

CCTS
CENTER FOR CHANGE IN
TRANSITION SERVICES

Indicator B14

Post-School Outcome Report

Washington state, 2019-20 leaver year

January 18, 2022

Center for Change in Transition Services,
Seattle University

www.seattleu.edu/ccts

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About CCTS

The Center for Change in Transition Services (CCTS) works to empower educators to improve transition services for students with disabilities through partnerships, research, and training throughout the state.

CCTS is one of eight state needs projects funded through the Office of Superintendent of Public Instruction (OSPI), Special Education section, using Individuals with Disabilities Education Act (IDEA) state-level discretionary funds.

One of the activities CCTS supports is the annual collection of post-school outcome data. CCTS stores and analyzes the data that are collected, then provides reports and analysis on the results. These reports are used by school districts, educational service districts, and state agencies for system improvement. These data also inform the training and technical assistance CCTS provides.

Indicator B14 and the Post-School Survey

IDEA is a federal statute pertaining to youth and young adults ages 3-21 who receive special education and/or related services. Washington state collects and reports on 17 IDEA indicators of effectiveness to the Office of Special Education Programs (OSEP).

Of the 17 indicators, four relate to secondary transition. These four indicators are also tied to the Local Education Agency (LEA) Application for Federal Funds for Special Education:

- Indicator B1: Graduation rates
- Indicator B2: Dropout rates
- Indicator B13: Post-school transition goals in the IEP
- Indicator B14: Participation in postsecondary education or employment one year after graduation

The annual Post-School Survey is used for gathering and reporting outcomes based on Indicator B14. PSO data are collected not only for reporting, but for continuous programmatic improvement.

Conducting the Post-School Survey

The Post-School Survey is administered from June 1 to November 1 each year. School district personnel conduct the survey by making phone calls to former students ages 16-21 with an Individual Education Program (IEP) one year after the students graduated or permanently exited high school.

Data are collected in the following areas:

- Demographic categories (exit status, gender, disability, race/ethnicity, English proficiency)
- Work and school experiences
- Type of job or school
- Number of hours working or in school
- Contact with agencies

Survey data are recorded in the Transition Systemic Framework 2.0 (TSF2), CCTS's secure online data collection platform. CCTS analyzes these data and produces district, ESD, and state-level reports.

For more information about the Post-School Survey, visit www.seattleu.edu/ccts.

Post-School Outcome (PSO) Terms and Definitions

These definitions are specific to the reporting requirements for IDEA Part B.

Leaver: Youth ages 16 and older with an IEP who left school by aging out, dropping out, graduating with a diploma, or who were expected to return and did not.

- **Graduated:** Exit category for all leavers who left school with a diploma.
- **Dropped Out:** Exit category for all leavers who left school without a diploma. This includes students who aged out or received a GED.

Responder/Respondent: Former student or designated family member who answered the Post-School Survey interview questions.

Any Engagement: Broad PSO term that encompasses the four engagement categories: Higher Education, Competitive Employment, Other Education/Training, Other Employment.

No Engagement: PSO category for leavers who have not meet reporting requirements for any engagement outcome categories.

Higher Education: PSO category where leavers are enrolled full- or part-time, in a (two-year) community college or (four- or more year) college/university program, for at least one complete term at any time in the first year since leaving high school.

Competitive Employment: PSO category where leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for 20 hours a week or more for at least 90 days at any time in the year since leaving high school. This includes military employment.

Other Education/Training: PSO category where leavers are enrolled full- or part-time for at least one complete term in an education or training program at any time in the first year since leaving high school (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a two-year program).

Other Employment: PSO category where leavers worked for pay or were self-employed for at least 90 days at any time in the first year since leaving high school, but they worked for less than 20 hours per week and/or less than minimum wage. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

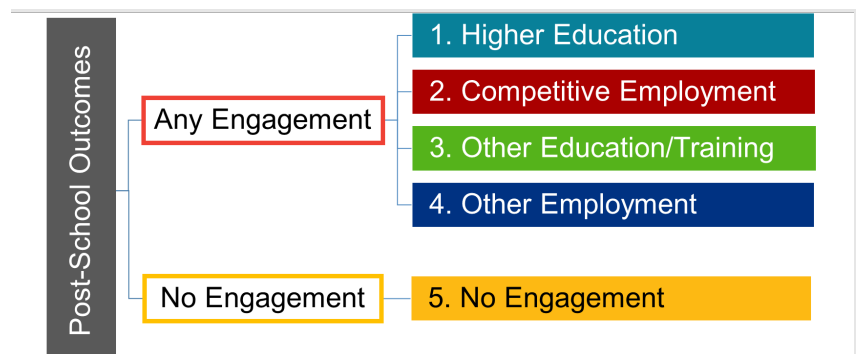
Viewing Post-School Outcome Data

This report includes a series of data tables and charts that display post-school outcomes for all survey respondents in Washington state.

- Statewide outcomes (p. 5)
- Outcomes by demographic categories (p. 6-15) *
- Five-year overview (p. 16-17) *

*These charts include comparisons between Any Engagement and No Engagement, as well as charts for the four engagement outcomes (Higher Education, Competitive Employment, Other Education/Training, and Other Employment).

Fig 1: Displaying PSO data by engagement



Post-School Outcomes for all Respondents

Survey Response Rate

Table 1 displays the total number of leavers in Washington alongside the total number of leavers who responded to the Post-School Survey (respondents). The response rate is calculated from these numbers, indicating that the survey data represents outcomes for approximately 78.2% of the 2019-20 special education leavers.

Table 1: Post-School Survey response rate for Washington state

| Total number of 2019-20 leavers | Total number of respondents | Survey response rate |
|---------------------------------|-----------------------------|----------------------|
| 9,173 | 7,170 | 78.2% |

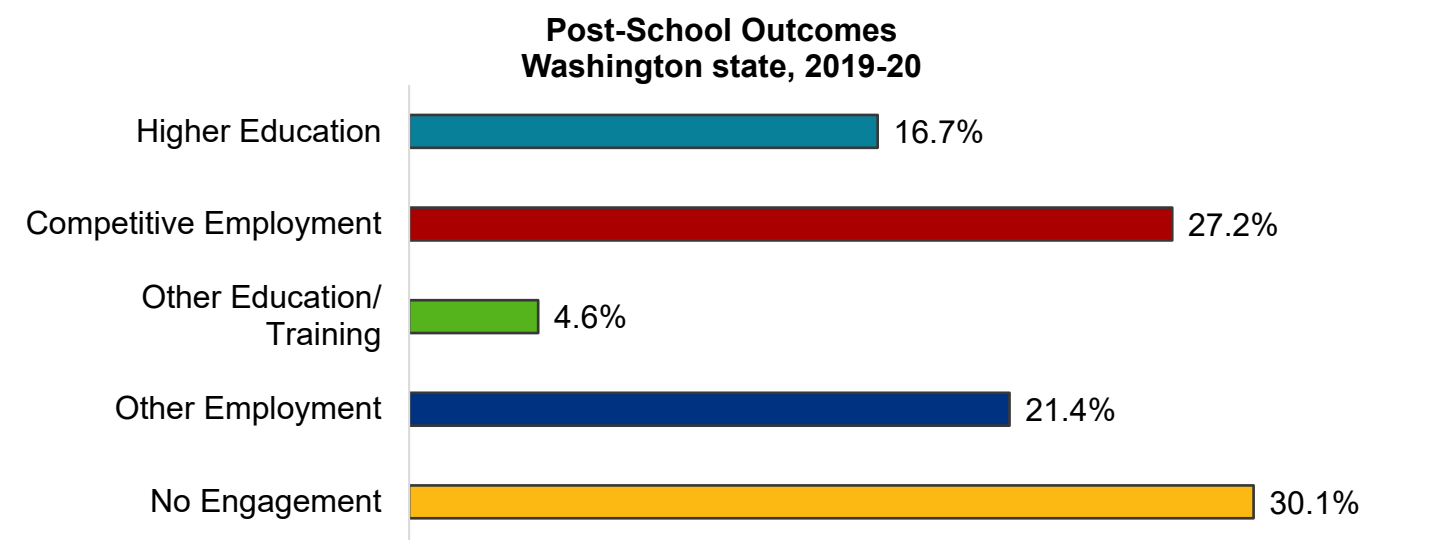
Statewide Post-School Outcomes

Table 2 and Figure 2 display the percentages of respondents who met reporting requirements for each of the five post-school outcome categories: Higher Education, Competitive Employment, Other Education/Training, Other Employment, and No Engagement.

Table 2: Post-school outcomes for all respondents in Washington state

| Total Respondents | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|-------------------|-------------------|------------------------|-----------------|------------------|------------------|
| 100% (7,170) | 16.7 % (1,200) | 27.2% (1,948) | 4.6% (333) | 21.4% (1,533) | 30.1% (2,156) |

Fig. 2: Post-school outcomes for all respondents in Washington state



Summary of Statewide Post-School Outcomes

A total of 7,170 Washington state leavers from the 2019-20 school year responded to the 2021 Post-School Survey. Overall post-school engagement for 2019-20 leavers is 69.9%. This is a decrease of 2.2 percentage points from 2018-19 and the lowest engagement rate since 2013-14 (67.4%).

