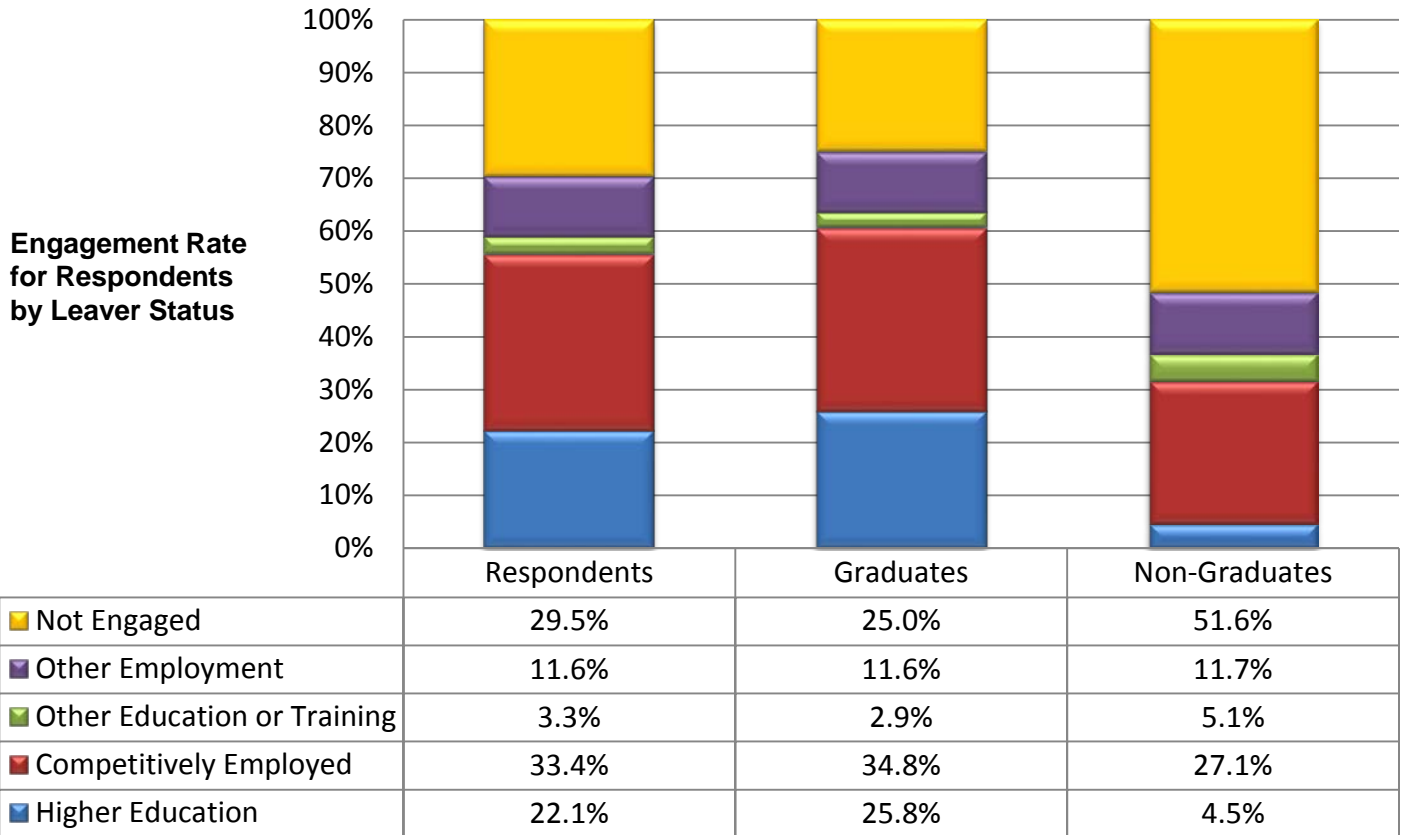


Washington State

2014-2015 Post-School Outcomes for Students with IEPs: Postsecondary Activities in the First Year after High School



These definitions are specific to the 2010 State Performance Plan for Individuals with Disabilities Education Improvement Act (IDEiA) Part B.

