic information from the IEP and complete the first portion of the survey PRIOR to archiving the IEPs. This is considerably more efficient than gathering this information in November after the student has graduated. The survey is included in Appendix C and on the Center website.
4. Attach the contact information to the surveys and file for use in late November of the following year.
5. Divide the surveys (completed with demographics and contact information) among special education personnel. It is recommended that people familiar with transition services, resources and special education make the phone calls. If the calls are made by an administrative assistance, information regarding agencies should be readily available.

Goals to consider:

1. **Increase the contact rate with special education graduates.**
2. **Increase the number of surveys with complete information.**
3. **Encourage teachers or other professionals that are knowledgeable of community resources and adult agencies to make the calls. This is an opportunity to provide final case management and information to the youth and the family as well as gather information for program improvement.**

The post-school data are available by county and are provided to the community councils in those counties. For the 2004 graduates, the data will be disaggregated by high school as well as district. This report can also be found on the Center for Change in Transition Services web page at: http://depts.washington.edu/ccts or the OSPI website: http://www.k12.wa.us.

APPENDIX A
Districts Participating in 2003 Post-School Survey

No.	District Name	IEP Grads	Grads Interviewed	Percent Interviewed	DNR (X)/ No Grads (NG)
005	Aberdeen	24	20	83.3	
226	Adna				X
103	Anacortes	13	10	76.9	
016	Arlington				X
420	Asotin-Anatone	5	5	100.0	
408	Auburn	39	31	79.5	
303	Bainbridge Island	17	15	88.2	
119	Battle Ground	35	33	94.3	
405	Bellevue	69	54	78.3	
501	Bellingham	38	35	92.1	
403	Bethel	67	53	79.1	
203	Bickleton				X
503	Blaine	9	8	88.9	
100	Bremerton	30	15	50.0	
111	Brewster	2	2	100.0	
075	Bridgeport				X
100	Burlington-Edison	15	14	93.3	
117	Camas	14	14	100.0	
401	Cape Flattery	7	7	100.0	
228	Cascade	9	8	88.9	
222	Cashmere	10	9	90.0	
401	Castle Rock	2	1	50.0	
401	Central Kitsap	75	51	68.0	
356	Central Valley	42	38	90.5	
401	Centralia	19	18	94.7	
302	Chehalis	14	10	71.4	
360	Cheney	11	8	72.7	
036	Chewelah	9	8	88.9	
049	Chimacum	3	3	100.0	
250	Clarkston				X
404	Cle Elum-Roslyn	4	4	100.0	
400	Clover Park	31	21	67.7	
300	Colfax				X
306	Colton	4	3	75.0	
206	Columbia No. 206	1	1	100.0	
400	Columbia No. 400				X
115	Colville	6	6	100.0	
011	Concrete				X
151	Coulee-Hartline	2	2	100.0	
204	Coupeville				X
313	Crescent				NG
073	Creston				NG
050	Curlew				NG
059	Cusick	4	4	100.0	
330	Darrington	3	3	100.0	
207	Davenport	3	3	100.0	
002	Dayton	3	3	100.0	
414	Deer Park	5	5	100.0	
361	East Valley No. 361	16	16	100.0	
090	East Valley No. 90	11	11	100.0	

Districts Participating in 2003 Post-School Survey

No.	District Name	IEP Grads	Grads Interviewed	Percent Interviewed	DNR (X)/ No Grads (NG)
206	Eastmont	21	15	71.4	
028	Easton				X
404	Eatonville				X
015	Edmonds	103	83	80.6	
401	Ellensburg				X
068	Elma	8	8	100.0	
127	Entiat	3	3	100.0	
216	Enumclaw				X
165	Ephrata	12	11	91.7	
002	Everett	59	30	50.8	
114	Evergreen No. 114	40	25	62.5	
210	Federal Way	134	99	73.9	
502	Ferndale	23	23	100.0	
417	Fife				X
053	Finley	3	3	100.0	
402	Franklin Pierce	28	22	78.6	
358	Freeman	4	4	100.0	
404	Goldendale	6	4	66.7	
301J	Grand Coulee Dam	12	12	100.0	
200	Grandview	10	4	40.0	
204	Granger	2	1	50.0	
332	Granite Falls	12	10	83.3	
204	Harrington				NG
203	Highland	4	4	100.0	
401	Highline	57	33	57.9	
028	Hoquiam	7	6	85.7	
070	Inchelium	3	3	100.0	
411	Issaquah	60	50	83.3	
056	Kahlotus				X
402	Kalama	4	2	50.0	
458	Kelso	20	17	85.0	
017	Kennewick	70	64	91.4	
415	Kent	43	43	100.0	
212	Kettle Falls	7	6	85.7	
052	Kiona-Benton City	3	3	100.0	
403	Kittitas	2	2	100.0	
402	Klickitat				X
101	La Center	2	2	100.0	
311	La Conner				X
126	Lacrosse				X
129	Lake Chelan	10	9	90.0	
004	Lake Stevens	20	11	55.0	
414	Lake Washington	96	63	65.6	
306	Lakewood	7	5	71.4	
362	Liberty				X
158	Lind				X
122	Longview	18	16	88.9	
144	Lopez Island				inc
406	Lyle				inc
504	Lynden	16	13	81.3	
120	Mabton	1			inc