Looking at postsecondary education outcomes, 16.7% of respondents were enrolled in Higher Education for at least one full term and 4.6% were enrolled in Some Other Education. Compared to 2018-19 leavers, this is a decrease of 2.8 percentage points and an increase of 0.3 percentage points, respectively. Higher Education includes any two- or four-year college or university, and Some Other Education includes certificate programs, Job Corps, and apprenticeships and other short-term training programs.

Regarding postsecondary employment outcomes, 27.2% of 2019-20 respondents met reporting requirements for Competitive Employment, and 21.4% met requirements for Other Employment. Compared to 2018-19 leavers, this is a decrease of 6.3 percentage points and an increase of 6.6 percentage points, respectively. Competitive Employment involves working in an environment with nondisabled peers for at least 20 hours per week, at minimum (or above) pay, and for at least 90 days since permanently exiting high school. Some Other Employment includes leavers who worked for at least 90 days since leaving high school and may have worked for less than 20 hours per week and/or less than minimum wage.

Outcomes by Exit Categories

Note: **Graduated** refers to any student who left high school with a diploma. **Dropped out** refers to students who aged out without a diploma and those who were expected to return but did not. and/or earned their GED.

Table 3: Post-school outcomes for all respondents by Exit Categories

| Exit Category | Respondents | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|-----------------|------------------|------------------|------------------------|-----------------|------------------|---------------|
| Graduated | 88.0% (6,311) | 18.8% | 27.6% | 4.5% | 21.2% | 27.9% |
| Dropped Out | 12.0% (859) | 1.6% | 23.9% | 5.8% | 22.4% | 46.3% |
| Statewide Total | 100% (7,170) | 16.7 % | 27.2% | 4.6% | 21.4% | 30.1% |

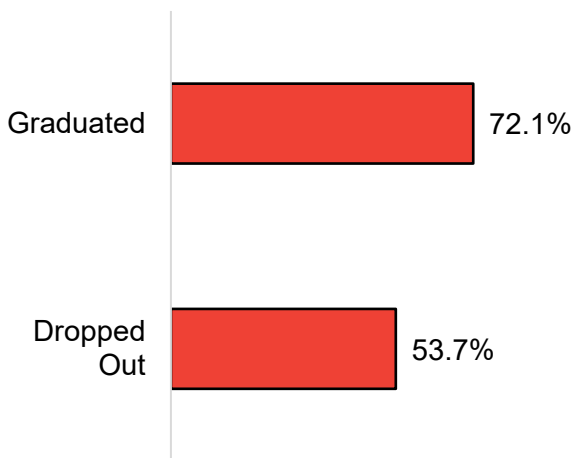
Any vs. No Engagement by Exit Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

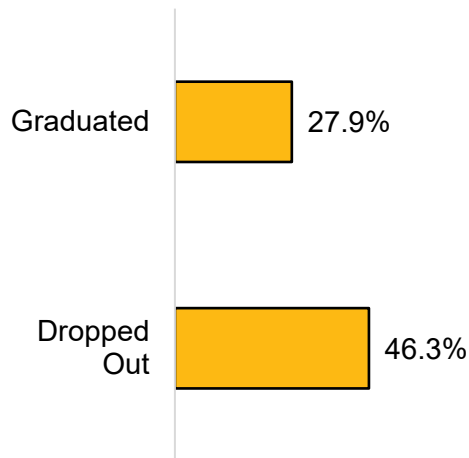
Fig. 3: Percentage of respondents by Exit Categories who met reporting criteria for one of the four engagement outcomes

Fig. 4: Percentage of respondents by Exit Categories who did not meet reporting requirements for any of the four engagement outcomes

**Any Engagement
Washington state, 2019-20**



**No Engagement
Washington state, 2019-20**



Engagement Outcomes by Exit Categories

Fig. 5: Percentage of respondents by Exit Categories who met reporting criteria for Higher Education

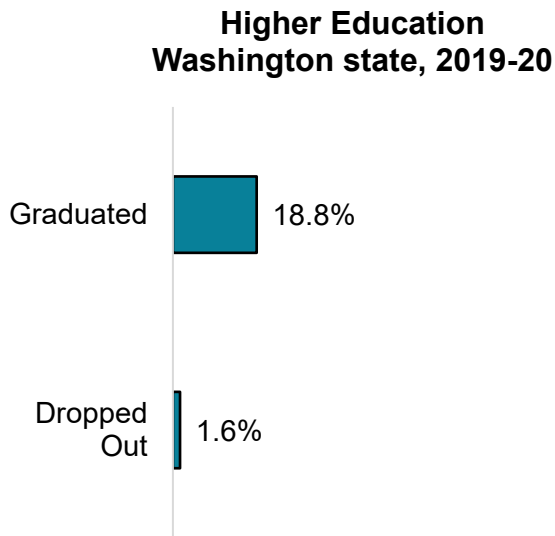


Fig. 6: Percentage of respondents by Exit Categories who met reporting criteria for Competitive Employment

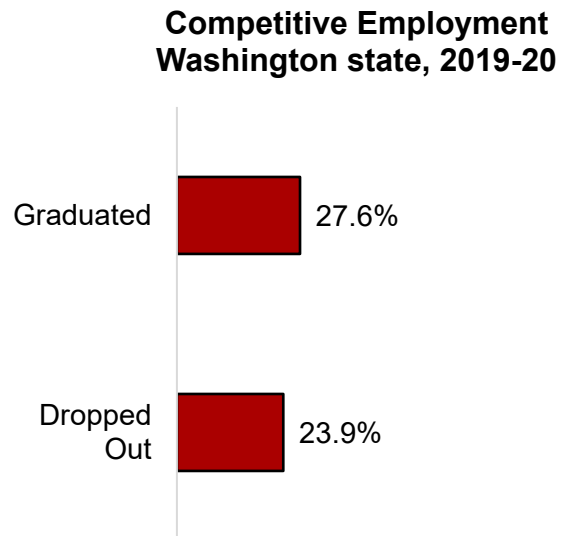


Fig. 7: Percentage of respondents by Exit Categories who met reporting criteria for Other Education/Training

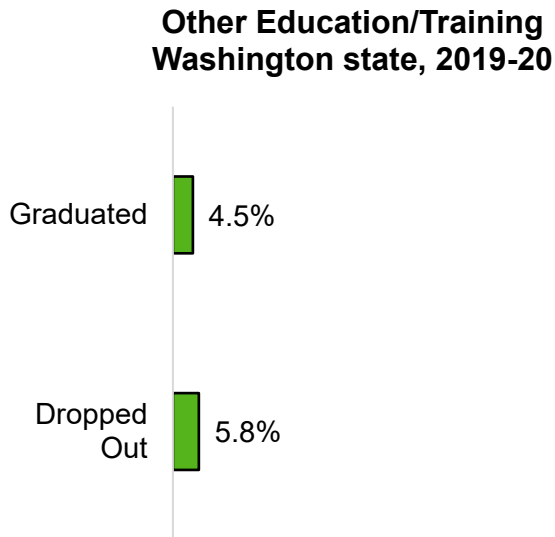
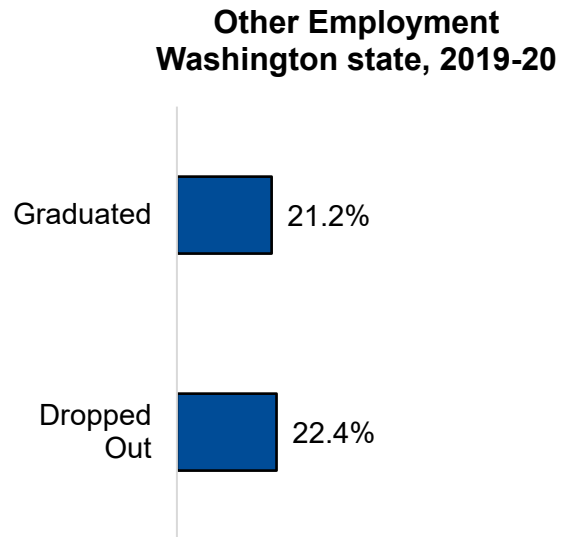


Fig. 8: Percentage of respondents by Exit Categories who met reporting criteria for Other Employment



Summary of Outcomes by Exit Categories

Table 3 and Figures 3-8 show the state's postsecondary outcomes for respondents by Exit Categories. Out of all respondents in Washington state, 88% were categorized as Graduated because they left high school with a diploma. The 12% of respondents who did not graduate with a diploma were categorized as Dropped Out. These are students who aged out or were expected to return and did not.

Approximately 72.1% of Graduated respondents met reporting requirements for Any Engagement. Competitive Employment (27.6%) was the most reported engagement outcome, followed by Other Employment (21.2%) and Higher Education (18.8%). Other Education (4.5%) was the least reported outcome for these respondents.

Conversely, only 53.7% of the respondents who Dropped Out met reporting requirements for Any Engagement. Competitive Employment (23.9%) was the most reported engagement outcome, followed by Other Employment (22.4%) and Other Education (5.8%). Higher Education (1.6%) was the least reported outcome for these respondents.