Leavers are youth with IEPs who left school by graduating with a diploma, aging out, leaving school early (i.e., dropping out), or who were expected to return and did not.

Graduates are youth with IEPs who graduated with a diploma.

Non-Graduates are youth with IEPs who aged out, received an adult high school diploma, left school early (i.e. dropped out), or who were expected to return and did not.

Respondents are young adult Leavers or their designated family member who answered the survey interview questions.

Higher Education (1) means Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2) means Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3) means Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4) means Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

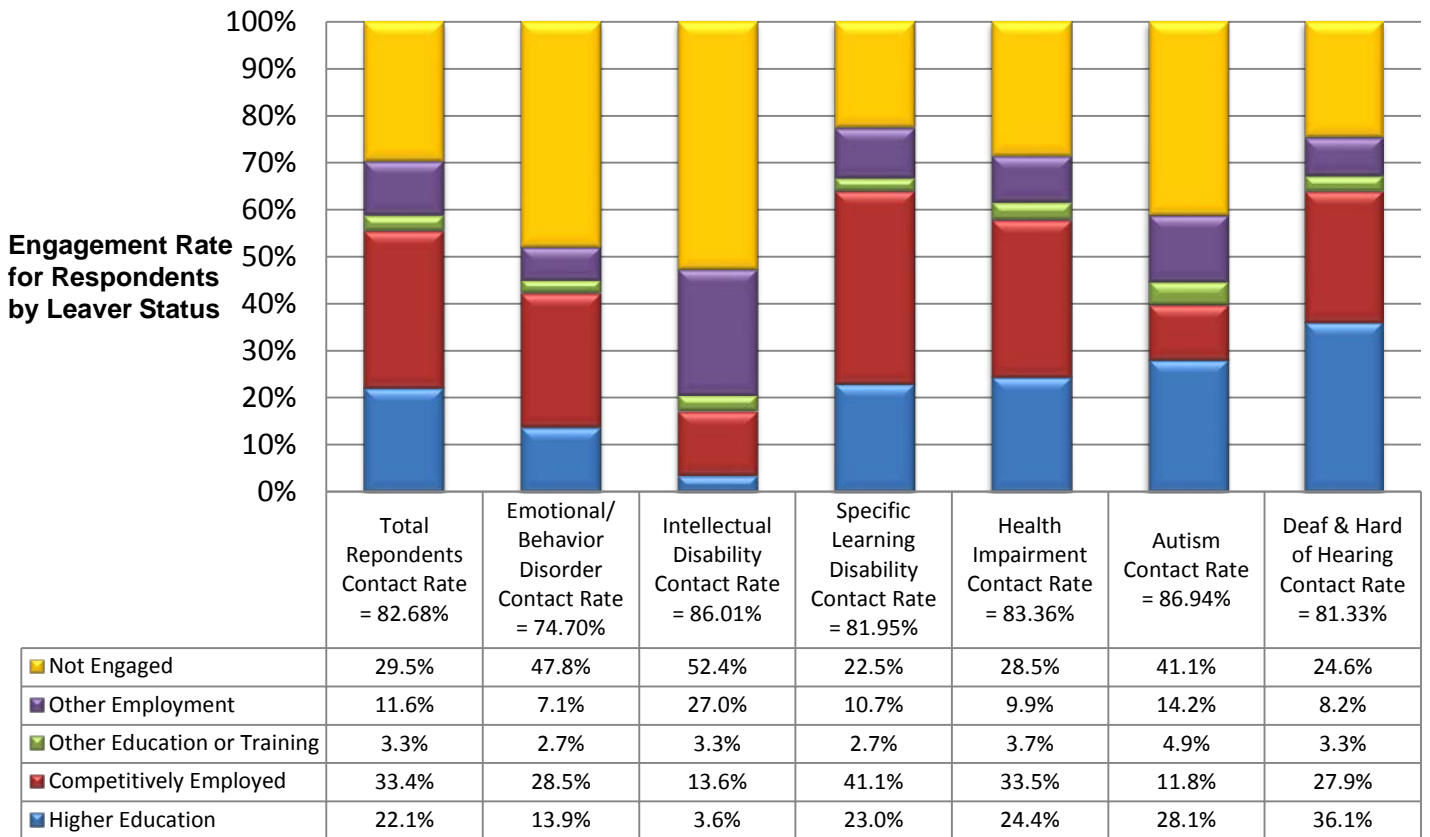
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Washington State Disaggregated by Disability