Districts Participating in 2003 Post-School Survey

No.	District Name	IEP Grads	Grads Interviewed	Percent Interviewed	DNR (X)/ No Grads (NG)
207	Mansfield	1	1	100.0	
019	Manson				X
11	Mary M. Knight				NG
207	Mary Walker	5	5	100.0	
025	Marysville	38	25	65.8	
354	Mead	33	32	97.0	
326	Medical Lake	11	6	54.5	
400	Mercer Island	16	14	87.5	
505	Meridian	7	7	100.0	
350	Methow Valley	3	3	100.0	
103	Monroe	21	17	81.0	
066	Montesano	4	4	100.0	
214	Morton				X
161	Moses Lake	10	7	70.0	
206	Mossyrock				X
209	Mount Adams				X
507	Mount Baker	8	7	87.5	
320	Mount Vernon	26	13	50.0	
006	Mukilteo	34	26	76.5	
003	Naches Valley	8	8	100.0	
014	Napavine				X
155	Naselle-Grays River	3	2	66.7	
056	Newport	11	11	100.0	
325	Nine Mile Falls	10	7	70.0	
506	Nooksack Valley	8	7	87.5	
064	North Beach				NG
051	North Franklin	8	7	87.5	
400	North Kitsap	28	14	50.0	
403	North Mason	10	10	100.0	
200	North River				X
003	North Thurston	88	36	40.9	
211	Northport				NG
417	Northshore	50	36	72.0	
324	Oakesdale				X
201	Oak Harbor	24	20	83.3	
400	Oakville				NG
101	Ocean Beach	8	5	62.5	
172	Ocosta	4	4	100.0	
	Odessa	1	1	100.0	
105	Okanogan	6	6	100.0	
111	Olympia	25	18	72.0	
019	Omak	11	9	81.8	
300	Onalaska				X
137	Orcas Island	3	3	100.0	
410	Oroville	5	5	100.0	
344	Orting	5	2	40.0	
147	Othello	12	6	50.0	
301	Palouse	1	1	100.0	
001	Pasco	28	28	100.0	
122	Pateros				X
301	Pe Ell	2			

Districts Participating in 2003 Post-School Survey

No.	District Name	IEP Grads	Grads Interviewed	Percent Interviewed	DNR (X)/ No Grads (NG)
401	Peninsula	45	28	62.2	
110	Pomeroy	4	4	100.0	
121	Port Angeles	16	13	81.3	
050	Port Townsend	5	5	100.0	
402	Prescott	3	3	100.0	
116	Prosser	15	12	80.0	
267	Pullman				X
003	Puyallup	53	32	60.4	
048	Quilcene	2	2	100.0	
402	Quillayute Valley	6	6	100.0	
097	Quinault Lake	2	2	100.0	
144	Quincy				X
307	Rainier				X
116	Raymond	5	5	100.0	
009	Reardan-Edwall				X
403	Renton	46	34	73.9	
309	Republic				X
400	Richland	49	41	83.7	
122	Ridgefield	9	9	100.0	
160	Ritzville				X
416	Riverside	7	7	100.0	
407	Riverview	16	14	87.5	
401	Rochester	8	5	62.5	
320	Rosalia	2	2	100.0	
160	Royal	4	4	100.0	
149	San Juan Island	2	1	50.0	
	School for the Blind	13	13	100.0	
	School for the Deaf	8	8	100.0	
001	Seattle	137	72	52.6	
101	Sedro-Woolley	16	10	62.5	
119	Selah	20	15	75.0	
070	Selkirk				X
323	Sequim	11	9	81.8	
309	Shelton	24	18	75.0	
412	Shoreline	41	38	92.7	
404	Skykomish				X
201	Snohomish	43	30	69.8	
410	Snoqualmie Valley	10	9	90.0	
156	Soap Lake	1	1	100.0	
118	South Bend				X
402	South Kitsap	45	39	86.7	
206	South Whidbey	10	8	80.0	
081	Spokane	139	89	64.0	
008	Sprague				NG
401	Stanwood-Camano	31	26	83.9	
001	Steilacoom Historical	6	6	100.0	
303	Stevenson-Carson	10	8	80.0	
322	St. John				X
311	Sultan	16	13	81.3	
320	Sumner				X
201	Sunnyside	17	14	82.4	

