

Executive Summary

Post-School Status Report
1998 Special Education Graduates

Prepared for

Dr. Douglas Gill
Division of Special Services
Office of the Superintendent of Public Instruction

January 1999

The Center for Change in Transition Services
College of Education
University of Washington

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Post-School Status Report of the 1998 Special Education Graduates

Special education can be viewed as an attempt by society to provide equitable educational benefits to children and youth with disabilities. From the passage of House Bill 90 in the early 1970's, to our current Educational Reform there has been an implicit assumption that special education should serve as an added value to youth with disabilities. A major component of that added value is successful inclusion of special education youth into the adult world upon graduation from high school.

This report concerns some 545 special education youth that graduated from high school in June 1998. While the 545 special education graduates account for only 4.9% of the 1997-98 special education population statewide, the graduates are from 31 school districts from all regions of the state. These 31 districts represent 10% of all the districts that serve special education students, and 19% of all the special education students served in the State. Although these districts were not randomly selected, we believe these results are close approximations for the entire state.

District staff collected the data in November and December 1998 (six months after graduation). The data were abstracted from district records for all 545 graduates and multiple attempts were made to contact all the graduates by telephone. Successful telephone contact was made with 380 (70%) of the total group of 545 graduates.

How many special education students graduated from these 31 districts?

A total of **545** special education youth graduated from these districts. This represents **5.4%** of all the students who graduated from these 31 districts. Finding only 5.4% of the graduates to be special education students brings up the issue of a low special education graduation rate.

The graduates consisted of 367 males (67%) and 178 females (33%). Of these graduates, 83% were white and 17% were non-white. Males are over-represented in these figures but minority individuals are not.

The special education students predominantly graduated with diplomas (88%) as opposed to certificates.

Graduates by disability category.

Of the 545 graduates, 58% were labeled Learning Disabled, 14% had the label of Mental Retardation 14% the label of Health Impairments, 4% Multiple Disabilities, 3% Serious Behavioral Disability, and 2% Hearing Impairments. For all groups except those labeled Multiple Disabilities the great majority of youth graduated with a diploma.

What was the employment rate of the graduates?

For this study employment was defined as working for pay. For the 249 graduates (**66%**) who reported they were employed the mean number of hours worked per week was 32 hours. The mean reported yearly earnings for this group was \$11,056.

Of special note is the uneven employment status of the graduates by disability category. For example, 78% of the youth labeled as learning disabled were employed as compared to 38% of those graduates with multiple disabilities.

A similar finding relates to the differential employment rates for men (70%) and women (58%) and whites (68%) and non-whites (56%). Typically white males hold the highest employment rate (72%), followed by white females (60%), non-white males (59%), and non-white females (50%).

Employment as part of the Transition Plan

Of the 545 graduates, 395 (73%) had a transition goal of employment. This was equally found across genders and ethnic groups.

Of the 268 graduates who were interviewed who had employment as their transition goal, 68% were employed. White males with employment as a transition goal were employed at a higher rate (75%) than the other groups.

How many of the graduates were attending some form of post-secondary education program?

Overall **40%** of the graduates were attending some form of post-secondary education program. Community colleges and trade schools were the most likely to be attended.

Under a more restrictive definition, females attended post-secondary programs at a slightly higher rate than males (36% of females to 29% of males). Whites had a slightly higher attendance rate than non-whites (32% compared to 28%).

Post-secondary education as part of the Transition Plan

Of the total 545 graduates 369 (68%) had post-secondary education as a transition goal. This represents 68% of the females, 68% of males, 71% of whites, and 56% of non-whites.

Of the 264 graduates who were interviewed who had post-secondary education as a transition goal, 102 (39%) were attending some form of post-secondary education program.

How many of these students were productively engaged (working and/or attending some form of education)?

Of the 376 graduates interviewed 289 (77%) were either working and/or attending post-secondary education programs.

Of the male graduates, 79% were employed and/or attending post-secondary education programs as compared to 71% of the females, 79 % of the white, and 64% of the non-white graduates.

How many of the graduates had planned contact with an Adult Agency on their transition plan?

Of the 545 graduates, 328 (60%) had planned contact with an adult agency listed on their transition plan. Of the 328 graduates contacted for interviews who had such contacts listed on their transition plans, 33% reported actually meeting with a planned adult service agency after graduation.

What was the satisfaction of the life status of the special education graduates?

Of the 367 graduates contacted for the interview, 315 (86%) reported they were satisfied with their current life.

Conclusions

These data provide a good starting point for the development of performance standards districts can use to evaluate the effectiveness of their special education programs.

The Office of the Superintendent of Public Instruction (OSPI) has taken a major step in developing this system of collecting data on the post-school status of the special education graduates. These services should be continued.

The district staff need to use these data to carefully review their programs.

Districts need to seriously reflect on the discrepancies in outcomes between males and females and between white and non-white students.

Districts need to carefully review their procedures for setting post-school goals for students.

Programs need to be matched for those students with employment goals.

For students with a goal of attending post-secondary education programs districts need to align the secondary programs with this goal and develop better "hand-offs" to post-secondary programs.

All graduates need to be better connected to adult services for which they are eligible.

Post-School Status Report 1998 Special Education Graduates

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University of Washington

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Post-School Status Report of the 1998 Special Education Graduates

Special education can be viewed as an attempt by society to provide equitable educational benefits to children and youth with disabilities. From the passage of House Bill 90 in the early 1970's, to our current Educational Reform there has been an implicit assumption that special education should serve as an added value to youth with disabilities. A major component of that added value is successful inclusion of special education youth into the adult world upon graduation from high school.

Over the past ten years the Office of the Superintendent of Public Instruction (OSPI) has placed considerable emphasis on the transition services provided by local districts to youth with disabilities. Using both State and Federal funds, OSPI has sponsored multiple initiatives, including funding the Center for Change in Transition Services at the University of Washington, to provide technical assistance and other resources to local school districts. These resources have targeted: 1) the development of federally required individualized transition plans as part of each student's IEP, 2) the inclusion of youth with disabilities and their parents in this planning process, and, 3) a major review of the content of the secondary programs available to youth with disabilities. Implicit in all this work is the assumption that there will be an ongoing evaluation of the effectiveness of these programs and activities.

This report is the most recent of several reports on the post-school status of special education graduates in Washington State. Earlier studies in Washington State (Affleck, Edgar, Levine, & Kortering, 1990) found that special education graduates were included into adult society at disappointing levels, but at comparable rates to data available at the national level (Wagnor, Newman, D'Amico, Jay, Butler-Nalin, Marder, & Cox, 1991). A recent report prepared by The Center for Change in Transition Services for the Washington Institute on Public Policy (1994) found that although special education graduates in Washington State were experiencing somewhat improved post-school outcomes as compared to the earlier studies, there was still much room for improvement. A recommendation from this report was that OSPI establish a data system which could be used by OSPI to monitor statewide post-school outcomes of special education graduates.

This data system should allow for the establishment of performance standards in the area of post-school outcomes and enable local districts to evaluate their programs. The district staff, by reflecting on the post-school outcomes of the students recently graduated from their programs, should be able to adjust or modify their programs to better serve youth with disabilities. These

discrete program modifications can only be generated by district staff who know their students (the students' specific needs as well as any differential outcomes that may be occurring due to ethnicity, gender, or social class variables) and the programs they have attended.

The Center for Change in Transition Services initiated this study in 1998 in order to develop a state-wide longitudinal data base of outcomes in special education. This data base will include data on the overall status of special education students while enrolled in P-12 school programs, and the post-school status of these students when they graduate from the public schools.

This report concerns some 545 special education youth that graduated from high school in June 1998. While the 545 special education graduates account for only 4.9% of the 1997-98 special education population statewide, the graduates are from 31 school districts from all regions of the state. These 31 districts represent 10% of all the districts that serve special education students, and 19% of all the special education students served in the State. Although these districts were not randomly selected, we believe these results are close approximations for the entire state.

There are real people behind all these numbers. This report consists of numbers and figures representing the 545 graduates. Behind these numbers are real-life stories of young people trying to find their niche in the adult world. John is one such young man.

John was diagnosed as having a learning disability in elementary school. Over the years, his teachers and parents were aware of his difficulties with written language but also noted his strengths, his persistence, his good work ethic and his wonderful sense of humor. As John moved through high school, his IEP included plans for when John graduated from high school. These plans specified his interest in the military and in law enforcement. As part of his high school program, John had the opportunity to work in the Sheriff's department. In his senior year, the Sheriff served as a mentor to John. Also during his senior year, John practiced taking the ASVAB test and met several times with the local Army recruiter. John was part of this follow-up study and reported he was in the Army working in the motor pool.

John is an example of a successful transition from school to adulthood. The majority of the students who took part in this follow-up study were successful. Some, however, were not, and it is future students like these whom we hope will benefit from this report.

Methods used to collect these data.

The questions addressed in this study were determined by the members of the project advisory board (Eric Andreassen, Puyallup School District, Sandra Owen, Pullman School District, Teresa Clifford, Puget Sound ESD) and the project staff (Eugene Edgar, University of Washington, Jim Rich, OSPI). The data collection procedures consisted of a review of the students' transition plan on their IEP, and a telephone interview with either a graduate or a parent of the graduate. The questionnaire probed the current life status of the graduate as well as aspects of the graduate's transition plans. Staff from the participating local districts conducted the telephone interviews.