2014-2015 Post-School Outcomes for Students with IEPs: Postsecondary Activities in the First Year after High School



These definitions are specific to the 2010 State Performance Plan for Individuals with Disabilities Education Improvement Act (IDEiA) Part B.

Leavers are youth with IEPs who left school by graduating with a diploma, aging out, leaving school early (i.e., dropping out), or who were expected to return and did not.

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Higher Education (1) means Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

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Some Other Employment (4) means Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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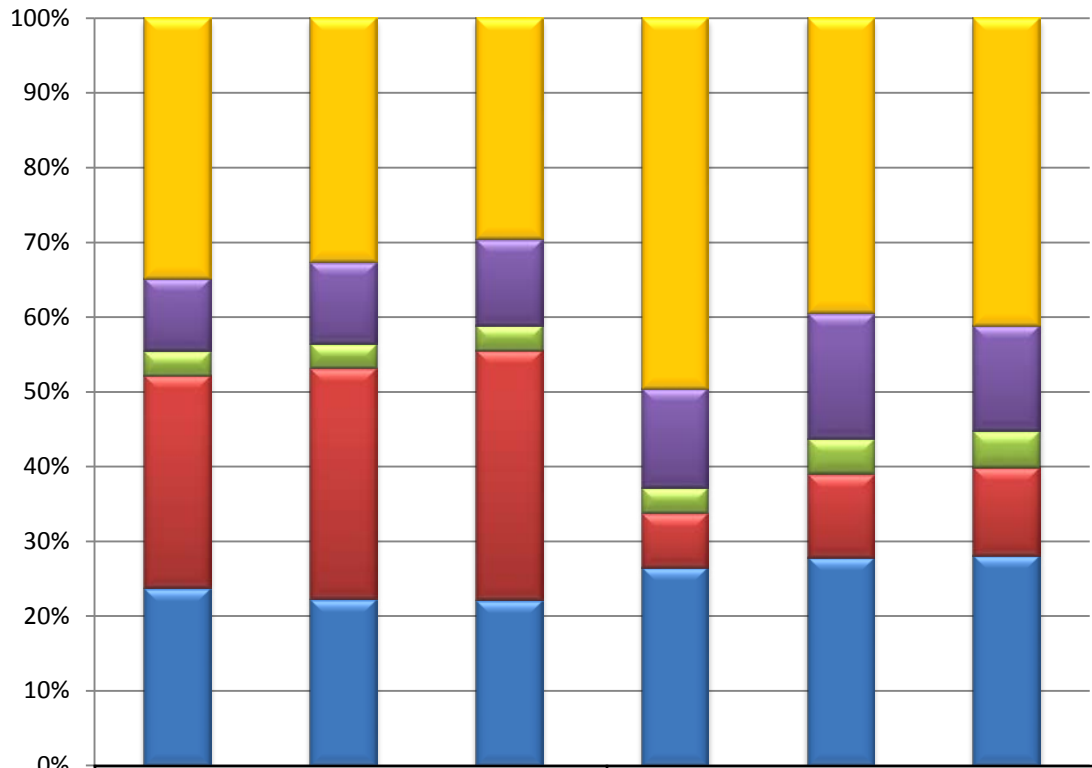
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Washington State: Three Year Overview