Districts Participating in 2003 Post-School Survey

No.	District Name	IEP Grads	Grads Interviewed	Percent Interviewed	DNR (X)/ No Grads (NG)
010	Tacoma				X
077	Taholah	3	3	100.0	
409	Tahoma	19	17	89.5	
265	Tekoa				NG
402	Tenino	5	3	60.0	
400	Thorp				X
237	Toledo	3	3	100.0	
404	Tonasket	8	7	87.5	
202	Toppenish				X
300	Touchet	2	2	100.0	
130	Toutle Lake	2	1	66.7	
400	Trout Lake				NG
406	Tukwila				X
033	Tumwater	17	8	47.1	
083	University Place	24	21	87.5	
037	Vancouver	82	55	67.0	
402	Vashon Island	11	7	63.6	
200	Wahkiakum	5	5	100.0	
073	Wahluke				X
401	Waitsburg				X
140	Walla Walla	23	18	78.3	
207	Wapato	10	10	100.0	
146	Warden	5	5	100.0	
112-6	Washougal	10	7	70.0	
109	Washtucna				NG
209	Waterville				X
049	Wellpinit				NG
246	Wenatchee	21	20	95.2	
208	West Valley				X
363	West Valley No. 363	10	9	90.0	
303	White Pass	3	3	100.0	
416	White River	28	24	85.7	
405-17	White Salmon	3	3	100.0	
200	Wilbur	3	3	100.0	
160	Willapa Valley				X
167	Wilson Creek				X
232	Winlock				X
117	Wishkah Valley				NG
94	Wishram				NG
404	Woodland	4	3	75.0	
007	Yakima	42	40	95.2	
002	Yelm				NG
205	Zillah	3	1	33.3	
Total		**3423**	**2610**		

APPENDIX B

Student Demographic Form

Teacher information: Post-school data are collected in December for the 2004 graduating special education students. This form can be completed for all seniors in special education that plan to graduate before August 31, 2004. The information will assist teachers in gathering the information next fall. **This form is for district use only and is not returned to the Center for Change in Transition Services or the Office of the State Superintendent of Public Instruction.**

Students or teachers can complete this form. By doing this now you will not have to dig into the archives next fall. You will also have a better change of reaching the students with this information.

Student's Name: _____

Anticipated Post-school Outcome from IEP: _____

Someone from your school will call you next December and ask you questions about your work or school. This information helps your teachers plan their programs. Please provide the following information so that we can reach you:

Home telephone number: _____

Cell Phone Number: _____

E-mail: _____

Name of parent or guardian at home number: _____

Phone number of someone that will always know where you are and what you are doing (Grandmother, brother or sister, friend): _____

Name and relationship of the person at that number: _____

APPENDIX C

Post School Status of Special Education Graduates, 2004
Follow-up Study Demographic Form and Telephone Survey, University of Washington

1. **Graduate Number:** _____

   (NOTE: DO NOT WRITE THE GRADUATE'S NAME ON THIS FORM. ASSIGN EACH GRADUATE A NUMBER; WRITE THAT NUMBER ON THE SURVEY FORM. KEEP A RECORD OF GRADUATE'S NAME AND NUMBER. IF ADDITIONAL INFORMATION OR CLARIFICATION IS REQUIRED, WE WILL REQUEST THAT INFORMATION BY THE GRADUATE'S NUMBER.)

2. **District Name & Number:** _____ **High School:** _____

3. **County:** _____

4. **Date graduated or aged out (exiting at age 21):** *(MONTH/DAY/YEAR)* _____/_____/_____

5. **Exit Status:** ☐ (1) Diploma ☐ (2) Aged out ☐ (3) Other _____

   (NOTE: STUDENTS MEETING GRADUATION REQUIREMENTS VIA THE IEP SHOULD BE MARKED "DIPLOMA." STUDENTS EXITING WITHOUT A DIPLOMA AT AGE 21 SHOULD BE MARKED "AGED OUT.")