District staff collected the data in November and December 1998 (six months after graduation). The data were abstracted from district records for all 545 graduates, and multiple attempts were made to contact all the graduates by telephone. Successful contact was made with 380 (70%) of the total group of 545 graduates. For all categories except autism (where neither of the two graduates was successfully contacted) at least 50% of the graduates were contacted. A higher percent of males (72%) than females (66%) were contacted. White graduate contacts (72%) outnumbered non-white contacts (61%). The lowest contacted group was non-white females (51%) and the highest contact was with white males (73%). In general, those graduates who were contacted are probably being more successful than those not contacted. *Note:* Some of the questions posed address all 545 graduates, while others only deal with the 380 who were contacted as part of the follow-up telephone calls. The results will be reported in terms of the total population of special education graduates and, at other times, results will be provided by gender, white versus non-white students, and by the various disability categories. Data on all these subgroups are available and can be found in the appendix.

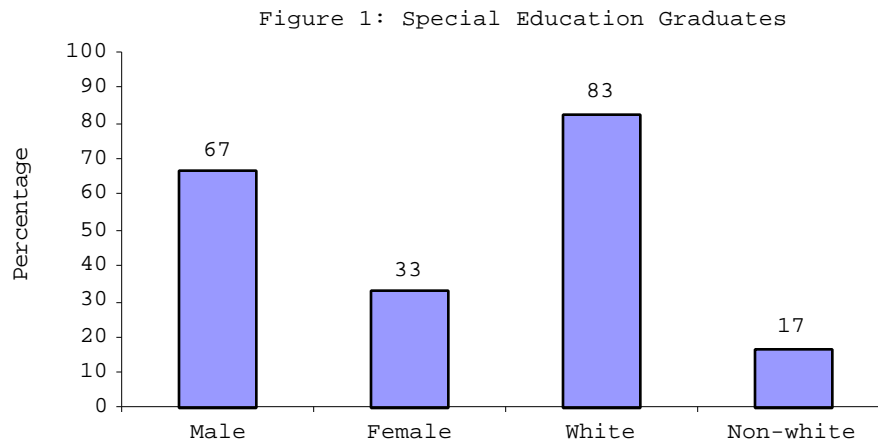
Completed protocols were returned to Craig Parker, Research Analyst at OSPI, and entered into a statistical program for analysis. An enter-and-check technique was employed to limit data entry errors. The results of the statistical analysis were sent to the Center for Change in Transition Services at the University of Washington where this report was written.

RESULTS

How many special education students graduated from these 31 districts?

A total of **545** special education youth graduated from these districts. This represents **5.4%** of all the students who graduated from these 31 districts. The total special education population in Washington State in 1997-98 was 110,465 (11.26% of the total school enrollment). These special education students, however, are not evenly distributed across all grade levels. Some 12,000 are preschool aged children, another 1,600 are aged 19-21, and other children are served by special education, discharged, and return to general education. Therefore, we should NOT expect that 11% of the graduates should be special education students. However, finding only 5.4% of the graduates to be special education students brings up the issue of a low special education graduation rate. In May 1999, we plan to collect data on all currently enrolled special education students in these same 31 districts, and that analysis will allow for a calculation of dropouts and high school-completers. We predict that the dropout rate for special education will be higher than the general education dropout rate.

The graduates consisted of 367 males (67%) and 178 females (33%). Of these graduates, 83% were white and 17% were non-white. There were 309 white males (57%), 143 white females (26%), 58 non-white males (11%), and 35 non-white females (6%).



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

Males are generally over-represented in special education, and this is also true in this report. Typically, minority youth are also over-represented in special education. However, this does not appear to be the case with the graduates in this study. In the cooperating 31 districts the grade 12 school enrollment in the 1997-98 school year was 79% white and 21% non-white. These figures are similar to the percentages of the special education graduates. In May, 1999 we plan to collect data that will offer a more precise accounting for the minority representation in special education.

The special education students predominantly graduated with diplomas (88%) as opposed to certificates. Both males and females obtained diplomas at equal rates (88% for males, 86% for females). White special education students received diplomas at a slightly higher rate than non-white special education students (89% to 82%). White males had the highest rate of graduation with a diploma (90%), followed by white females (87%), non-white females (83%), and non-white males (81%).

Table 1: Graduation Status

		Frequency	Valid Percent
Diploma	Yes	477	87.5
	No	68	12.5
	Total	545	100.0

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Graduates by disability category.

Of the 545 graduates, 58% were labeled Learning Disabled, 14 % had the label of Mental Retardation, 14% the label of Health Impairments, 4% Multiple Disabilities, 3% Serious Behavioral Disability, and 2% Hearing Impaired. For all groups except those labeled Multiple Disabilities, the great majority of youth graduated with a diploma.

Table 2. Disability Status by Graduation

			Diploma		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	17	1	18
		%	94.4%	5.6%	3.3%
	Orthopedic impairments	Count	7	2	9
		%	77.8%	22.2%	1.7%
	Health impairments	Count	62	12	74
		%	83.8%	16.2%	13.6%
	Specific learning disabilities	Count	304	13	317
		%	95.9%	4.1%	58.2%
	Mental retardation	Count	53	23	76
		%	69.7%	30.3%	13.9%
	Multiple disabilities	Count	8	12	20
		%	40.0%	60.0%	3.7%
	Deafness	Count	5	1	6
		%	83.3%	16.7%	1.1%
	Hearing impairments	Count	11	1	12
		%	91.7%	8.3%	2.2%
	Visual impairments	Count	4		4
		%	100.0%		.7%
	Communication disorders	Count	3		3
		%	100.0%		.6%
	Autism	Count		2	2
		%		100.0%	.4%
	Traumatic brain disorders	Count	3	1	4
		%	75.0%	25.0%	.7%
Total		Count	477	68	545
		%	87.5%	12.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

What was the employment rate of the graduates?

For this study employment was defined as working for pay, and 249 graduates (**66%**) reported they were employed. Of those 229 respondents who reported the number of hours worked, the mean number of hours worked per week was 32 hours. Of those 233 respondents who reported earnings information, the mean reported yearly earnings were \$11,056.

Table 3. Disability Status by Employment

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	6	7	13
		%	46.2%	53.8%	3.5%
	Orthopedic impairments	Count	3	2	5
		%	60.0%	40.0%	1.3%
	Health impairments	Count	34	22	56
		%	60.7%	39.3%	14.9%
	Specific learning disabilities	Count	166	46	212
		%	78.3%	21.7%	56.5%
	Mental retardation	Count	21	29	50
		%	42.0%	58.0%	13.3%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.3%
	Deafness	Count	2	1	3
		%	66.7%	33.3%	.8%
Hearing impairments	Count	4	6	10	
	%	40.0%	60.0%	2.7%	
Visual impairments	Count	3	1	4	
	%	75.0%	25.0%	1.1%	
Communication disorders	Count	2	1	3	
	%	66.7%	33.3%	.8%	
Traumatic brain disorders	Count	2	1	3	
	%	66.7%	33.3%	.8%	
Total	Count	249	126	375	
	%	66.4%	33.6%	100.0%	

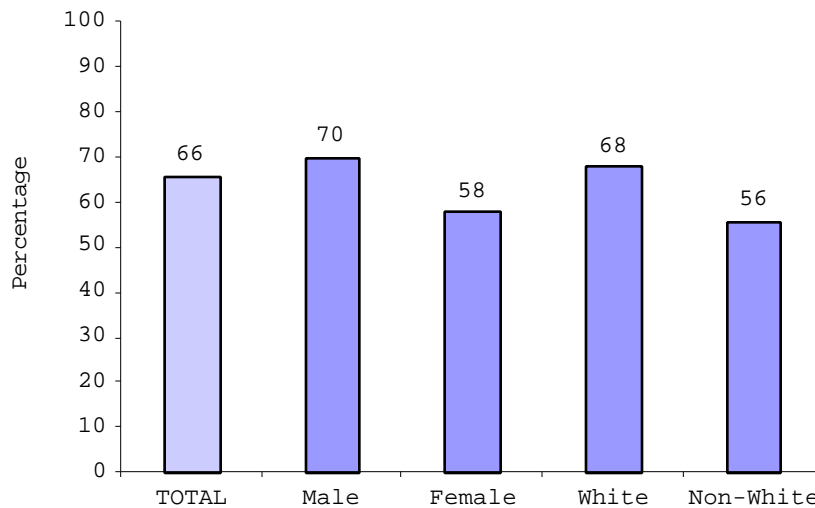
Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Of special note is the uneven employment status of the graduates by disability category. For example, 78% of the youth labeled as learning disabled were employed as compared to 38% of those graduates with multiple disabilities. Since over 50% of the graduates are labeled learning disabled, and since this group of graduates has the highest employment rate, the overall

employment rate is overly optimistic for the total special education population. This finding needs to be kept in mind when thinking about the overall outcomes for special education youth.