Outcomes by Gender Categories

Table 4: Post-school outcomes for all respondents in Washington state by Gender Categories

| Gender Category | Resp'ts | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|---------------------------------------|------------------|------------------|------------------------|-----------------|------------------|---------------|
| F (Female) | 35.3% (2,531) | 20.9% | 20.7% | 4.7% | 22.4% | 31.3% |
| M (Male) | 64.5% (4,622) | 14.5% | 30.8% | 4.6% | 20.9% | 29.3% |
| X (Not exclusively male or female) | 0.2% (17) | 0% | 11.8% | 5.9% | 11.8% | 70.6% |
| Statewide Total | 100% (7,170) | 16.7 % | 27.2% | 4.6% | 21.4% | 30.1% |

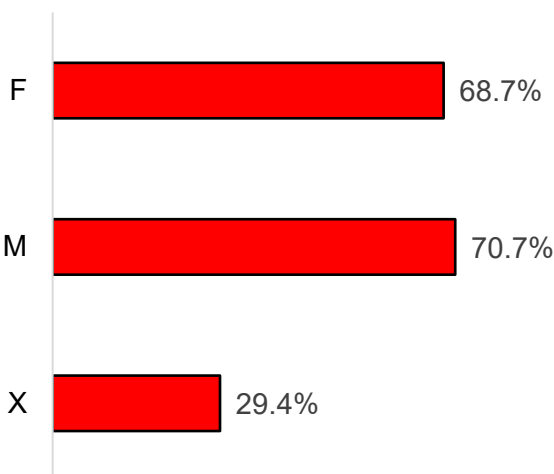
Any vs. No Engagement by Gender Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

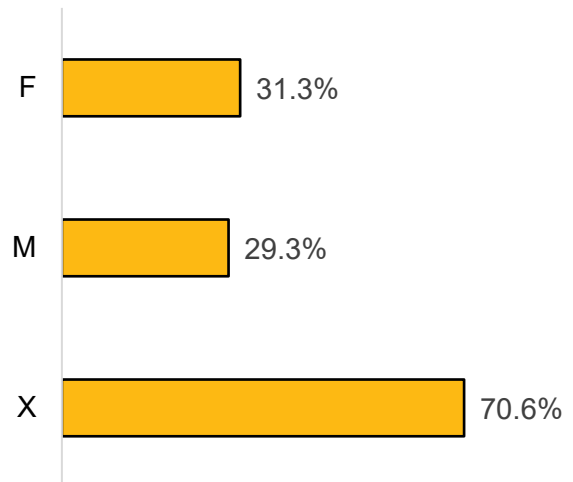
Fig. 9: Percentage of respondents by Gender Categories who met reporting criteria for one of the four engagement outcomes

Fig. 10: Percentage of respondents by Gender Categories who did not meet reporting requirements for any of the four engagement outcomes

**Any Engagement
Washington state, 2019-20**



**No Engagement
Washington state, 2019-20**



Engagement Outcomes by Gender Categories

Fig. 11: Percentage of respondents by Gender Categories who met reporting criteria for Higher Education

Higher Education
Washington state, 2019-20

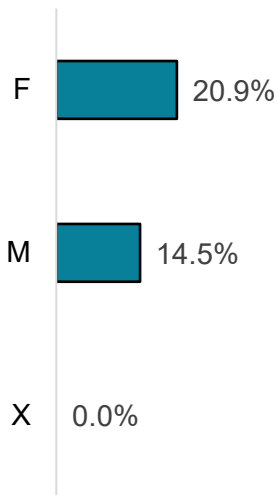


Fig. 12: Percentage of respondents by Gender Categories who met reporting criteria for Competitive Employment

Competitive Employment
Washington state, 2019-20

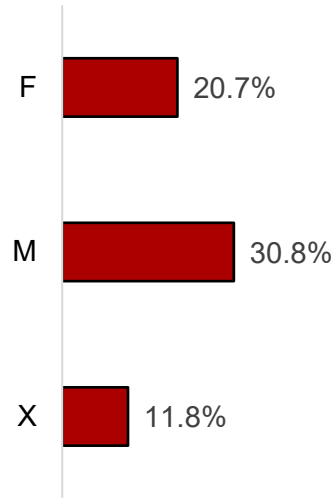


Fig. 13: Percentage of respondents by Gender Categories who met reporting criteria for Other Education/Training

Other Education/Training
Washington state, 2019-20

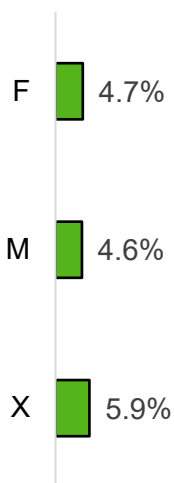
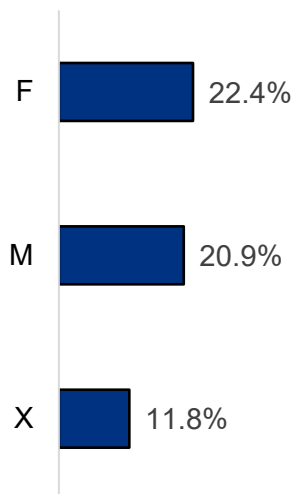


Fig. 14: Percentage of respondents by Gender Categories who met reporting criteria for Other Employment

Other Employment
Washington state, 2019-20



Summary of Outcomes by Gender Categories

Table 4 and Figures 9-14 show the state's postsecondary outcomes for respondents by Gender Categories. Nearly two thirds of respondents are categorized as Male (M, 64.5%), nearly one third are categorized as Female (F, 35.3%), and less than one percent are categorized as not exclusively Male nor Female (X, 0.2%).

Among students categorized as Male, 70.7% of respondents meeting reporting requirements for Any Engagement. Competitive Employment (30.8%) was the most reported engagement outcome, followed by Other Employment (20.9%) and Higher Education (14.5%). Other Education (4.6%) was the least reported outcome for these respondents.

For students categorized as Female, 68.7% met reporting requirements for Any Engagement. Other Employment (22.4%) was the most reported engagement outcome, followed by Higher Education (20.9%) and Competitive Employment (20.7%). Other Education (4.7%) was the least reported outcome for these respondents.

Despite having similar overall engagement rates, postsecondary enrollment in Higher Education was notably lower among Male students than Female students, and Competitive Employment was higher.

Although they make up a small portion of the respondent population, Gender-X engagement numbers show a significant shift from what we see in Male and Female categorized students. Only 29.4% of Gender-X categorized students met Any Engagement reporting requirements. Competitive Employment (11.8%) and Other Employment (11.8%) were the most reported engagement outcomes, followed by Other Education (5.9%). Higher Education (0.0%) was the least reported outcome for these respondents.

Outcomes by Disability Categories

There are 14 total disability categories, but the category of Developmentally Delayed ends at age 9. Leavers are identified in one of 13 categories. For reporting purposes, some of these categories are combined.

Table 5: Post-school outcomes for all respondents in Washington state by Disability Categories

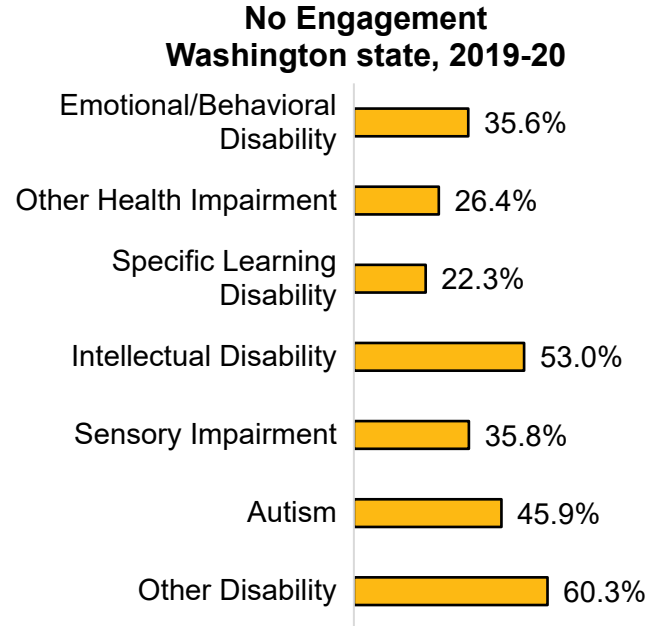
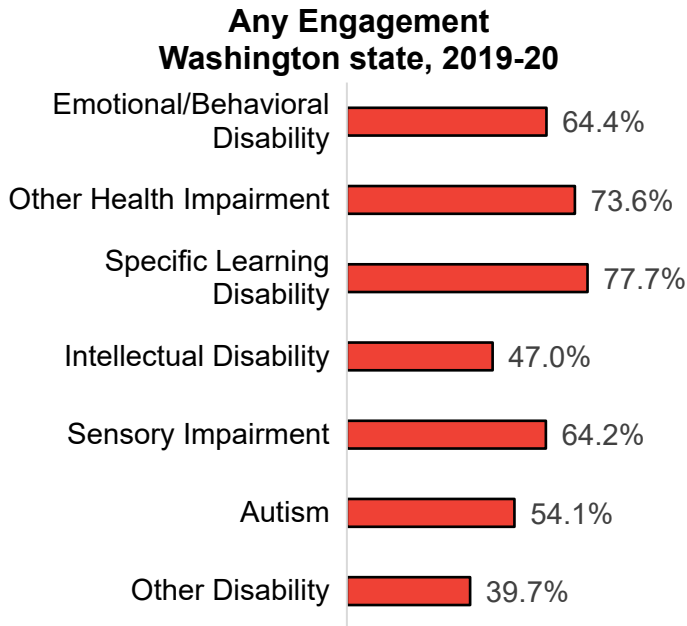
| Disability Category | Resp'ts | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|--|---------------|------------------|------------------------|-----------------|------------------|---------------|
| Emotional/Behavioral Disability | 5.1% (368) | 14.1% | 21.5% | 7.3% | 21.5% | 35.6% |
| Other Health Impairments | 27.3% (1,960) | 17.2% | 30.6% | 4.2% | 21.5% | 26.4% |
| Specific Learning Disability | 46.1% (3,303) | 17.6% | 33.5% | 3.9% | 22.7% | 22.3% |
| Intellectual Disability | 5.4% (387) | 1.6% | 12.1% | 5.9% | 27.4% | 53.0% |
| Sensory Impairments (Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness) | 1.3% (95) | 30.5% | 13.7% | 4.2% | 15.8% | 35.8% |
| Autism | 10.4% (745) | 20.7% | 10.2% | 6.7% | 16.5% | 45.9% |
| Other Disability (Orthopedic Impairment, Multiple Disabilities, Communication Disorder, and Traumatic Brain Injury) | 4.4% (312) | 12.8% | 9.0% | 5.4% | 12.5% | 60.3% |
| Statewide Total | 100% (7,170) | 16.7% | 27.2% | 4.6% | 21.4% | 30.1% |