2012-2015 Post-School Outcomes for Students with Autism: Postsecondary Activities in the First Year after High School

Engagement Rate for Respondents by Leaver Status



	Total Respondents			Respondents with Autism		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Not Engaged	34.8 %	32.6 %	29.5 %	49.6 %	39.4 %	41.1 %
Other Employment	9.8 %	11.0 %	11.6 %	13.2 %	16.8 %	14.2 %
Other Education or Training	3.3 %	3.2 %	3.3 %	3.4 %	4.8 %	4.9 %
Competitively Employed	28.4 %	30.9 %	33.4 %	7.3 %	11.1 %	11.8 %
Higher Education	23.8 %	22.3 %	22.1 %	26.5 %	27.9 %	28.1 %

Higher Education (1): Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2): Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3): Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4): Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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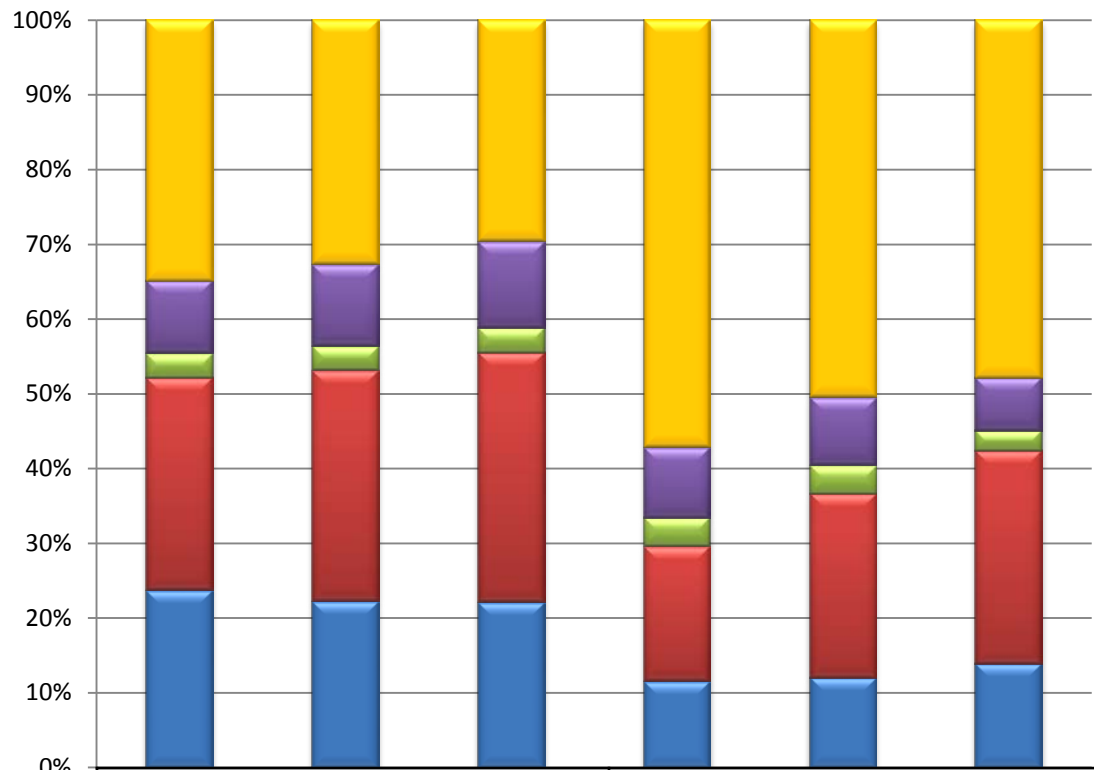
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Washington State: Three Year Overview

2012-2015 Post-School Outcomes for Students with Emotional Behavior Disorders: Postsecondary Activities in the First Year after High School