A similar finding relates to the differential employment rates for men (70%) and women (58%) and whites (68%) and non-whites (56%). White males hold the highest employment rate (72%), followed by white females (60%), non-white males (59%), and non-white females (50%). These are disturbing patterns that reflect our overall societal problem with racism and gender inequities.

Figure 2: Employed



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

These numbers beg the question of how these employment rates compare to the employment rate of non-disabled youth. Although we have no direct comparison, we can compare these numbers to an earlier study in Washington State where similar data were collected on non-disabled youth during their first year after graduation from high school. In this previous study (Murray, Goldstein, & Edgar, 1997) data were collected on the 1990 graduates from three school districts in Washington State. Employment rates were as follows: for both non-disabled graduates and graduates with learning disabilities, 60%. For non-disabled males the employment rate was 52%, for non disabled females 70%, for LD males 60%, and for LD females 60%. Assuming the employment rate of the non-disabled youth remained the same in 1998 (as it did for the special education graduates), we can assume that six months after graduation from high school, special education graduates are generally employed at similar levels to their non-disabled peers. The

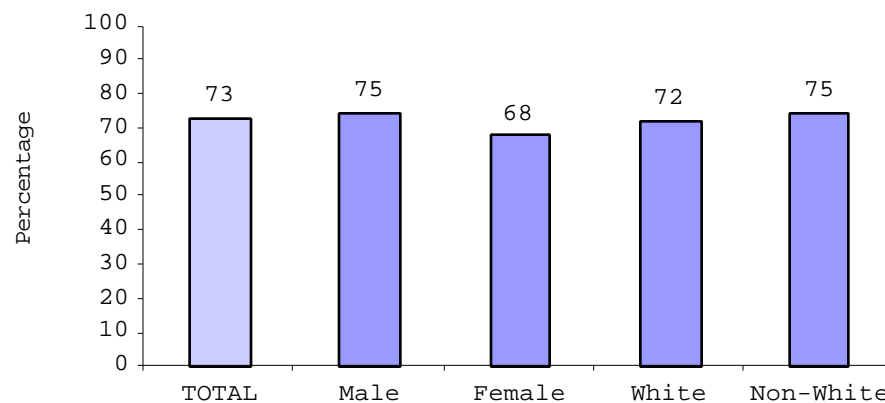
reason for the lower employment rates of non-disabled males is due to their high attendance rate in post-secondary education programs.

A reasonable employment performance goal for special education graduates in general should be 60-65%, with higher rates for LD graduates (75-80%), and lower rates for graduates with mental retardation (60%). As an aside, the employment rates for graduates with mental retardation is directly related to the availability of ongoing adult support programs through the Division of Developmental Disabilities and/or Vocational Rehabilitation.

Employment as part of the Transition Plan

A major part of special education services has to do with the development, prior to graduation, of individualized transition plans for each student. The current federal law specifies that these transition plans need to be developed when the student is 14 years old, and updated yearly. Included in these transition plans is a goal for what the youth is to be doing after graduation from high school. Of the 545 graduates, 395 (73%) had a transition goal of employment. The transition goal of employment is relatively equal across the demographic categories.

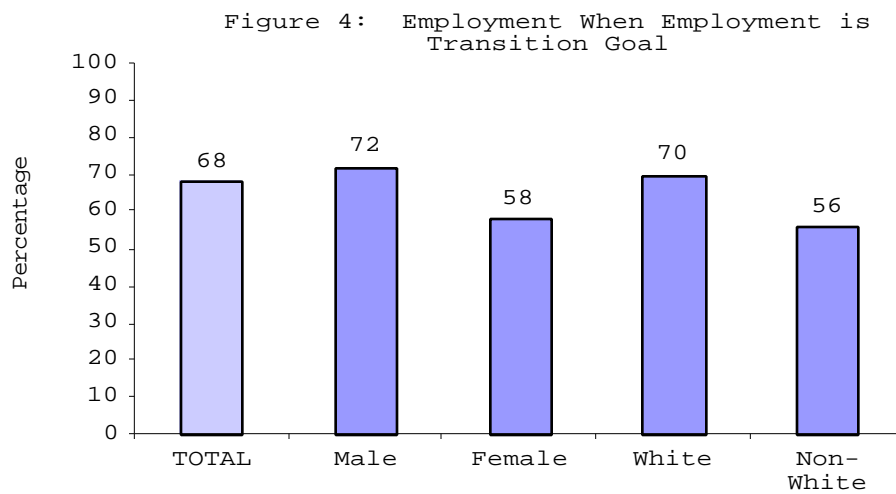
Figure 3: Employment as a Transition Goal



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

An interesting question is whether those students who have employment as a transition goal are employed at a higher rate than the graduates are in general. We could argue that the accurate program evaluation question to ask is if the employment rate of graduates who had the goal to be

employed is higher than that of youth whose transition goal was going to college or being engaged in some form of skill training. Of the 268 graduates who were interviewed who had employment as their transition goal, 68% were employed. For the 78 females with employment as a transition goal, 58% were employed; for the 190 males with an employment goal, 72% were employed. For the 43 non-white graduates with an employment goal, 56% were employed, as compared to the 225 white graduates with an employment goal that had an employment rate of 70%. Upon further analysis, 75% of white males who had the employment goal were employed, as compared to 59% of white females, 59% for the non-white males, and 50% of non-white females.



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

These are disturbing findings. We would expect to find a higher percent of employed graduates for youth that had employment as a transition goal than the current data indicate. Being female and non-white appears to decrease the probability of employment. These data should be used by district staff to improve their secondary programs that are geared toward employment outcomes, especially for female and non-white students.

How many of the graduates were attending some form of post-secondary education program?

Overall **40%** of the graduates were attending some form of post-secondary education program. Community colleges and trade schools were the most likely to be attended.

Table 4. Attending Post-High School Programs

		Frequency	Valid Percent
Attending	None	226	59.8
Post-Secondary Education Program	University/4-year college	7	1.9
	Community/2-year college	80	21.2
	Vocational/Trade school	30	7.9
	GED program	1	.3
	Job Corps	4	1.1
	Other	30	7.9
	Total	378	100.0
Missing	Unknown	167	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

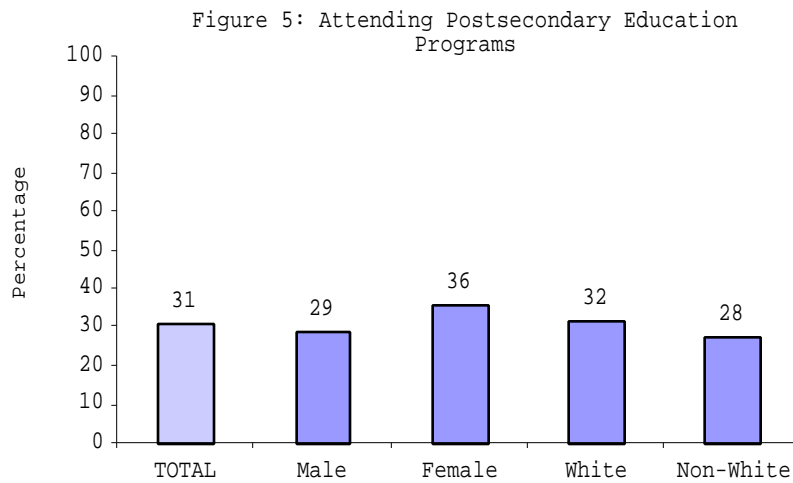
For this report only the first three categories ---University/4-year college, Community/2-year college, and Vocational/Trade School---will be used to determine ‘post-secondary education programs’. Using this definition, 31% of the graduates were attending such programs.

**Table 5.
Attending Post-Secondary Education Programs**

		Frequency	Valid Percent
Attending post-Secondary Education Programs	Yes	117	31.0
	No	261	69.0
Missing		167	
Total		545	

Source: Office of Superintendent of Public Education, Special Education, December 1998

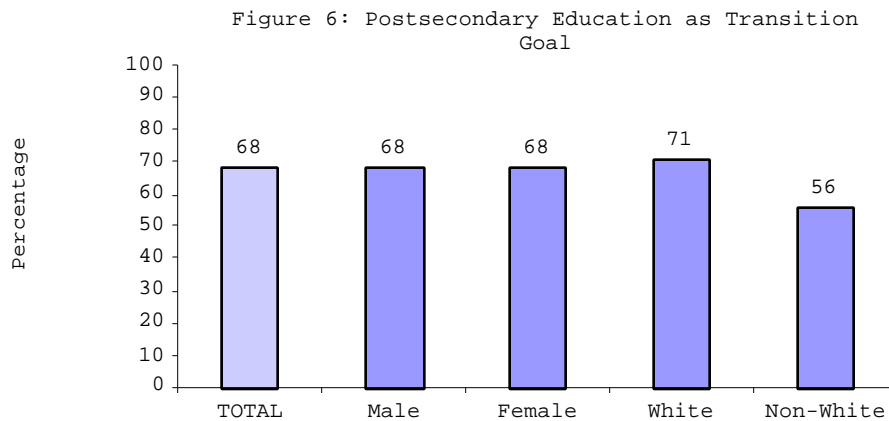
Females attended post-secondary programs at a slightly higher rate than males (36% of females to 29% of males). Whites had a slightly higher attendance rate than non-whites (32% compared to 28%). White females had an attendance rate of 37%, white males 29%, non-white females 28% and non-white males 28%.