Any vs. No Engagement by Disability Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

Fig. 15: Percentage of respondents by Disability Categories who met reporting criteria for one of the four engagement outcomes

Fig. 16: Percentage of respondents by Disability Categories who did not meet reporting requirements for any of the four engagement outcomes



Engagement Outcomes by Disability Categories

Fig. 17: Percentage of respondents by Disability Categories who met reporting criteria for Higher Education

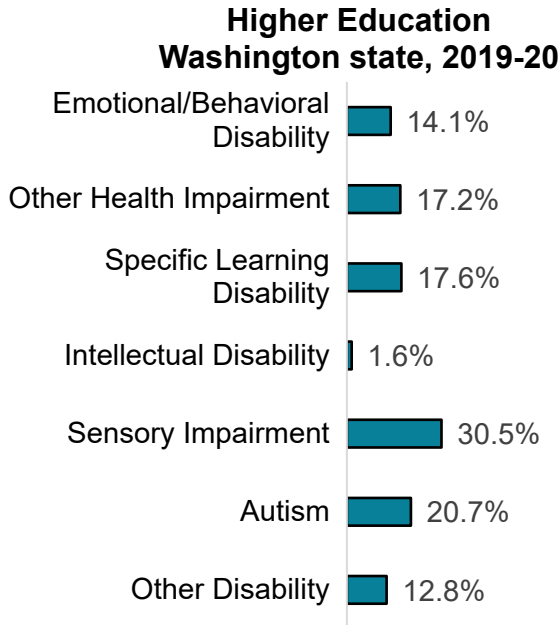


Fig. 18: Percentage of respondents by Disability Categories who met reporting criteria for Competitive Employment

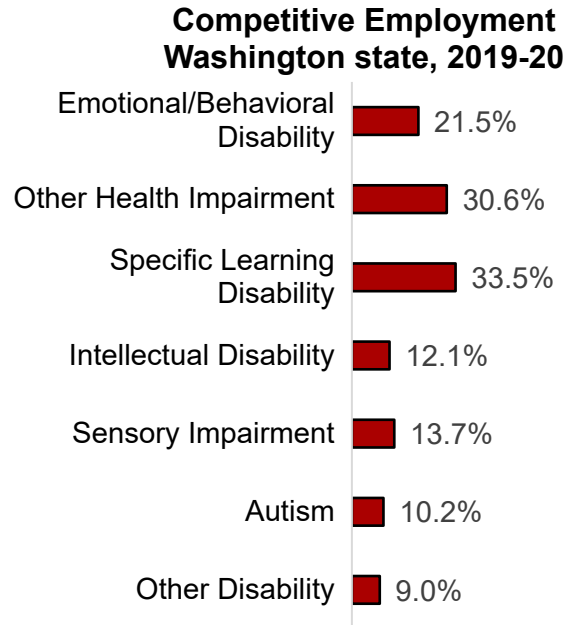


Fig. 19: Percentage of respondents by Disability Categories who met reporting criteria for Other Education/Training

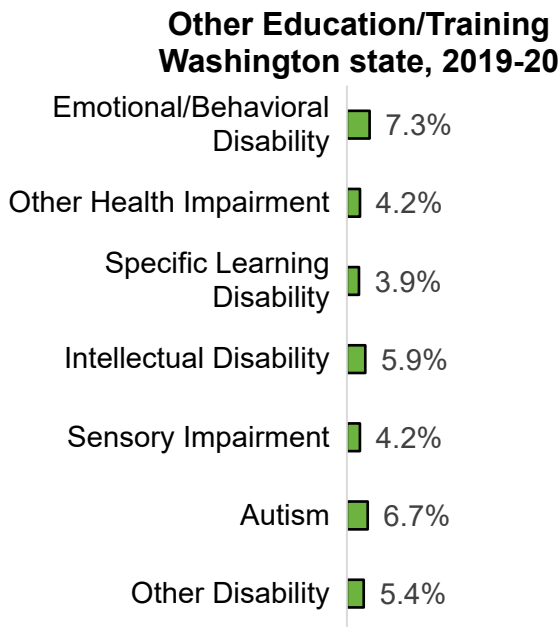
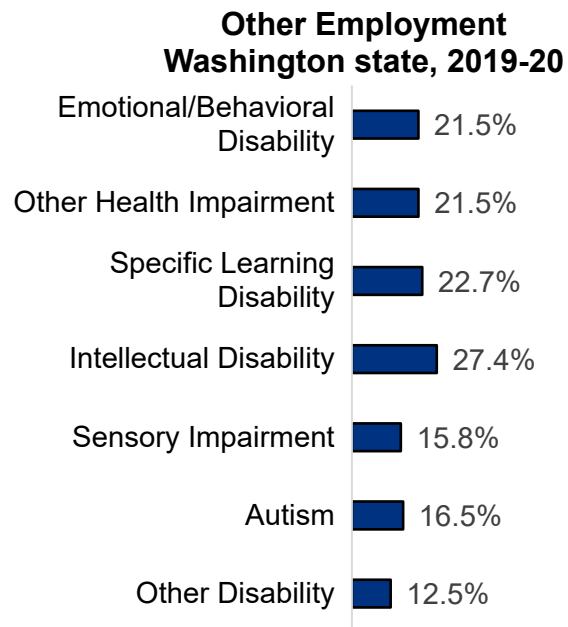


Fig. 20: Percentage of respondents by Disability Categories who met reporting criteria for Other Employment



Summary of Outcomes by Disability Categories

Table 5 and Figures 15-20 show the state's postsecondary outcomes for respondents by Disability Categories. The largest number of respondents are categorized as having a Specific Learning Disability (46.1%) or Other Health Impairments (27.3%). The remaining 26.6% of respondents are categorized as having Autism (10.4%), Intellectual Disability (5.4%), Emotional/Behavioral Disability (5.1%), Other Disability (4.4%), or Sensory Impairments (1.3%).

For respondents categorized as having a Specific Learning Disability, approximately 77.7% met reporting requirements for Any Engagement. Competitive Employment (33.5%) was the most reported engagement outcome, followed by Other Employment (22.7%) and Higher Education (17.6%). The least reported outcome for these respondents was Other Education (3.9%).

Similarly, approximately 73.6% of respondents categorized as having Other Health Impairments met reporting requirements for Any Engagement. Competitive Employment (30.6%) was the most reported engagement outcome, followed by Other Employment (21.5%) and Higher Education (17.2%). The least reported outcome for these respondents was Other Education (4.2%).

Approximately 54.1% of respondents categorized as having Autism met reporting requirements for Any Engagement. Higher Education (20.7%) was the most reported engagement outcome, followed by Other Employment (16.5%) and Competitive Employment (10.2%). The least reported outcome for these respondents was Other Education (6.7%).

For respondents categorized as having an Intellectual Disability, approximately 47.0% met reporting requirements for Any Engagement. Other Employment (27.4%) was the most reported engagement outcome, followed by Competitive Employment (12.1%) and Other Education (5.9%). The least reported outcome for these respondents was Higher Education (1.6%).

Approximately 64.4% of respondents categorized as having Emotional/Behavioral Disability (EBD, also referred to as Emotional Disturbance, or ED) met reporting requirements for Any Engagement. Competitive Employment (21.5%) and Other Employment (21.5%) were the most reported engagement outcomes, followed by Higher Education (14.1%). The least reported outcome for these respondents was Other Education (7.3%).

The Other Disability category includes Orthopedic Impairment, Multiple Disabilities, Communication Disorder, and Traumatic Brain Injury. For respondents categorized as having an Other Disability, approximately 39.7% met reporting requirements for Any Engagement. Higher Education (12.8%) was the most reported engagement outcome, followed by Other Employment (12.5%) and Competitive Employment (9.0%). The least reported outcome for these respondents was Other Education (5.4%).

The Sensory Impairments category includes Hearing Impairment, Visual Impairment, Deafness, and Deaf-Blindness. Approximately 64.2% of respondents categorized as having a Sensory Impairment met reporting requirements for Any Engagement. Higher Education (30.5%) was the most reported engagement outcome, followed by Other Employment (15.8%) and Competitive Employment (13.7%). The least reported outcome for these respondents was Other Education (4.2%).