6. **Gender:** ☐ (1) Male ☐ (2) Female

7. **Birth Date:** *(MONTH/DAY/YEAR)* _____/_____/_____

8. **Race/Ethnicity:** *(SELECT ONE)*

☐	(1)	Asian	☐	(5)	Native Hawaiian/Pacific Islander
☐	(2)	Black/African American	☐	(6)	White
☐	(3)	Hispanic/Latino American	☐	(7)	Two or more races
☐	(4)	American Indian/Native Alaskan	☐	(8)	Not disclosed

9. **Disability:** *(REFER TO LIST BELOW & WRITE IN THE DISABILITY STATUS/CODE.)* _____

   02 – Emotional/behavioral disability
   03 – Orthopedic impairments
   04 – Health impairments
   05 – Specific learning disabilities
   06 – Mental retardation
   07 – Multiple disabilities
   08 – Deafness
   09 – Hearing impairments
   10 – Visual impairments
   11 – Deaf-Blindness
   12 – Communication disorders
   13 – Autism
   14 – Traumatic brain injury

From the Final Transition Plan, please obtain answers to #10 and #11.

10. **Anticipated post school outcome(s):** *(CHECK ALL THAT APPLY.)*

☐	(1)	University/4-year college	☐	(5)	Supported employment	☐	(9)	Left blank
☐	(2)	Community/2-year college	☐	(6)	Military	☐	(10)	Not applicable
☐	(3)	Vocational/technical college	☐	(7)	Supported living	☐	(11)	Other: _____
☐	(4)	Employment	☐	(8)	Independent living			

11. Which of the following linkages with adult services were recommended for the student at graduation? *(CHECK ALL THAT APPLY.)*

☐	(1)	Division of Vocational Rehabilitation	☐	(5)	Mental health
☐	(2)	Division of Developmental Disabilities	☐	(6)	Left blank
☐	(3)	Disabled Student Services Coordinator	☐	(7)	Not applicable
☐	(4)	WorkSource	☐	(8)	Other:_____

Telephone Interview

Name of Interviewer: _____Graduate Number_____

12. Status of Telephone Interview: ☐ (1) Completed ☐ (2) Not Completed

(SURVEY INTRODUCTION SCRIPT)

Hello, I'd like to speak with _____. My name is _____. I am calling for the _____ School District. We are conducting a study on last year's graduates. I'd like to ask you how _____ is doing. All information is strictly confidential. This will only take a few minutes.

13. Is _____ currently in any type of school or training program?

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES, RECORD SCHOOL NAME AND TYPE.) **School Name:** _____

Type: *(CHECK BOX BELOW)*

☐	(1)	University/4-year college	☐	(4)	Military
☐	(2)	Community/2-year college	☐	(5)	Other: _____
☐	(3)	Vocational/technical college	☐	(6)	Don't know

14. Did _____ make any contact with an adult service agency, such as Division of Vocational Rehabilitation, Division of Developmental Disabilities, WorkSource, etc.?

☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES, MARK AGENCIES CONTACTED. NOTE: THIS DOES NOT NECESSARILY MEAN THE GRADUATE IS RECEIVING SERVICES, BUT HAS CONTACTED THE AGENCY. CHECK ALL THAT APPLY.)

☐	(1)	Division of Vocational Rehabilitation	☐	(5)	Mental health
☐	(2)	Division of Developmental Disabilities	☐	(6)	Other:_____
☐	(3)	Disabled Student Services Coordinator	☐	(7)	Don't know agency
☐	(4)	WorkSource			

15. Does _____ currently work for pay? ☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES) **Who does _____ work for? Employer Name:** _____

How many hours does _____ work per week? Number of Hours: _____
What is the wage? (FILL IN AMOUNT AND CHECK WAGE PERIOD.)
Wage Amount: ***$_____***

Wage Period:					
☐	(1)	Hourly	☐	(4)	Annually

☐	(2)	Weekly	☐	(5)	Other:_____
☐	(3)	Monthly	☐	(6)	Don't know

Graduate Number_____

16. Does _____ currently live with you? ☐ (1) Yes ☐ (2) No

17. Is _____ covered by family's health insurance? ☐ (1) Yes ☐ (2) No

(IF NO) **Is _____ covered by any other insurance (e.g., employment benefits, Medicaid, SSI, etc.)?** ☐ (1) Yes ☐ (2) No ☐ (3) Don't know

(IF YES) **Type of Insurance:** _____

District Questions

IF YOU WANT TO INCLUDE INTERVIEW QUESTIONS THAT ARE UNIQUE TO YOUR DISTRICT, ADD THEM HERE. THESE QUESTIONS WILL NOT BE INCLUDED IN YOUR 2004 POST-SCHOOL REPORT.

1. _____

   Response: _____

   _____

   _____

2. _____

   Response: _____

   _____

   _____

3. _____

   Response: _____

   _____

   _____

Package together all surveys for the district and return to:

Cinda Johnson, Ed.D.
Seattle University
College of Education
Box 222000
Seattle, Washington 98122-1090