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

Post-secondary education as part of the Transition Plan

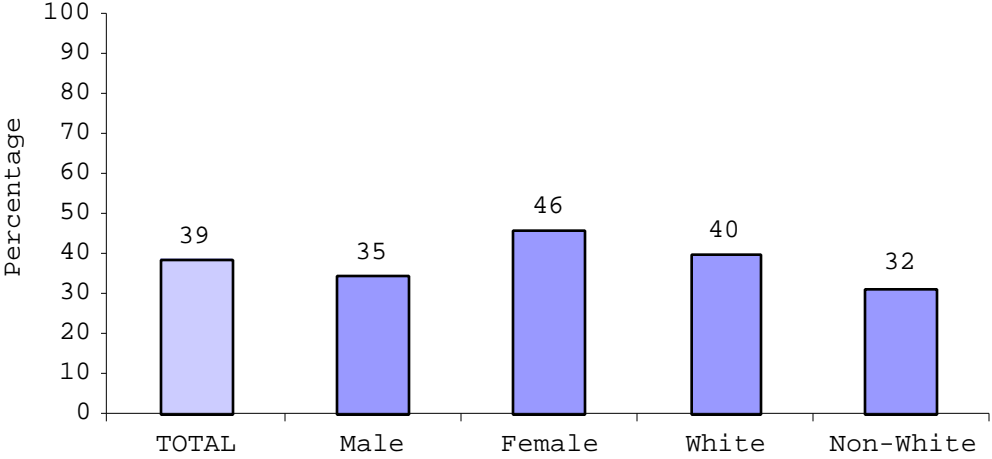
Of the total 545 graduates, 369 (68%) had post-secondary education as a transition goal. This represents 68% of the females, 68% of males, 71% of whites, and 56% of non-whites.



Source: Office of Superintendent of Public Instruction, Special Education. 12/98

Of the 264 graduates who were interviewed who had post-secondary education as a transition goal, 102 (39%) were attending a post-secondary education program in the following proportions: females 46%, males 35%, whites 40%, non-whites 32%, white females 49%, white males 36%, non-white females 36%, non-white males 30%.

Figure 7: Attending Post-Secondary Education When a Transition goal



Source: Office of Superintendent of Public Instruction, Special Education, 12/98

Fewer non-white graduates have post-secondary education transition goals than white graduates. Females have higher attendance rates than males. Regardless of having post-secondary education as a goal or not, few graduates are attending post-secondary education programs.

As an aside, earlier studies in Washington State have found that ten years after graduation, few special education graduates have completed a post-secondary education program, and those who have done so have completed a community college or trade school program. In contrast, over 50% of non-disabled graduates have completed some form of post-secondary education, most often a four-year college program.

District staff need to mindfully set goals of attending post-secondary education programs for students likely to be successful in these programs. Currently it appears that many special education students who have the goal of attending post-secondary education programs do not enroll in these programs. District staff need to review these data to determine if the students with post-secondary education as a goal are receiving appropriate programs and guidance while in high school.

How many of these students were productively engaged (working and/or attending post-secondary education)?

Of the 376 graduates interviewed, 289 (77%) were either working and/or attending post-secondary education programs.

Table 6. Disability by Employed and/or Attending Post-Secondary Education Program

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	9	4	13
		%	69.2%	30.8%	3.5%
	Orthopedic impairments	Count	3	2	5
		%	60.0%	40.0%	1.3%
	Health impairments	Count	43	13	56
		%	76.8%	23.2%	14.9%
	Specific learning disabilities	Count	184	29	213
		%	86.4%	13.6%	56.6%
	Mental retardation	Count	25	25	50
		%	50.0%	50.0%	13.3%
	Multiple disabilities	Count	7	9	16
		%	43.8%	56.3%	4.3%
	Deafness	Count	3		3
		%	100.0%		.8%
	Hearing impairments	Count	7	3	10
		%	70.0%	30.0%	2.7%
	Visual impairments	Count	4		4
		%	100.0%		1.1%
	Communication disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
	Traumatic brain disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
Total		Count	289	87	376
		%	76.9%	23.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Of the male graduates, 79% were employed and/or attending post-secondary education programs as compared to 71% of the females, 79% of the white, and 64% of the non-white graduates. For white males 81% were so engaged, white females 75%, non-white males 70%, and non-white

females 50%. Once again we see the trend of white males doing better than females and non-white graduates.

How many of the graduates had planned contact with an adult agency on their transition plan?

Of the 545 graduates, 328 (**60%**) had planned contact with an adult agency listed on their transition plan. Of the 328 graduates contacted for interviews who had such contacts listed on their transition plans, 33% reported actually meeting with a planned adult service agency after graduation. For white females, 66% had planned contacts on their transition plan and 44% actually made such contacts after graduation. For non-white females, 65% had a contact noted and 18% made such a contact. For non-white males, 62% had a contact noted and 33% made contact. For white males, 57% had such a contact noted and 30% made such a contact.

Table 7. Adult Agency Connections

		Frequency	Valid Percent
Connected With at	Yes	109	33.2
Least One Specified	No	219	66.8
Adult Agency	Total	328	100.0

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Special education graduates are not taking advantage of adult services, even if these services are specified in their transition plans. District staff need to review these data and determine what steps can be taken to increase the number of graduates who are taking advantage of adult services. This might mean forming better connections with the adult agencies prior to graduation.

What was the degree of satisfaction of life status for the special education graduates?

Of the 367 graduates contacted for the interview, 315 (**86%**) reported they were satisfied with their current life. Non-white females had the highest satisfaction rating (88%), indicating “very or somewhat satisfied,” as compared to 87% for white males, 84% for white females, and 83% for non-white males. These satisfaction rates seem very high and it is somewhat ironic that the demographic group with some of the poorest outcomes is the most satisfied.

Table 8. Satisfaction with Life

		Frequency	Valid Percent
Satisfied with Their Life	Very satisfied	176	48.0
	Somewhat satisfied	139	37.9
	Not very satisfied	40	10.9
	Not at all satisfied	12	3.3
	Total	367	100.0
Missing	Unknown/refused	178	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Conclusions

These data provide a good starting point for the development of performance standards that districts can use to evaluate the effectiveness of their special education programs. Overall, many good things are happening to special education youth after they graduate from high school. However, there is much room for improvement.

OSPI has taken a major step in developing this system of collecting data on the post-school status of the special education graduates. These services should be continued.

District staff need to use these data to carefully review their programs. The Center for Change in Transition Services is conducting a study with three of the 31 districts from this report in order to determine how district staff might best use these data. Possible areas district staff might consider when reviewing these data include the following:

Districts need to seriously reflect on the discrepancies in outcomes between males and females, and between white and non-white students.

Districts need to carefully review their procedures for setting post-school employment goals for students. Programs need to be matched with those students who have employment goals. Earlier studies in Washington State have found that special education students who complete a carefully planned vocational education program do better than similar students who do not partake in such programs (Gill & Edgar, 1990). At the very least there should be a good match between the student's transition goal and the school program they receive.

For students with a goal of attending post-secondary education programs, districts need to align the secondary programs with this goal and develop better "hand-offs" to post-secondary programs. Districts should consider following the graduates who enroll in post-secondary education programs in order to determine which students are successful and what barriers hinder graduates from being successful in these programs.

All graduates need to be better connected to adult services for which they are eligible. One of the most disturbing findings of this study is the low rate of use of adult services by the special education graduates.

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Additional Readings

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Post-School Status Report 1998 Special Education Graduates

Appendices

Appendix A Summary Data Tables

Appendix B Data Collection Protocol

Appendix A Summary Data Tables

Table A1. Special Education Students, by Diploma, 31 School Districts, 1998

		Frequency	Valid Percent
Diploma	Yes	477	87.5
	No	68	12.5
	Total	545	100.0

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A2. Special Education Students, by Disability Status, by Diploma, 31 School Districts, 1998

			Diploma		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	17	1	18
		%	94.4%	5.6%	3.3%
	Orthopedic impairments	Count	7	2	9
		%	77.8%	22.2%	1.7%
	Health impairments	Count	62	12	74
		%	83.8%	16.2%	13.6%
	Specific learning disabilities	Count	304	13	317
		%	95.9%	4.1%	58.2%
	Mental retardation	Count	53	23	76
		%	69.7%	30.3%	13.9%
	Multiple disabilities	Count	8	12	20
		%	40.0%	60.0%	3.7%
	Deafness	Count	5	1	6
		%	83.3%	16.7%	1.1%
	Hearing impairments	Count	11	1	12
		%	91.7%	8.3%	2.2%
	Visual impairments	Count	4		4
		%	100.0%		.7%
	Communication disorders	Count	3		3
		%	100.0%		.6%
	Autism	Count		2	2
		%		100.0%	.4%
	Traumatic brain disorders	Count	3	1	4
		%	75.0%	25.0%	.7%
Total		Count	477	68	545
		%	87.5%	12.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A3. Special Education Students, by Gender, by Diploma, 31 School Districts, 1998