Outcomes by Race/Ethnicity Categories

Table 6: Post-school outcomes for all respondents in Washington state by Race/Ethnicity Categories

| Race/Ethnicity Category | Resp'ts | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|--------------------------------------|---------------|------------------|------------------------|-----------------|------------------|---------------|
| American Indian/ Alaska Native | 2.9% (208) | 9.1% | 21.6% | 3.4% | 22.1% | 43.8% |
| Asian | 3.4% (247) | 27.9% | 13.8% | 6.9% | 17.4% | 34.0% |
| Black/African American | 6.5% (464) | 24.6% | 20.9% | 5.8% | 22.0% | 26.7% |
| Hispanic/Latino | 25.3% (1,817) | 13.8% | 30.2% | 5.1% | 22.0% | 28.9% |
| Caucasian/White | 53.5% (3,838) | 16.9% | 27.6% | 4.5% | 21.3% | 29.7% |
| Native Hawaiian/ Pacific Islander | 0.8% (60) | 5.0% | 33.3% | 1.7% | 21.7% | 38.3% |
| Of more than one race or multiracial | 7.3% (520) | 18.1% | 27.1% | 3.1% | 21.2% | 30.6% |
| Not provided | 0.2% (16) | 18.8% | 6.3% | 0.0% | 18.8% | 56.3% |
| Statewide Total | 100% (7,170) | 16.7 % | 27.2% | 4.6% | 21.4% | 30.1% |

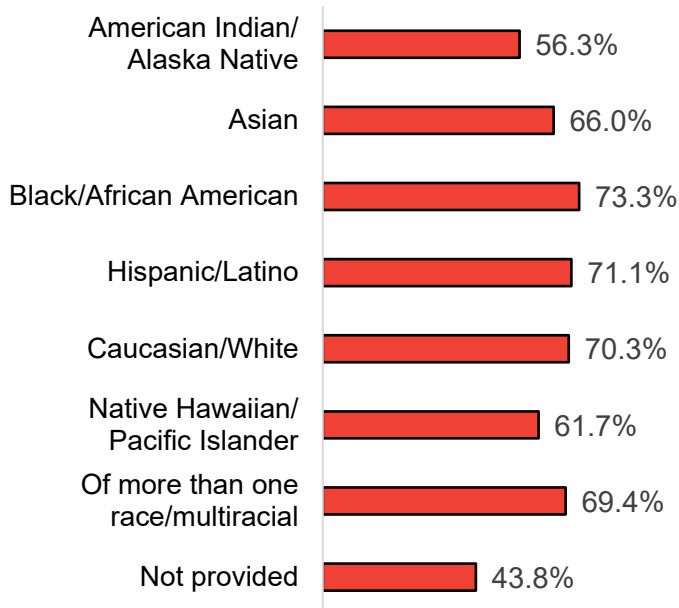
Any vs. No Engagement by Race/Ethnicity Categories

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

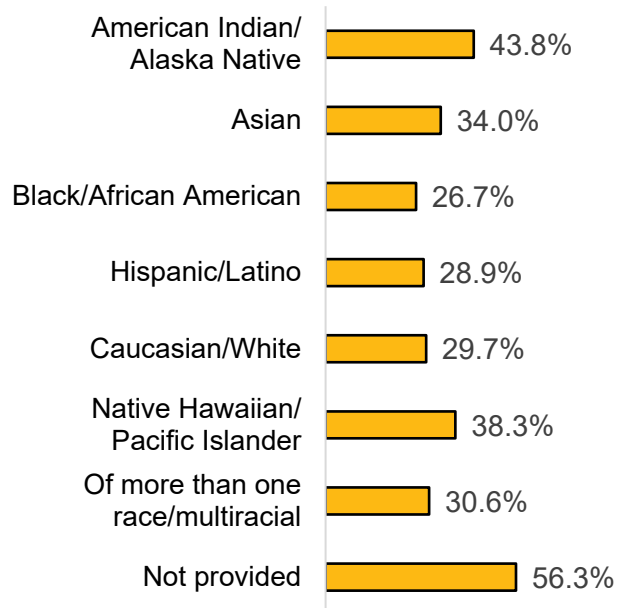
Fig. 21: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for one of the four engagement outcomes

Fig. 22: Percentage of respondents by Race/Ethnicity Categories who did not meet reporting requirements for any of the four engagement outcomes

Any Engagement Washington state, 2019-20



No Engagement Washington state, 2019-20



Engagement Outcomes by Race/Ethnicity Categories

Fig. 23: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Higher Education

Higher Education Washington state, 2019-20

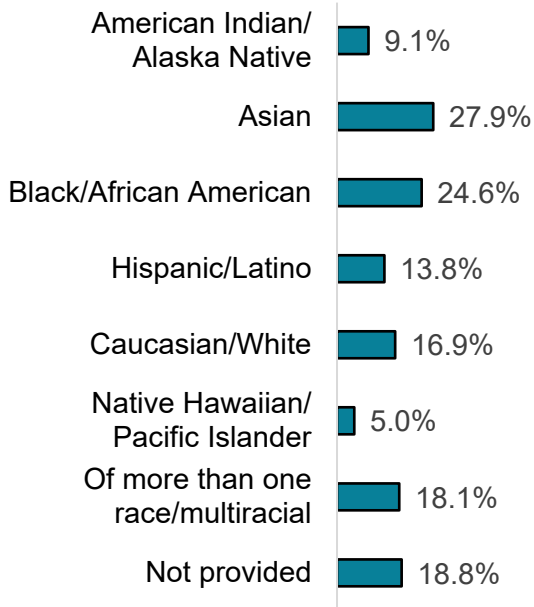


Fig. 24: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Competitive Employment

Competitive Employment Washington state, 2019-20

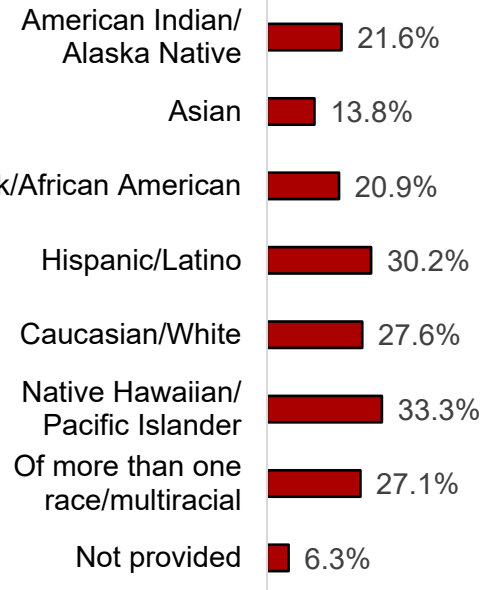


Fig. 25: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Other Education/Training

Other Education/Training Washington state, 2019-20

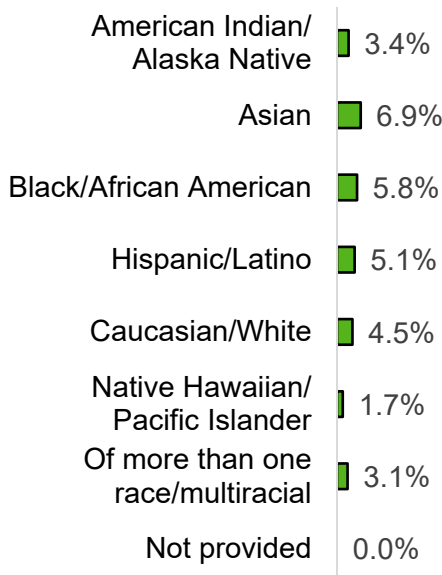
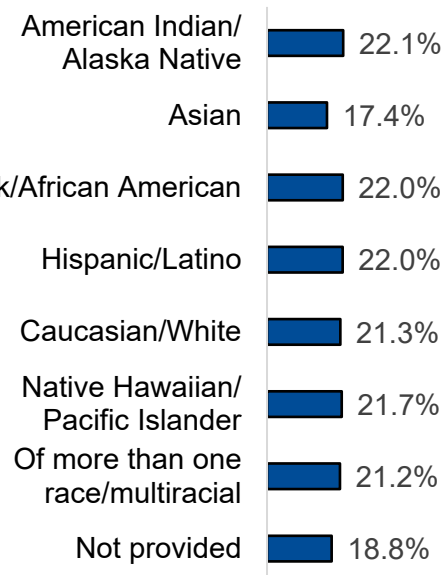


Fig. 26: Percentage of respondents by Race/Ethnicity Categories who met reporting criteria for Other Employment

Other Employment Washington state, 2019-20



Summary of Outcomes by Race/Ethnicity Categories

Table 6 Figures 21-26 show the state's postsecondary outcomes for respondents by Race/Ethnicity Categories. Among respondents, the largest number are categorized as Caucasian/White (53.5%) and Hispanic/Latino (25.3%). Respondents that make up smaller percentages of the population are categorized as Of more than one race/Multiracial (7.3%); Black/African American (6.5%); Asian (3.4%); American Indian/Alaska Native (2.9%); Native Hawaiian/Pacific Islander (0.8%); and Not provided (0.2%).

Approximately 70.3% of respondents categorized as Caucasian/White met reporting requirements for Any Engagement. Competitive Employment (27.6%) was the most reported engagement outcome, followed by Other Employment (21.3%) and Higher Education (16.9%). Other Education was the least reported outcome for these respondents (4.5%).