Engagement Rate
for Respondents
by Leaver Status



	Total Respondents			Respondents with EBD		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Not Engaged	34.8 %	32.6 %	29.5 %	57.1 %	50.4 %	47.8 %
Other Employment	9.8 %	11.0 %	11.6 %	9.4 %	9.1 %	7.1 %
Other Education or Training	3.3 %	3.2 %	3.3 %	3.9 %	3.9 %	2.7 %
Competitively Employed	28.4 %	30.9 %	33.4 %	18.0 %	24.6 %	28.5 %
Higher Education	23.8 %	22.3 %	22.1 %	11.6 %	12.1 %	13.9 %

Higher Education (1): Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2): Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3): Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4): Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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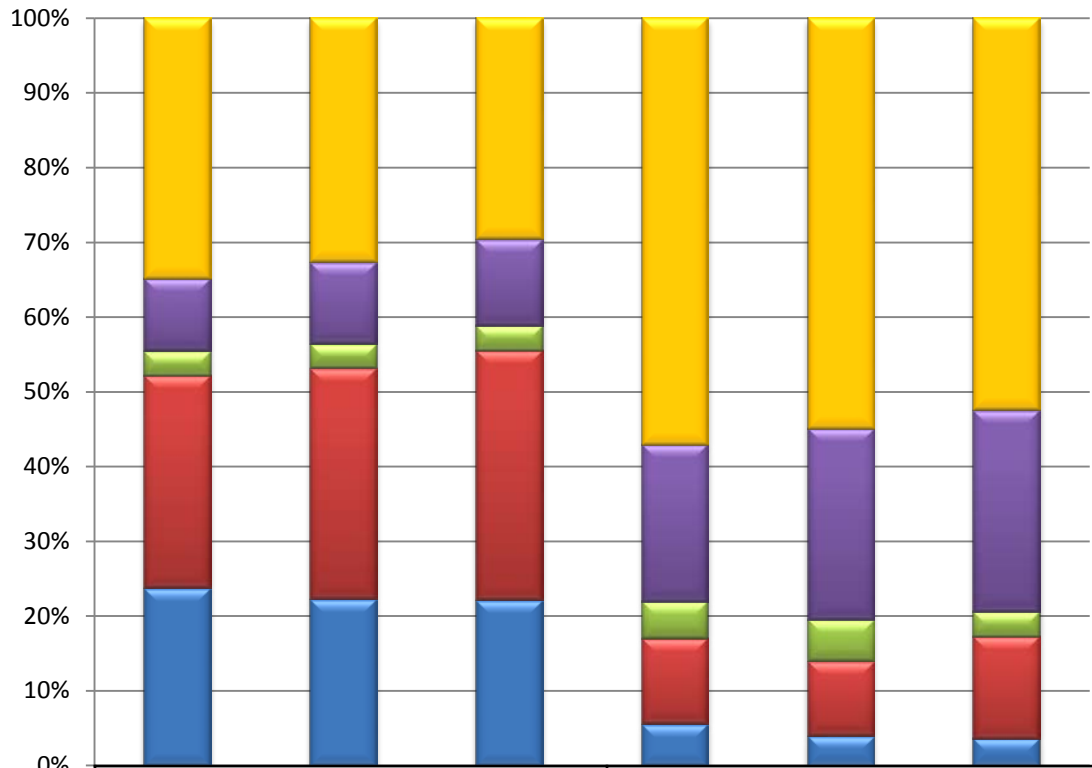
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Washington State: Three Year Overview

2012-2015 Post-School Outcomes for Students with Intellectual Disabilities: Postsecondary Activities in the First Year after High School

Engagement Rate
for Respondents
by Leaver Status



	Total Respondents			Respondents with Intellectual Disabilities		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Not Engaged	34.8 %	32.6 %	29.5 %	57.1 %	54.9 %	52.4 %
Other Employment	9.8 %	11.0 %	11.6 %	21.0 %	25.6 %	27.0 %
Other Education or Training	3.3 %	3.2 %	3.3 %	4.9 %	5.5 %	3.3 %
Competitively Employed	28.4 %	30.9 %	33.4 %	11.5 %	10.1 %	13.6 %
Higher Education	23.8 %	22.3 %	22.1 %	5.6 %	4.0 %	3.6 %