			Diploma		Total
			Yes	No	
Gender	Female	Count	153	25	178
		%	86.0%	14.0%	32.7%
	Male	Count	324	43	367
		%	88.3%	11.7%	67.3%
Total		Count	477	68	545
		%	87.5%	12.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A4. Special Education Students, by Race/Ethnicity, by Diploma, 31 School Districts, 1998

			Diploma		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	76	17	93
		%	81.7%	18.3%	17.1%
	White	Count	401	51	452
		%	88.7%	11.3%	82.9%
Total		Count	477	68	545
		%	87.5%	12.5%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A5. Special Education Students, by Interview Completed, 31 School Districts, 1998

		Frequency	Valid Percent
Interview Completed	Yes	380	69.7
	No	165	30.3
	Total	545	100.0

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A6. Special Education Students, by Disability Status, by Interview Completed, 31 School Districts, 1998

			Interview Completed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	13	5	18
		%	72.2%	27.8%	3.3%
	Orthopedic impairments	Count	5	4	9
		%	55.6%	44.4%	1.7%
	Health impairments	Count	57	17	74
		%	77.0%	23.0%	13.6%
	Specific learning disabilities	Count	215	102	317
		%	67.8%	32.2%	58.2%
	Mental retardation	Count	51	25	76
		%	67.1%	32.9%	13.9%
	Multiple disabilities	Count	16	4	20
		%	80.0%	20.0%	3.7%
	Deafness	Count	3	3	6
		%	50.0%	50.0%	1.1%
	Hearing impairments	Count	10	2	12
		%	83.3%	16.7%	2.2%
	Visual impairments	Count	4		4
		%	100.0%		.7%
	Communication disorders	Count	3		3
		%	100.0%		.6%
	Autism	Count		2	2
		%		100.0%	.4%
	Traumatic brain disorders	Count	3	1	4
		%	75.0%	25.0%	.7%
Total		Count	380	165	545
		%	69.7%	30.3%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A7. Special Education Students, by Gender, by Interview Completed, 31 School Districts, 1998

			Interview Completed		Total
			Yes	No	
Gender	Female	Count	117	61	178
		%	65.7%	34.3%	32.7%
	Male	Count	263	104	367
		%	71.7%	28.3%	67.3%
Total		Count	380	165	545
		%	69.7%	30.3%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A8. Special Education Students, by Race/Ethnicity, by Interview Completed, 31 School Districts, 1998

			Interview Completed		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	57	36	93
		%	61.3%	38.7%	17.1%
	White	Count	323	129	452
		%	71.5%	28.5%	82.9%
Total		Count	380	165	545
		%	69.7%	30.3%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A9. Special Education Students, Special Education Graduates/All Graduates, 31 School Districts, 1998

		Frequency	Valid Percent
School District	Spokane	80 / 1,730	4.6
	Edmonds	70 / 1,060	6.6
	Federal Way	55 / 1,081	5.1
	Peninsula	52 / 757	6.9
	No. Thurston	50 / 780	6.4
	Pasco	29 / 341	8.5
	Highline	27 / 840	3.2
	Walla Walla	24 / 386	6.2
	White River	21 / 167	12.6
	Eastmont	15 / 295	5.1
	Sedro Woolley	15 / 214	7.0
	Kelso	12 / 333	3.6
	Mt. Vernon	12 / 270	4.4
	Ellensburg	9 / 177	5.1
	Enumclaw	9 / 274	3.3
	Wapato	9 / 134	6.7
	Wenatchee	7 / 331	2.1
	Kettle Falls	6 / 73	8.2
	Ridgefield	5 / 117	4.3
	Davenport	4 / 39	10.2
	Finley	4 / 95	4.2
	Tukwila	4 / 122	3.3
	White Salmon	4 / 68	5.9
	Kalama	3 / 36	8.3
	La Center	3 / 64	4.7
	La Conner	3 / 32	9.4
	Lyle	3 / 20	15.0
	Mt. Baker	3 / 104	2.9
	Pullman	3 / 130	2.3
	Oakesdale	2 / 15	13.3
	Wahkiakum	2 / 34	5.9
	Total	545 / 10,119	5.4

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A10. Special Education Students, by Employed, 31 School Districts, 1998

		Frequency	Valid Percent
Employed	Yes	249	66.4
	No	126	33.6
	Total	375	100.0
Missing	Unk	170	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A11. Special Education Students, by Disability Status, by Employed, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	6	7	13
		%	46.2%	53.8%	3.5%
	Orthopedic impairments	Count	3	2	5
		%	60.0%	40.0%	1.3%
	Health impairments	Count	34	22	56
		%	60.7%	39.3%	14.9%
	Specific learning disabilities	Count	166	46	212
		%	78.3%	21.7%	56.5%
	Mental retardation	Count	21	29	50
		%	42.0%	58.0%	13.3%
	Multiple disabilities	Count	6	10	16
		%	37.5%	62.5%	4.3%
	Deafness	Count	2	1	3
		%	66.7%	33.3%	.8%
	Hearing impairments	Count	4	6	10
		%	40.0%	60.0%	2.7%
	Visual impairments	Count	3	1	4
		%	75.0%	25.0%	1.1%
	Communication disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
	Traumatic brain disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
Total		Count	249	126	375
		%	66.4%	33.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A12. Special Education Students, by Gender, by Employed, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Gender	Female	Count	67	48	115
		%	58.3%	41.7%	30.7%
	Male	Count	182	78	260
		%	70.0%	30.0%	69.3%
Total	Count		249	126	375
	%		66.4%	33.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A13. Special Education Students, by Race/Ethnicity, by Employed, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	32	25	57
		%	56.1%	43.9%	15.2%
	White	Count	217	101	318
		%	68.2%	31.8%	84.8%
Total	Count		249	126	375
	%		66.4%	33.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A14. Special Education Students, by Attending Post-High School Programs, 31 School Districts, 1998

		Frequency	Valid Percent
Attending	None	226	59.8
Post-Secondary Education Program	University/4-year college	7	1.9
	Community/2-year college	80	21.2
	Vocational/Trade school	30	7.9
	GED program	1	.3
	Job Corps	4	1.1
	Other	30	7.9
	Total	378	100.0
Missing	Unknown	167	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A15. Special Education Students, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

		Frequency	Valid Percent
Attending	Yes	117	31.0
Post-Secondary Education Program	No	261	69.0
	Total	378	100.0
Missing	Unk	167	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A16. Special Education Students, by Disability Status, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community/ 2-year college	Vocational/ Trade school	
Disability Status	Serious behavioral disability	Count		5	1	6
		%		83.3%	16.7%	5.1%
	Orthopedic impairments	Count		1		1
		%		100.0%		.9%
	Health impairments	Count		16	6	22
		%		72.7%	27.3%	18.8%
	Specific learning disabilities	Count	4	49	20	73
		%	5.5%	67.1%	27.4%	62.4%
	Mental retardation	Count		1	3	4
		%		25.0%	75.0%	3.4%
	Multiple disabilities	Count		1		1
		%		100.0%		.9%
Deafness	Count	1			1	
	%	100.0%			.9%	
Hearing impairments	Count	1	3		4	
	%	25.0%	75.0%		3.4%	
Visual impairments	Count	1	3		4	
	%	25.0%	75.0%		3.4%	
Traumatic brain disorders	Count		1		1	
	%		100.0%		.9%	
Total	Count	7	80	30	117	
	%	6.0%	68.4%	25.6%	100.0%	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A17. Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Gender	Female	Count	42	75	117
		%	35.9%	64.1%	31.0%
	Male	Count	75	186	261
		%	28.7%	71.3%	69.0%
Total		Count	117	261	378
		%	31.0%	69.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A17(a). Special Education Students, by Gender, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community/ 2-year college	Vocational/ Trade school	
Gender	Female	Count	3	33	6	42
		%	7.1%	78.6%	14.3%	35.9%
	Male	Count	4	47	24	75
		%	5.3%	62.7%	32.0%	64.1%
Total		Count	7	80	30	117
		%	6.0%	68.4%	25.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A18. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	16	42	58
		%	27.6%	72.4%	15.3%
	White	Count	101	219	320
		%	31.6%	68.4%	84.7%
Total		Count	117	261	378
		%	31.0%	69.0%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A18(a). Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Attending Post-Secondary Education Programs			Total
			University/ 4-year college	Community /2-year college	Vocational/ Trade school	
Race/Ethnicity	Nonwhite	Count	1	13	2	16
		%	6.3%	81.3%	12.5%	13.7%
	White	Count	6	67	28	101
		%	5.9%	66.3%	27.7%	86.3%
Total		Count	7	80	30	117
		%	6.0%	68.4%	25.6%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A19. Special Education Students, by Employed and/or Attending Post-Secondary Education Programs, 31 School Districts, 1998