Similarly, approximately 71.1% of respondents categorized as Hispanic/Latino met reporting requirements for Any Engagement. Competitive Employment (30.2%) was the most reported engagement outcome, followed by Other Employment (22.0%) and Higher Education (13.8%). Other Education (5.1%) was the least reported outcome for these respondents.

Respondents categorized as Multiracial reported similar outcomes to those categorized as Caucasian/White and Hispanic/Latino. Approximately 69.4% of these respondents met reporting requirements for Any Engagement. Competitive Employment (27.1%) was the most reported engagement outcome, followed by Other Employment (21.2%) and Higher Education (18.1%). Other Education (3.1%) was the least reported outcome for these respondents.

Among respondents categorized as Black/African American, approximately 73.3% met reporting requirements for Any Engagement. This is the highest engagement rate among all race/ethnicity categories. Higher Education (24.6%) was the most reported engagement outcome, followed by Other Employment (22.0%) and Competitive Employment (20.9%). Other Education (5.8%) was the least reported outcome for these respondents.

Approximately 66.0% of respondents categorized as Asian met reporting requirements for Any Engagement. Higher Education (27.9%) was the most reported engagement outcome, followed by Other Employment (17.4%) and Competitive Employment (13.8%). Other Education (6.9%) was the least reported outcome category for this population.

For respondents categorized as American Indian/Alaska Native, approximately 56.3% met reporting requirements for Any Engagement. This is the lowest engagement rate among all race/ethnicity categories. Other Employment (22.1%) was the most reported engagement outcome, followed by Competitive Employment (21.6%) and Higher Education (9.1%). Other Education (3.4%) was the least reported outcome for this population.

Approximately 61.7% of respondents categorized as Native Hawaiian/Pacific Islander met reporting requirements for Any Engagement. The most reported engagement outcome was Competitive Employment (33.3%), followed by Other Employment (21.7%) and Higher Education (5.0%). Other Education (1.7%) was the least reported outcome for these respondents.

Outcomes by English Proficiency Categories

Table 7: Post-school outcomes for all respondents in Washington state by English Proficiency Categories

| Exit Category | Respondents | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|--|---------------|------------------|------------------------|-----------------|------------------|---------------|
| Limited English Proficiency (LEP) | 13.6% (976) | 13.3% | 31.6% | 4.7% | 21.9% | 28.5% |
| Non-Limited English Proficiency (NLEP) | 86.1% (6,175) | 17.3% | 26.5% | 4.6% | 21.3% | 30.2% |
| Unknown | 0.3% (19) | 5.3% | 15.8% | 5.3% | 5.3% | 68.4% |
| Statewide Total | 100% (7,170) | 16.7 % | 27.2% | 4.6% | 21.4% | 30.1% |

Any vs. No Engagement by English Proficiency Categories

Note: Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

Fig. 27: Percentage of respondents by English Proficiency Categories who met reporting criteria for one of the four engagement outcomes

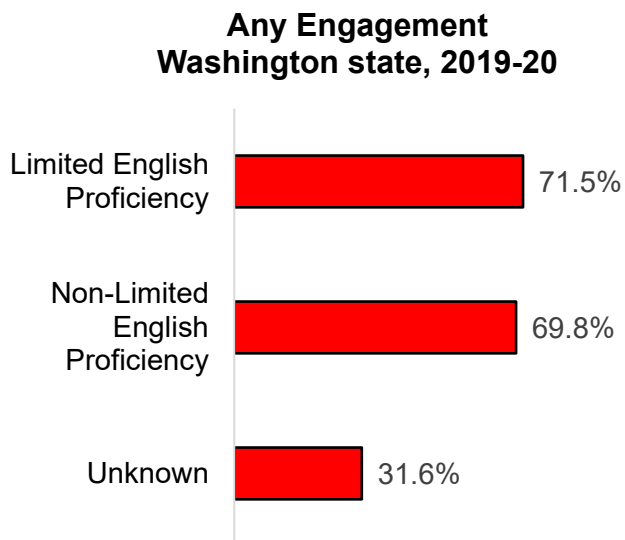
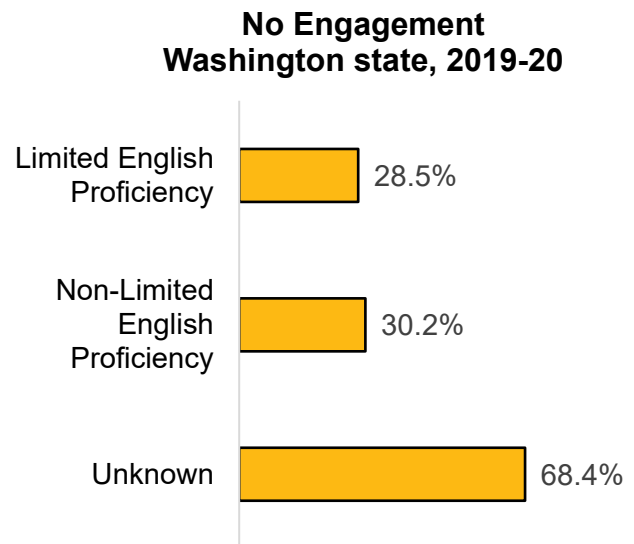


Fig. 28: Percentage of respondents by English Proficiency Categories who did not meet reporting requirements for any of the four engagement outcomes



Engagement Outcomes by English Proficiency Categories

Fig. 29: Percentage of respondents by English Proficiency Categories who met reporting criteria for Higher Education

Fig. 30: Percentage of respondents by English Proficiency Categories who met reporting criteria for Competitive Employment

**Higher Education
Washington state, 2019-20**

**Competitive Employment
Washington state, 2019-20**

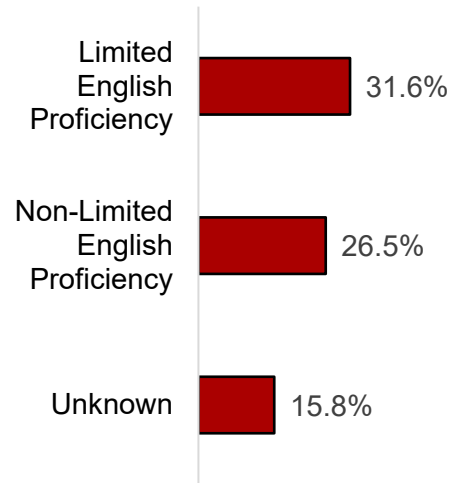
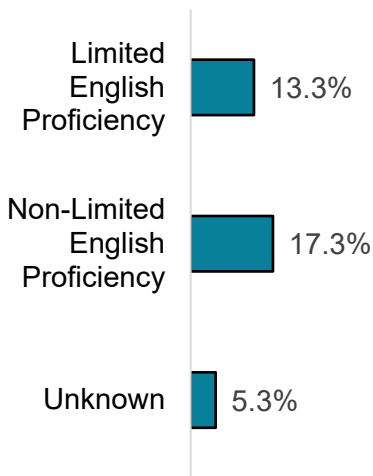
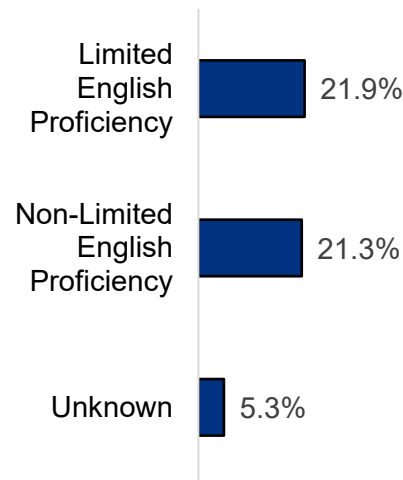
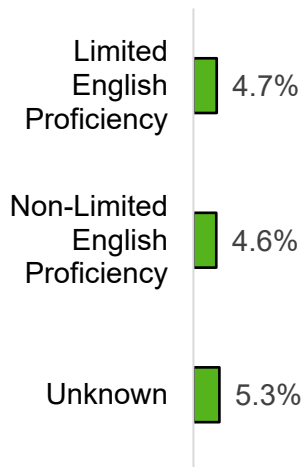


Fig. 31: Percentage of respondents by English Proficiency Categories who met reporting criteria for Other Education/Training

Fig. 32: Percentage of respondents by English Proficiency Categories who met reporting criteria for Other Employment

**Other Education/Training
Washington state, 2019-20**

**Other Employment
Washington state, 2019-20**



Summary of Outcomes by English Proficiency Categories

Table 7 and Figures 21-32 show the state's postsecondary outcomes for respondents by English Proficiency Categories. Among the survey respondents, 86.1% were categorized with Non-Limited English Proficiency (NLEP), 13.6% were categorized as having Limited English Proficiency (LEP), and 0.3% had an unknown English proficiency category.

For respondents categorized with Non-Limited English Proficiency, 69.8% met reporting requirements for Any Engagement. Competitive Employment was the most reported (26.5%), followed by Other Employment (21.3%) and Higher Education (17.3%). Other Education (4.6%) was the least reported outcome for these respondents.

For respondents categorized with Limited English Proficiency, 71.5% met reporting requirements for Any Engagement. Competitive Employment was the most reported (31.6%), followed by Other Employment (21.9%) and Higher Education (13.3%). Other Education (4.7%) was the least reported outcome for these respondents.