Higher Education (1): Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2): Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3): Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4): Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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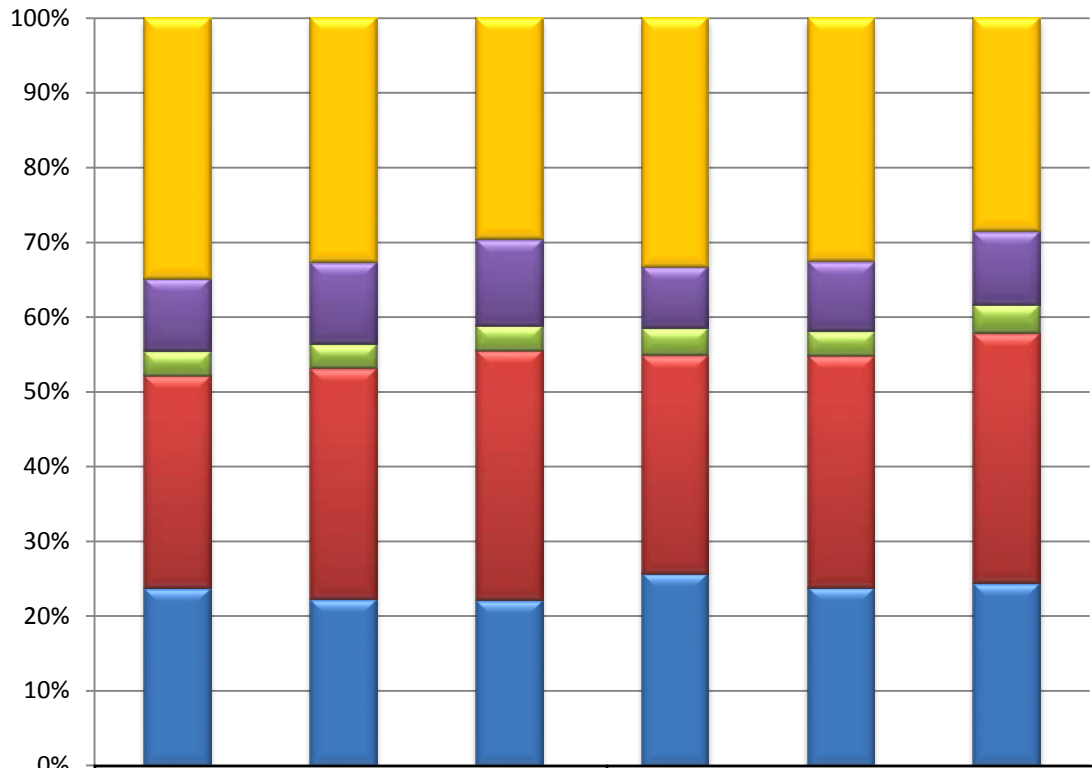
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Washington State: Three Year Overview

2012-2015 Post-School Outcomes for Students with Health Impairments: Postsecondary Activities in the First Year after High School

Engagement Rate
for Respondents
by Leaver Status



	Total Respondents			Respondents with Health Impairments		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Not Engaged	34.8 %	32.6 %	29.5 %	33.2 %	32.5 %	28.5 %
Other Employment	9.8 %	11.0 %	11.6 %	8.2 %	9.4 %	9.9 %
Other Education or Training	3.3 %	3.2 %	3.3 %	3.7 %	3.3 %	3.7 %
Competitively Employed	28.4 %	30.9 %	33.4 %	29.2 %	31.0 %	33.5 %
Higher Education	23.8 %	22.3 %	22.1 %	25.7 %	23.9 %	24.4 %