		Frequency	Valid Percent
Employed and/or	Yes	289	76.9
Attending Post-Secondary	No	87	23.1
Education Programs	Total	376	100.0
Missing	Unk	169	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A20. Special Education Students, by Disability Status, by Employed and/or Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	9	4	13
		%	69.2%	30.8%	3.5%
	Orthopedic impairments	Count	3	2	5
		%	60.0%	40.0%	1.3%
	Health impairments	Count	43	13	56
		%	76.8%	23.2%	14.9%
	Specific learning disabilities	Count	184	29	213
		%	86.4%	13.6%	56.6%
	Mental retardation	Count	25	25	50
		%	50.0%	50.0%	13.3%
	Multiple disabilities	Count	7	9	16
		%	43.8%	56.3%	4.3%
	Deafness	Count	3		3
		%	100.0%		.8%
	Hearing impairments	Count	7	3	10
		%	70.0%	30.0%	2.7%
	Visual impairments	Count	4		4
		%	100.0%		1.1%
	Communication disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
	Traumatic brain disorders	Count	2	1	3
		%	66.7%	33.3%	.8%
Total		Count	289	87	376
		%	76.9%	23.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A21. Special Education Students, by Gender, by Employed and/or Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Gender	Female	Count	82	33	115
		%	71.3%	28.7%	30.6%
	Male	Count	207	54	261
		%	79.3%	20.7%	69.4%
Total		Count	289	87	376
		%	76.9%	23.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A22. Special Education Students, by Race/Ethnicity, by Employed and/or Attending Post-Secondary Education Programs, 31 School Districts, 1998

			Employed and/or Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	37	21	58
		%	63.8%	36.2%	15.4%
	White	Count	252	66	318
		%	79.2%	20.8%	84.6%
Total		Count	289	87	376
		%	76.9%	23.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A23. Special Education Students, by Employment Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Employment Stated as a Transition Goal	Yes	395	72.7
	No	148	27.3
	Total	543	100.0
Missing	Unk	2	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A24. Special Education Students, by Disability Status, by Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employment Stated as a Transition Goal		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	12	6	18
		%	66.7%	33.3%	3.3%
	Orthopedic impairments	Count	2	7	9
		%	22.2%	77.8%	1.7%
	Health impairments	Count	57	17	74
		%	77.0%	23.0%	13.6%
	Specific learning disabilities	Count	232	84	316
		%	73.4%	26.6%	58.2%
	Mental retardation	Count	56	20	76
		%	73.7%	26.3%	14.0%
	Multiple disabilities	Count	16	4	20
		%	80.0%	20.0%	3.7%
	Deafness	Count	2	4	6
		%	33.3%	66.7%	1.1%
	Hearing impairments	Count	8	4	12
%		66.7%	33.3%	2.2%	
Visual impairments	Count	4		4	
	%	100.0%		.7%	
Communication disorders	Count	2	1	3	
	%	66.7%	33.3%	.5%	
Autism	Count	2		2	
	%	100.0%		.4%	
Traumatic brain disorders	Count	2	1	3	
	%	66.7%	33.3%	.5%	
Total	Count	395	148	543	
	%	72.7%	27.3%	100.0%	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A25. Special Education Students, by Gender, by Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employment Stated as a Transition Goal		Total
			Yes	No	
Gender	Female	Count	121	56	177
		%	68.4%	31.6%	32.6%
	Male	Count	274	92	366
		%	74.9%	25.1%	67.4%
Total		Count	395	148	543
		%	72.7%	27.3%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A26. Special Education Students, by Race/Ethnicity, by Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employment Stated as a Transition Goal		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	69	23	92
		%	75.0%	25.0%	16.9%
	White	Count	326	125	451
		%	72.3%	27.7%	83.1%
Total		Count	395	148	543
		%	72.7%	27.3%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A27. Special Education Students, by Employed When Employment Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Employed	Yes	182	67.9
	No	86	32.1
	Total	268	100.0
Missing	Unk	127	
Total		395	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A28. Special Education Students, by Disability Status, by Employed When Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	4	5	9
		%	44.4%	55.6%	3.4%
	Orthopedic impairments	Count		1	1
		%		100.0%	.4%
	Health impairments	Count	26	15	41
		%	63.4%	36.6%	15.3%
	Specific learning disabilities	Count	119	31	150
		%	79.3%	20.7%	56.0%
	Mental retardation	Count	18	21	39
		%	46.2%	53.8%	14.6%
	Multiple disabilities	Count	6	6	12
		%	50.0%	50.0%	4.5%
	Deafness	Count	1		1
		%	100.0%		.4%
	Hearing impairments	Count	3	4	7
		%	42.9%	57.1%	2.6%
	Visual impairments	Count	3	1	4
		%	75.0%	25.0%	1.5%
	Communication disorders	Count	1	1	2
		%	50.0%	50.0%	.7%
	Traumatic brain disorders	Count	1	1	2
		%	50.0%	50.0%	.7%
Total		Count	182	86	268
		%	67.9%	32.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A29. Special Education Students, by Gender, by Employed When Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Gender	Female	Count	45	33	78
		%	57.7%	42.3%	29.1%
	Male	Count	137	53	190
		%	72.1%	27.9%	70.9%
Total		Count	182	86	268
		%	67.9%	32.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A30. Special Education Students, by Race/Ethnicity, by Employed When Employment Stated as a Transition Goal, 31 School Districts, 1998

			Employed		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	24	19	43
		%	55.8%	44.2%	16.0%
	White	Count	158	67	225
		%	70.2%	29.8%	84.0%
Total		Count	182	86	268
		%	67.9%	32.1%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A31. Special Education Students, by Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Post-Secondary Education Stated as a Transition Goal	Yes	369	68.1
	No	173	31.9
	Total	542	100.0
Missing	Unk	3	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A32. Special Education Students, by Disability Status, by Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	14	4	18
		%	77.8%	22.2%	3.3%
	Orthopedic impairments	Count	5	4	9
		%	55.6%	44.4%	1.7%
	Health impairments	Count	55	19	74
		%	74.3%	25.7%	13.7%
	Specific learning disabilities	Count	243	72	315
		%	77.1%	22.9%	58.1%
	Mental retardation	Count	30	46	76
		%	39.5%	60.5%	14.0%
	Multiple disabilities	Count	4	16	20
		%	20.0%	80.0%	3.7%
	Deafness	Count	4	2	6
		%	66.7%	33.3%	1.1%
	Hearing impairments	Count	9	3	12
		%	75.0%	25.0%	2.2%
	Visual impairments	Count	2	2	4
		%	50.0%	50.0%	.7%
	Communication disorders	Count		3	3
		%		100.0%	.6%
	Autism	Count		2	2
		%		100.0%	.4%
	Traumatic brain disorders	Count	3		3
		%	100.0%		.6%
Total		Count	369	173	542
		%	68.1%	31.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A33. Special Education Students, by Gender, by Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Gender	Female	Count	120	56	176
		%	68.2%	31.8%	32.5%
	Male	Count	249	117	366
		%	68.0%	32.0%	67.5%
Total	Count		369	173	542
	%		68.1%	31.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A34. Special Education Students, by Race/Ethnicity, by Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Post-Secondary Education Stated as a Transition Goal		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	51	40	91
		%	56.0%	44.0%	16.8%
	White	Count	318	133	451
		%	70.5%	29.5%	83.2%
Total	Count		369	173	542
	%		68.1%	31.9%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A35. Special Education Students, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Attending	Yes	102	38.6
Post-Secondary Education Programs	No	162	61.4
	Total	264	100.0
Missing	Unk	105	
Total		369	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A36. Special Education Students, by Disability Status, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Disability Status	Serious behavioral disability	Count	4	6	10
		%	40.0%	60.0%	3.8%
	Orthopedic impairments	Count		3	3
		%		100.0%	1.1%
	Health impairments	Count	18	25	43
		%	41.9%	58.1%	16.3%
	Specific learning disabilities	Count	68	106	174
		%	39.1%	60.9%	65.9%
	Mental retardation	Count	3	13	16
		%	18.8%	81.3%	6.1%
	Multiple disabilities	Count	1	2	3
		%	33.3%	66.7%	1.1%
	Deafness	Count	1	1	2
	%	50.0%	50.0%	.8%	
Hearing impairments	Count	4	4	8	
	%	50.0%	50.0%	3.0%	
Visual impairments	Count	2		2	
	%	100.0%		.8%	
Traumatic brain disorders	Count	1	2	3	
	%	33.3%	66.7%	1.1%	
Total	Count	102	162	264	
	%	38.6%	61.4%	100.0%	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A37. Special Education Students, by Gender, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Gender	Female	Count	39	45	84
		%	46.4%	53.6%	31.8%
	Male	Count	63	117	180
		%	35.0%	65.0%	68.2%
Total		Count	102	162	264
		%	38.6%	61.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A38. Special Education Students, by Race/Ethnicity, by Attending Post-Secondary Education When Post-Secondary Education Stated as a Transition Goal, 31 School Districts, 1998

			Attending Post-Secondary Education Programs		Total
			Yes	No	
Race/Ethnicity	Nonwhite	Count	12	25	37
		%	32.4%	67.6%	14.0%
	White	Count	90	137	227
		%	39.6%	60.4%	86.0%
Total		Count	102	162	264
		%	38.6%	61.4%	100.0%

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A39. Special Education Students, by Adult Agency Connection Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Adult Agency Connection Stated as a Transition Goal	Yes	328	60.4
	No	215	39.6
	Total	543	100.0
Missing	Unk	2	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A40. Special Education Students, by Connected With at Least One Specified Adult Agency When Adult Agency Connection Stated as a Transition Goal, 31 School Districts, 1998