Although the numbers are similar, it's worth noting the subtle differences in these populations. Overall, the No Engagement was slightly higher for respondents with NLEP than LEP (30.2% compared to 28.5%, respectively). Higher Education rate was slightly higher among respondents with NLEP, and postsecondary employment rates (Competitive Employment and Other Employment) were slightly higher among respondents with LEP.

Post-School Outcomes, Five-Year Overview

Table 8: Five-year overview of post-school outcomes for all respondents in Washington state

| Leaver Year | Respondents | Higher Education | Competitive Employment | Other Education | Other Employment | No Engagement |
|-------------|-------------|------------------|------------------------|-----------------|------------------|---------------|
| 2019-20 | 7,170 | 16.7% | 27.2% | 4.6% | 21.4% | 30.1% |
| 2018-19 | 6,867 | 19.5% | 33.5% | 4.3% | 14.8% | 27.9% |
| 2017-18 | 6,825 | 20.5% | 36.2% | 4.0% | 14.0% | 25.3% |
| 2016-17 | 6,475 | 21.3% | 34.8% | 3.0% | 13.1% | 27.8% |
| 2015-16 | 6,081 | 21.8% | 35.3% | 2.9% | 12.2% | 27.8% |

Any vs. No Engagement, Five-Year Overview

Any Engagement refers to respondents who met reporting requirements for one of the four engagement outcomes: Higher Education, Competitive Employment; Other Education; or Other Employment.

The lines connecting the data points in the charts do not represent trends or predictions of future outcomes.

Fig. 33: Percentage of respondents from 2015-16 to 2019-20 who met reporting criteria for one of the four engagement outcomes

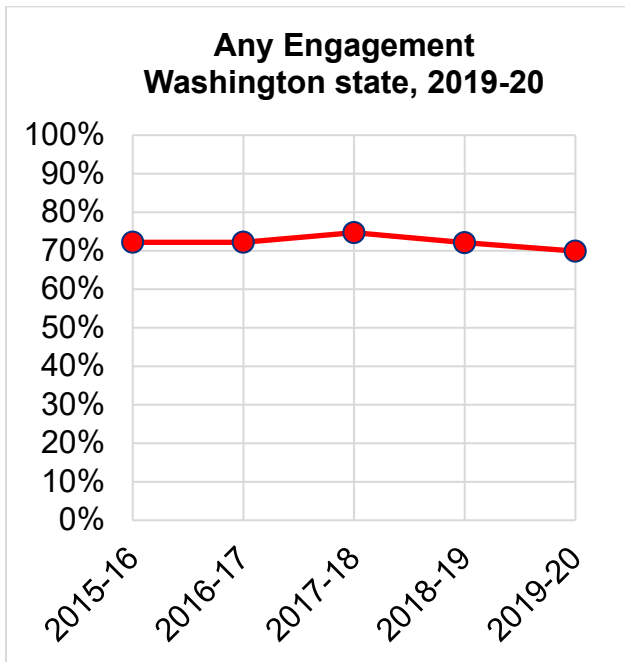
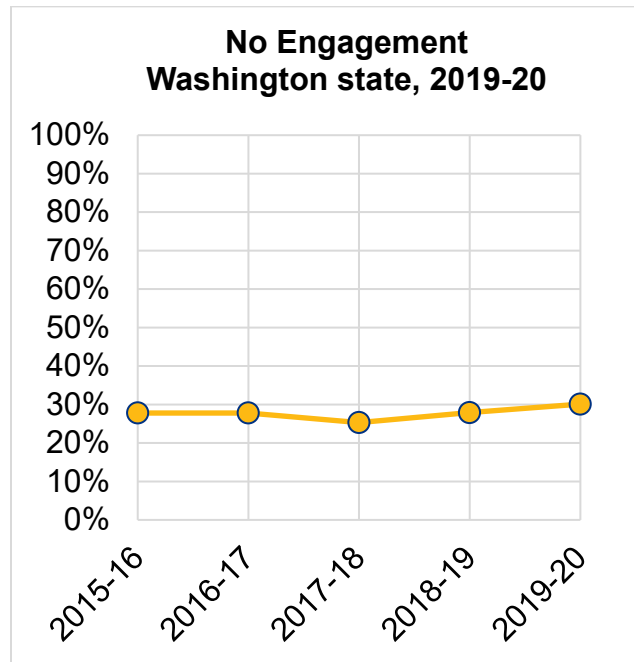


Fig. 34: Percentage of respondents from 2015-16 to 2019-20 who did not meet reporting requirements for any of the four engagement outcomes



Engagement Outcomes, Five-Year Overview

Note: the lines connecting the data points do not represent trend lines or predictions of future outcomes.

Fig. 35: Percentage of respondents from 2015-16 to 2019-20 who met reporting criteria for Higher Education

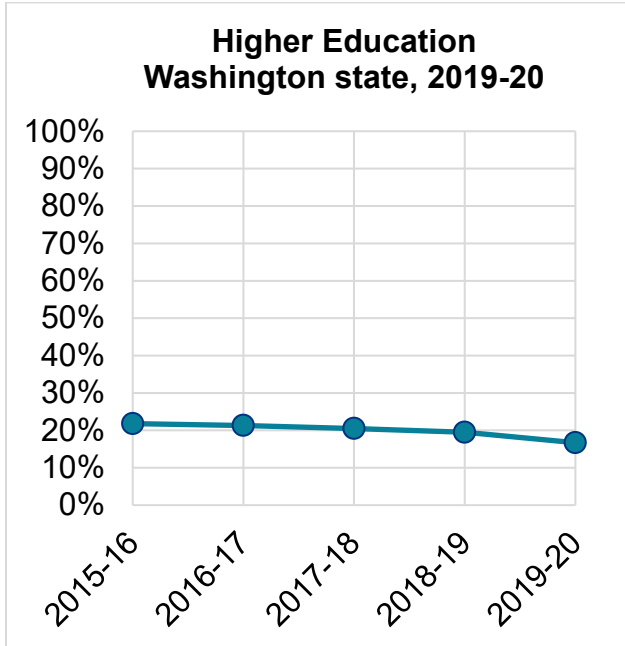


Fig. 36: Percentage of respondents from 2015-16 to 2019-20 who met reporting criteria for Competitive Employment

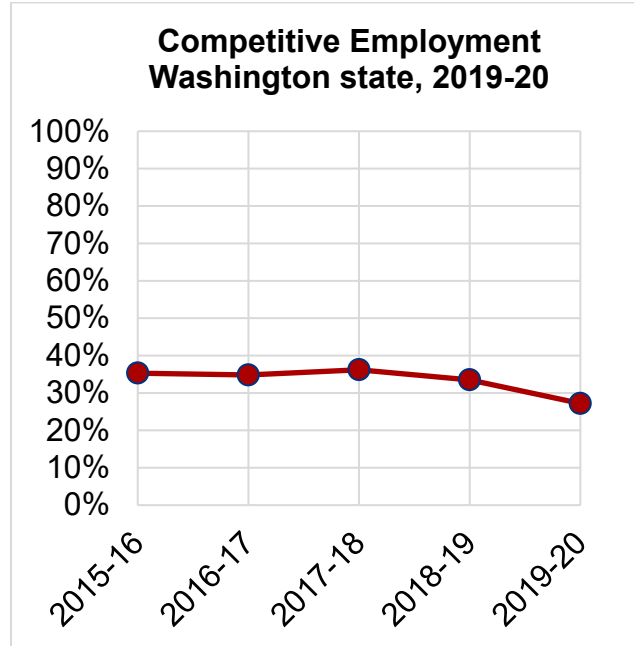


Fig. 37: Percentage of respondents from 2015-16 to 2019-20 who met reporting criteria for Other Education/Training

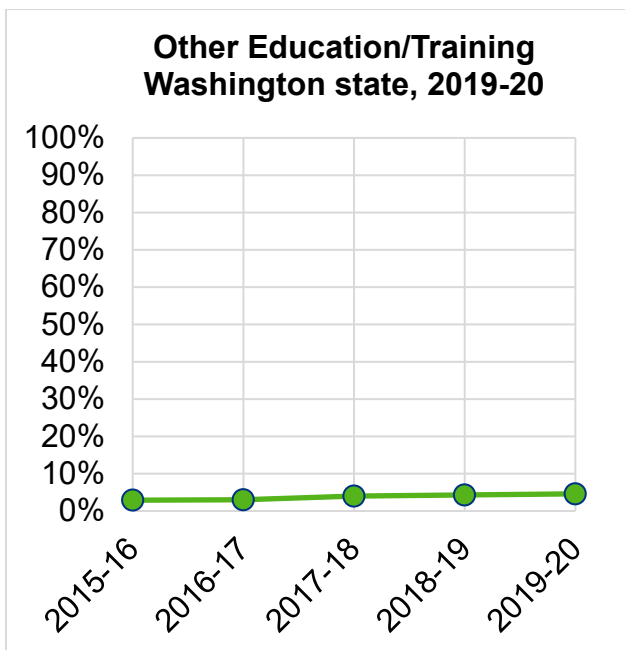
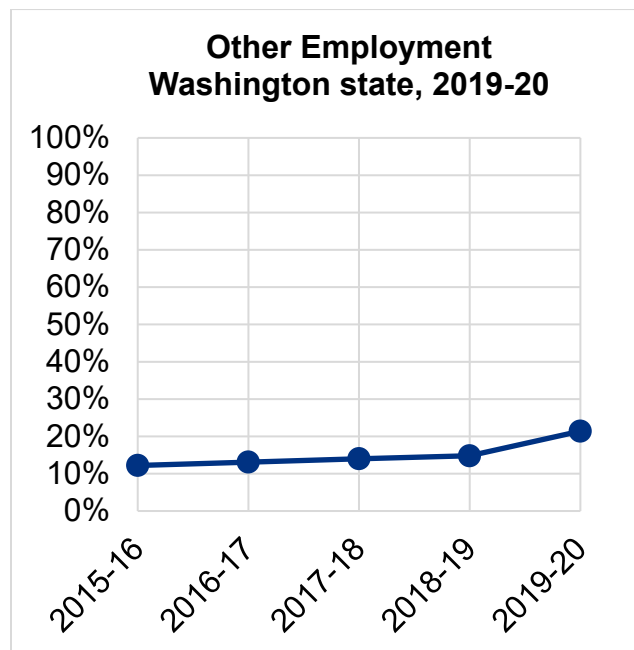


Fig. 38: Percentage of respondents from 2015-16 to 2019-20 who met reporting criteria for Other Employment



Summary of Five-year Overview

Table 8 and Figures 33-28 show the state's postsecondary outcomes for all respondents over the last five school years. The total number of respondents has increased each year, from 6,081 in 2015-16 to 7,170 in 2019-20.