Higher Education (1): Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2): Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3): Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4): Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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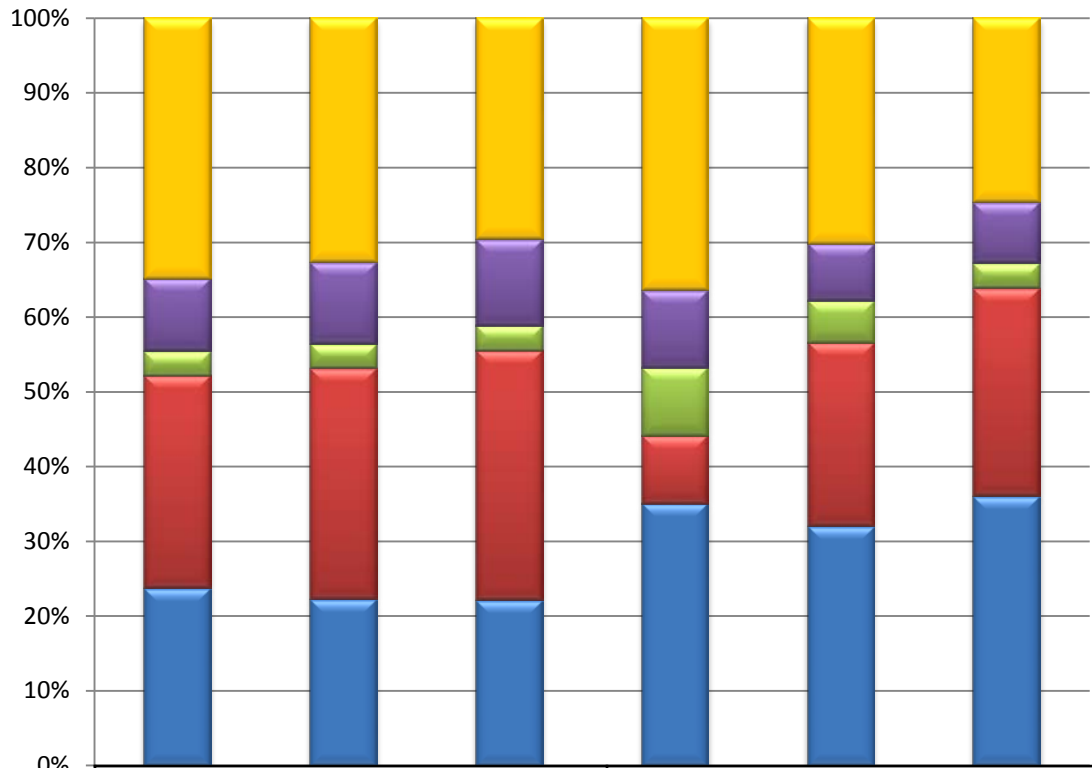
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Washington State: Three Year Overview

2012-2015 Post-School Outcomes for Students who are Deaf or Hard of Hearing: Postsecondary Activities in the First Year after High School

Engagement Rate
for Respondents
by Leaver Status



	Total Respondents			Respondents who are Deaf or HH		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Not Engaged	34.8 %	32.6 %	29.5 %	36.4 %	30.2 %	24.6 %
Other Employment	9.8 %	11.0 %	11.6 %	10.4 %	7.6 %	8.2 %
Other Education or Training	3.3 %	3.2 %	3.3 %	9.1 %	5.7 %	3.3 %
Competitively Employed	28.4 %	30.9 %	33.4 %	9.1 %	24.5 %	27.9 %
Higher Education	23.8 %	22.3 %	22.1 %	35.1 %	32.1 %	36.1 %

Higher Education (1): Leavers have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the first year since leaving high school.

Competitive Employment (2): Leavers have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 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.

Some Other Education (3): Leavers enrolled on a full- or part-time basis for at least one complete term at any time in the first year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

Some Other Employment (4): Leavers have worked for pay or been self-employed for a period of at least 90 days at any time in the first year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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