		Frequency	Valid Percent
Connected With at Least One Specified Adult Agency	Yes	109	33.2
	No	219	66.8
	Total	328	100.0

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A41. Special Education Students, by Satisfied with Their Life, 31 School Districts, 1998

		Frequency	Valid Percent
Satisfied with Their Life	Very satisfied	176	48.0
	Somewhat satisfied	139	37.9
	Not very satisfied	40	10.9
	Not at all satisfied	12	3.3
	Total	367	100.0
Missing	Unknown/refused	178	
Total		545	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A42. Nonwhite Females, Diploma

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	82.9	82.9	82.9
	No	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A43. Nonwhite Males, Diploma

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	47	81.0	81.0	81.0
No	11	19.0	19.0	100.0
Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A44. White Females, Diploma

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	124	86.7	86.7	86.7
No	19	13.3	13.3	100.0
Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A45. White Males, Diploma

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	277	89.6	89.6	89.6
No	32	10.4	10.4	100.0
Total	309	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A46. Nonwhite Females, Interview Completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	18	51.4	51.4	51.4
No	17	48.6	48.6	100.0
Total	35	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A47. Nonwhite Males, Interview Completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	67.2	67.2	67.2
No	19	32.8	32.8	100.0
Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A48. White Females, Interview Completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	99	69.2	69.2	69.2
No	44	30.8	30.8	100.0
Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A49. White Males, Interview Completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	224	72.5	72.5	72.5
No	85	27.5	27.5	100.0
Total	309	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A50. Nonwhite Females, Service District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Spokane	9	25.7	25.7	25.7
	Edmonds	3	8.6	8.6	34.3
	No. Thurston	4	11.4	11.4	45.7
	Pasco	10	28.6	28.6	74.3
	Highline	1	2.9	2.9	77.1
	Sedro Woolley	1	2.9	2.9	80.0
	Wapato	5	14.3	14.3	94.3
	Kettle Falls	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A51. Nonwhite Males, Service District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Spokane	7	12.1	12.1	12.1
	Edmonds	5	8.6	8.6	20.7
	Federal Way	8	13.8	13.8	34.5
	No. Thurston	7	12.1	12.1	46.6
	Pasco	9	15.5	15.5	62.1
	Highline	7	12.1	12.1	74.1
	Walla Walla	2	3.4	3.4	77.6
	White River	1	1.7	1.7	79.3
	Eastmont	3	5.2	5.2	84.5
	Kelso	1	1.7	1.7	86.2
	Mt. Vernon	1	1.7	1.7	87.9
	Wapato	4	6.9	6.9	94.8
	Wenatchee	1	1.7	1.7	96.6
	Tukwila	1	1.7	1.7	98.3
	La Conner	1	1.7	1.7	100.0
	Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A52. White Females, Service District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Spokane	19	13.3	13.3	13.3
	Edmonds	20	14.0	14.0	27.3
	Federal Way	19	13.3	13.3	40.6
	Peninsula	11	7.7	7.7	48.3
	No. Thurston	16	11.2	11.2	59.4
	Pasco	2	1.4	1.4	60.8
	Highline	6	4.2	4.2	65.0
	Walla Walla	7	4.9	4.9	69.9
	White River	4	2.8	2.8	72.7
	Eastmont	1	.7	.7	73.4
	Sedro Woolley	5	3.5	3.5	76.9
	Kelso	5	3.5	3.5	80.4
	Mt. Vernon	6	4.2	4.2	84.6
	Ellensburg	5	3.5	3.5	88.1
	Enumclaw	2	1.4	1.4	89.5
	Kettle Falls	2	1.4	1.4	90.9
	Davenport	2	1.4	1.4	92.3
	Finley	1	.7	.7	93.0
	White Salmon	3	2.1	2.1	95.1
	Kalama	1	.7	.7	95.8
	La Center	2	1.4	1.4	97.2
	Mt. Baker	1	.7	.7	97.9
	Pullman	1	.7	.7	98.6
	Oakesdale	1	.7	.7	99.3
	Wahkiakum	1	.7	.7	100.0
	Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A53. White Males, Service District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Spokane	45	14.6	14.6	14.6
	Edmonds	42	13.6	13.6	28.2
	Federal Way	28	9.1	9.1	37.2
	Peninsula	41	13.3	13.3	50.5
	No. Thurston	23	7.4	7.4	57.9
	Pasco	8	2.6	2.6	60.5
	Highline	13	4.2	4.2	64.7
	Walla Walla	15	4.9	4.9	69.6
	White River	16	5.2	5.2	74.8
	Eastmont	11	3.6	3.6	78.3
	Sedro Woolley	9	2.9	2.9	81.2
	Kelso	6	1.9	1.9	83.2
	Mt. Vernon	5	1.6	1.6	84.8
	Ellensburg	4	1.3	1.3	86.1
	Enumclaw	7	2.3	2.3	88.3
	Wenatchee	6	1.9	1.9	90.3
	Kettle Falls	2	.6	.6	90.9
	Ridgefield	5	1.6	1.6	92.6
	Davenport	2	.6	.6	93.2
	Finley	3	1.0	1.0	94.2
	Tukwila	3	1.0	1.0	95.1
	White Salmon	1	.3	.3	95.5
	Kalama	2	.6	.6	96.1
	La Center	1	.3	.3	96.4
	La Conner	2	.6	.6	97.1
	Lyle	3	1.0	1.0	98.1
	Mt. Baker	2	.6	.6	98.7
	Pullman	2	.6	.6	99.4
	Oakesdale	1	.3	.3	99.7
	Wahkiakum	1	.3	.3	100.0
	Total	309	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A54. Nonwhite Females, Employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	25.7	50.0	50.0
	No	9	25.7	50.0	100.0
	Total	18	51.4	100.0	
Missing	Unk	17	48.6		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A55. Nonwhite Males, Employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	39.7	59.0	59.0
	No	16	27.6	41.0	100.0
	Total	39	67.2	100.0	
Missing	Unk	19	32.8		
Total		58	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A56. White Females, Employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	40.6	59.8	59.8
	No	39	27.3	40.2	100.0
	Total	97	67.8	100.0	
Missing	Unk	46	32.2		
Total		143	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A57. White Males, Employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	159	51.5	71.9	71.9
	No	62	20.1	28.1	100.0
	Total	221	71.5	100.0	
Missing	Unk	88	28.5		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A58. Nonwhite Females, Post-High School Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	10	28.6	55.6	55.6
	Community/2-year college	5	14.3	27.8	83.3
	Other	3	8.6	16.7	100.0
	Total	18	51.4	100.0	
Missing	Unknown	17	48.6		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A59. Nonwhite Males, Post-High School Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	28	48.3	70.0	70.0
	University/4-year college	1	1.7	2.5	72.5
	Community/2-year college	8	13.8	20.0	92.5
	Vocational/Trade school	2	3.4	5.0	97.5
	Other	1	1.7	2.5	100.0
	Total	40	69.0	100.0	
Missing	Unknown	18	31.0		
Total		58	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A60. White Females, Post-High School Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	55	38.5	55.6	55.6
	University/4-year college	3	2.1	3.0	58.6
	Community/2-year college	28	19.6	28.3	86.9
	Vocational/Trade school	6	4.2	6.1	92.9
	Job Corps	2	1.4	2.0	94.9
	Other	5	3.5	5.1	100.0
	Total	99	69.2	100.0	
Missing	Unknown	44	30.8		
Total		143	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A61. White Males, Post-High School Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	133	43.0	60.2	60.2
	University/4-year college	3	1.0	1.4	61.5
	Community/2-year college	39	12.6	17.6	79.2
	Vocational/Trade school	22	7.1	10.0	89.1
	GED program	1	.3	.5	89.6
	Job Corps	2	.6	.9	90.5
	Other	21	6.8	9.5	100.0
	Total	221	71.5	100.0	
Missing	Unknown	88	28.5		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A62. Nonwhite Females, Post-Secondary Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	14.3	27.8	27.8
	No	13	37.1	72.2	100.0
	Total	18	51.4	100.0	
Missing	Unk	17	48.6		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A63. Nonwhite Males, Post-Secondary Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	19.0	27.5	27.5
	No	29	50.0	72.5	100.0
	Total	40	69.0	100.0	
Missing	Unk	18	31.0		
Total		58	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A64. White Females, Post-Secondary Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	25.9	37.4	37.4
	No	62	43.4	62.6	100.0
	Total	99	69.2	100.0	
Missing	Unk	44	30.8		
Total		143	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A65. White Males, Post-Secondary Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	20.7	29.0	29.0
	No	157	50.8	71.0	100.0
	Total	221	71.5	100.0	
Missing	Unk	88	28.5		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A66. Nonwhite Females, Employ and/or Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	25.7	50.0	50.0
	No	9	25.7	50.0	100.0
	Total	18	51.4	100.0	
Missing	Unk	17	48.6		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A67. Nonwhite Males, Employ and/or Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	48.3	70.0	70.0
	No	12	20.7	30.0	100.0
	Total	40	69.0	100.0	
Missing	Unk	18	31.0		
Total		58	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A68. White Females, Employ and/or Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	51.0	75.3	75.3
	No	24	16.8	24.7	100.0
	Total	97	67.8	100.0	
Missing	Unk	46	32.2		
Total		143	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A69. White Males, Employ and/or Attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	179	57.9	81.0	81.0
	No	42	13.6	19.0	100.0
	Total	221	71.5	100.0	
Missing	Unk	88	28.5		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A70. Nonwhite Females, Anticipate Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	71.4	73.5	73.5
	No	9	25.7	26.5	100.0
	Total	34	97.1	100.0	
Missing	Unk	1	2.9		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A71. Nonwhite Males, Anticipate Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	75.9	75.9	75.9
	No	14	24.1	24.1	100.0
	Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A72. White Females, Anticipate Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	67.1	67.1	67.1
	No	47	32.9	32.9	100.0
	Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A73. White Males, Anticipate Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	230	74.4	74.7	74.7
	No	78	25.2	25.3	100.0
	Total	308	99.7	100.0	
Missing	Unk	1	.3		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A74. Nonwhite Females, Employed When Employment Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	28.0	50.0	50.0
	No	7	28.0	50.0	100.0
	Total	14	56.0	100.0	
Missing	Unk	11	44.0		
Total		25	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A75. Nonwhite Males, Employed When Employment Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	38.6	58.6	58.6
	No	12	27.3	41.4	100.0
	Total	29	65.9	100.0	
Missing	Unk	15	34.1		
Total		44	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A76. White Females, Employed When Employment Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	39.6	59.4	59.4
	No	26	27.1	40.6	100.0
	Total	64	66.7	100.0	
Missing	Unk	32	33.3		
Total		96	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A77. White Males, Employed When Employment Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	120	52.2	74.5	74.5
	No	41	17.8	25.5	100.0
	Total	161	70.0	100.0	
Missing	Unk	69	30.0		
Total		230	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A78. Nonwhite Females, Post-Secondary as Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	54.3	57.6	57.6
	No	14	40.0	42.4	100.0
	Total	33	94.3	100.0	
Missing	Unk	2	5.7		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A79. Nonwhite Males, Post-Secondary as Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	55.2	55.2	55.2
	No	26	44.8	44.8	100.0
	Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A80. White Females, Post-Secondary as Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	70.6	70.6	70.6
	No	42	29.4	29.4	100.0
	Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A81. White Males, Post-Secondary as Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	217	70.2	70.5	70.5
	No	91	29.4	29.5	100.0
	Total	308	99.7	100.0	
Missing	Unk	1	.3		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A82. Nonwhite Females, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	26.3	35.7	35.7
	No	9	47.4	64.3	100.0
	Total	14	73.7	100.0	
Missing	Unk	5	26.3		
Total		19	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A83. Nonwhite Males, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	21.9	30.4	30.4
	No	16	50.0	69.6	100.0
	Total	23	71.9	100.0	
Missing	Unk	9	28.1		
Total		32	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A84. White Females, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	33.7	48.6	48.6
	No	36	35.6	51.4	100.0
	Total	70	69.3	100.0	
Missing	Unk	31	30.7		
Total		101	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A85. White Males, Post-Secondary Attend When Post-Secondary Stated as a Transition Goal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	56	25.8	35.7	35.7
	No	101	46.5	64.3	100.0
	Total	157	72.4	100.0	
Missing	Unk	60	27.6		
Total		217	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A86. Nonwhite Females, Adult Agency Specified on Transition Plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	62.9	64.7	64.7
	No	12	34.3	35.3	100.0
	Total	34	97.1	100.0	
Missing	Unk	1	2.9		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A87. Nonwhite Males, Adult Agency Specified on Transition Plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	62.1	62.1	62.1
	No	22	37.9	37.9	100.0
	Total	58	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A88. White Females, Adult Agency Specified on Transition Plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	94	65.7	65.7	65.7
No	49	34.3	34.3	100.0
Total	143	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A89. White Males, Adult Agency Specified on Transition Plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	176	57.0	57.1	57.1
No	132	42.7	42.9	100.0
Total	308	99.7	100.0	
Missing Unk	1	.3		
Total	309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A90. Nonwhite Females, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	18.2	18.2	18.2
No	18	81.8	81.8	100.0
Total	22	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A91. Nonwhite Males, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	12	33.3	33.3	33.3
No	24	66.7	66.7	100.0
Total	36	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A92. White Females, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	41	43.6	43.6	43.6
No	53	56.4	56.4	100.0
Total	94	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A93. White Males, Connect with at Least One Adult Agency When Adult Agency Stated as a Transition Goal