There was no change in the Any Engagement rate from 2015-16 to 2016-17 (72.2%). Engagement increased by 2.5 percentage points from 2016-17 to 2017-18 (72.2% to 74.7%). Engagement decreased by 4.8 percentage points from 2017-2018 to 2019-20 (74.7% to 69.9%).

The decrease in Any Engagement rates is reflected in the decline in rates of Higher Education and Competitive Employment. Higher Education rates decreased by 2.3 percentage points from 2015-16 to 2018-19 (21.8% to 19.5%), and by 2.8 points from 2018-19 to 2019-20 (19.5% to 16.7%). Competitive Employment increased by 0.9 percentage points from 2015-16 to 2017-18 (35.3% to 36.2%) and decreased by 9.0 percentage points from 2017-18 to 2019-20 (36.2% to 27.2%).

Conversely, Other Education/Training and Other Employment have increased over the last five years. Other Education/Training increased by 1.7 percentage points from 2015-16 to 2019-20 (2.9% to 4.6%). Other Employment increased by 2.6 percentage points from 2015-16 to 2018-19 (12.2% to 14.8%), and by 6.6 percentage points from 2018-19 to 2019-20 (14.8% to 21.4%).

Appendix A: COVID-19

The impact of the COVID-19 pandemic on K-12 schools, postsecondary education, employment, and community began in Washington state in March 2020. Schools closed across the state, moving to virtual instruction with various degrees of knowledge and expertise. Businesses, particularly those in the service industry, moved to online services or closed (temporarily or permanently).

Although there is not rigorous research to draw correlation between the effects of the pandemic on Washington state's post-school outcomes, statewide the rates of Competitive Employment and Higher Education decreased, and the rate of Other Employment increased. Overall engagement for 2019-20 leavers is 69.9%, a decrease of 2.2 percentage points from 2018-19 leavers. This is the lowest rate of engagement in five years.

Despite concerns about the impact the pandemic might have on the survey response rate, statewide there was a small increase in the percentage of former students who were contacted and responded to the survey. The response rate for 2019-20 leavers is 78.2%, up by 1.1 percentage points from the previous year. This is the highest response rate in Washington state in the last three years. One possible reason for the increase is that people were more likely to be home to answer calls due to the pandemic. However, in conversations with representatives from other states, this does not appear to be a nationwide trend. Credit should be given to the dedicated teachers and staff members who made the survey calls.

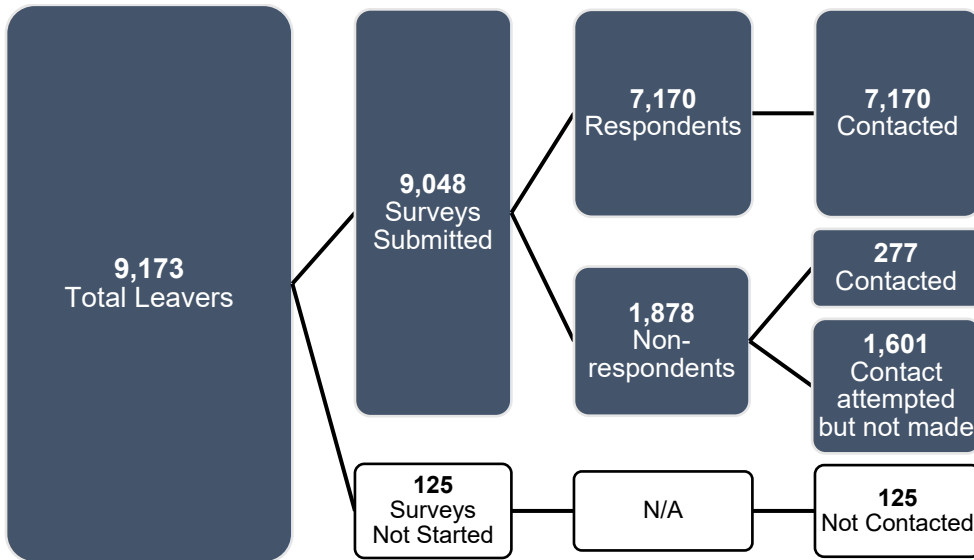
Appendix B: Survey Population

A total of 9,173 youth were eligible for the survey because they were age 16-21, permanently exited high school in the 2019-20 school year, and had an IEP in place at the time of exit. Among these 9,173 eligible youth, surveys were submitted for 9,048 leavers. Submitted surveys are separated into two categories: Respondents and Non-respondents (Figure 39).

There were 7,170 Respondents who were contacted for the survey and answered the survey questions. There were 1,878 Non-respondents who were contacted but did not answer the survey questions. Of the 1,878 non-respondents, 277 were reached by phone but opted not to participate in the survey, and 1,601 were not able to be reached at all. Educators reported a variety of reasons for non-response, including poor or no contact information (17.3%), unable to reach after three attempts (57.4%), declined interview (14.7%), and other reasons (10.6%).

There were 125 eligible leavers that were not contacted by school district personnel for the survey. Surveys for these youth were never started, and they are not included in the total count of Non-respondents. These youth were typically enrolled in high school reengagement programs or in school districts without active users in the TSF2 data collection platform. CCTS is working with school districts to reduce the number of students who are not contacted for the 2022 survey.

Figure 39: Survey Population Detail



Appendix C: Representativeness

After the census was conducted, a Response Calculator from the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) was used to measure the representativeness of the respondent group. Calculations were made on the characteristics of disability type, race/ethnicity, gender, English language proficiency, and exit status in order to determine whether the leavers who responded to the interviews were similar, or different from, the total population of young adults with an IEP who exited school in 2019-20 (see Table 9).

According to the NTACT:C Response Calculator, differences between the Respondent Group and the Target Leaver Group of $\pm 3\%$ are important. Negative differences indicate an under-representativeness of the group and positive differences indicate over-representativeness. In the Response Calculator, a red highlight is used to indicate a difference exceeding the $\pm 3\%$ interval.

The NTACT:C Response Calculator includes eight categories of respondents for measuring representativeness: Specific Learning Disability, Emotional/Behavioral Disability, Intellectual Disability, All Other Disabilities, Female, Non-white, English Learner, and Drop-out. Washington state gathered representative data from all groups except leavers who dropped out of school. Students who dropped out (didn't receive a diploma) continue to be under-represented in the current response group (-4.10%).

Table 9: NTACT:C Response Calculator – Representativeness

| | Target Leaver Totals | Response Totals | Target Leaver Representation | Respondent Representation | Difference |
|--|----------------------|-----------------|------------------------------|---------------------------|----------------|
| Over-all | 9,173 | 7,170 | NA | NA | NA |
| Specific Learning Disability | 4,276 | 3,303 | 46.62% | 46.07% | -0.55% |
| Emotional/Behavioral Disability | 525 | 368 | 5.72% | 5.13% | -0.59% |
| Intellectual Disability | 454 | 387 | 4.95% | 5.40% | 0.45% |
| All Other Disabilities | 3,918 | 3,112 | 42.71% | 43.40% | 0.69% |
| Female | 3,235 | 2,531 | 35.27% | 35.30% | 0.03% |
| Non-white Race/Ethnicity | 4,329 | 3,332 | 47.19% | 46.47% | -0.72% |
| English Learner | 1,232 | 976 | 13.43% | 13.61% | 0.18% |
| Drop-out | 1,475 | 859 | 16.08% | 11.98% | -4.10%* |

Note: positive difference indicates over-representation, negative difference indicates under-representation. A difference of greater than $\pm 3\%$ is highlighted in red with an asterisk.

Selection Bias

Post-school outcome data collection continues to show representativeness in areas of disability, gender, and ethnicity. Although there was an increase in representativeness among students who drop out from 2018-19 (-5.21%) to 2019-20 (-4.10%), these youth continue to be underrepresented in the current response group,

The reasons for the increase in representativeness among students who drop out from the previous year are unclear. It may be due to improved training and user permissions in the data collection platform, or it may be because more people were home to answer phone calls throughout the COVID-19 pandemic. CCTS is making additional improvements to the TSF2 data collection platform and 2022 training materials in hopes that representativeness will continue to increase among the most difficult to reach students.