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	52	29.5	29.5	29.5
No	124	70.5	70.5	100.0
Total	176	100.0	100.0	

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A94. Nonwhite Females, Satisfaction with Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	11	31.4	64.7	64.7
	Somewhat satisfied	4	11.4	23.5	88.2
	Not very satisfied	1	2.9	5.9	94.1
	Not at all satisfied	1	2.9	5.9	100.0
	Total	17	48.6	100.0	
Missing	Unknown/refused	18	51.4		
Total		35	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A95. Nonwhite Males, Satisfaction with Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	19	32.8	47.5	47.5
	Somewhat satisfied	14	24.1	35.0	82.5
	Not very satisfied	5	8.6	12.5	95.0
	Not at all satisfied	2	3.4	5.0	100.0
	Total	40	69.0	100.0	
Missing	Unknown/refused	18	31.0		
Total		58	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A96. White Females, Satisfaction with Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	40	28.0	42.1	42.1
	Somewhat satisfied	40	28.0	42.1	84.2
	Not very satisfied	10	7.0	10.5	94.7
	Not at all satisfied	5	3.5	5.3	100.0
	Total	95	66.4	100.0	
Missing	Unknown/refused	48	33.6		
Total		143	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Table A97. White Males, Satisfaction with Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	106	34.3	49.3	49.3
	Somewhat satisfied	81	26.2	37.7	87.0
	Not very satisfied	24	7.8	11.2	98.1
	Not at all satisfied	4	1.3	1.9	100.0
	Total	215	69.6	100.0	
Missing	Unknown/refused	94	30.4		
Total		309	100.0		

Source: Office of Superintendent of Public Instruction, Special Education, December 1998.

Appendix B Data Collection Protocol

Instructions for Conducting the Follow-up Study

1. Obtain a list of all 1998 special education graduates and special education age outs from the district. It is very important that we obtain a complete list of the graduates (this is for your use and also to be mailed to us along with demographic forms and the questionnaires).
2. Obtain the name of the graduate's parent and their telephone number. Phone calls should be made to the parent, but if the parents are not available, other relatives or the graduate themselves may be used to collect the information.
3. Xerox enough copies of the Demographic Form and Telephone Questionnaire for each special education graduate and age out.
4. Obtain a copy of the graduate's last Transition Plan to use for completing Items 10-13 on the Demographic Form.
5. For each graduate and age out complete the Demographic Form.
6. For each graduate and age out, fill in Questionnaire items A1=Anticipated postschool outcomes and A2=Adult agency linkages from the Demographic Form. Please note: For adult linkages, more than one agency may be noted on the Transition Plan. When this is the case, please include all listed agencies and ask the A2 question for each agency.
7. Phone calls are usually best made in the evening; try at least three different days (and at different times of the day if needed) before giving up. Please be very persistent in trying to make contact. We expect about a 90% contact rate per district.
8. The telephone calls should be made between October 17, 1998 and November 21, 1998. **DON'T WAIT TO THE LAST MINUTE TO START THE CALLS.**
9. The Demographic Form must be filled out and returned for all graduates and age outs, even if the interview did not take place.
10. All appropriate completed forms (Demographic forms, Questionnaires, lists) should be returned by November 23, 1998 to:

Craig Parker
OSPI, Old Capitol Bldg
P O Box 47200
Olympia WA 98504-7200

See next page for billing procedures.

11. Please note the manner in which your district will be reimbursed for the data collection service. When you know how much you need to pay for the data collection, please have your fiscal officer submit an invoice on school district letterhead or invoice form BILLED to the University of Washington, but MAILED to:

Stephanie Prince
Experimental Education Unit
University of Washington
Box 357925
Seattle WA 98195

The invoice should read: **For data collection services for statewide special education tracking and follow-up school to work project during the period Sept 1, 1998-Aug. 31, 1999.**

This will be processed as a confirming order, so please make sure you mail the billing to Stephanie (she will forward it to the UW Accounts Payable).

12. For technical assistance, please call Stephanie Prince, 206-543-4011 or email prince@u.washington.edu

**Center for Change in Transition Services
Follow-Up Telephone Questionnaire**

1. Graduate's Name:
2. Graduate ID#:
3. District Name:
4. Date Graduated/Aged out:
5. Diploma: Yes____ No____ Don't know____
6. Relationship of Person Interviewed to Graduate:
7. Date of Interview (mo./day/yr.):
8. Name of Interviewer:

INTRODUCTION

Hello, I'd like to speak with (PARENT'S NAME). My name is (INTERVIEWER'S NAME). I am calling for the (____SCHOOL DISTRICT). We are conducting a study on how last year's graduates are doing. I'd like to ask you how (GRADUATE'S NAME) is doing. All information is strictly confidential. This will take about 10 minutes.

A1. On (GRADUATE'S NAME) Transition Plan we thought (GRADUATE'S NAME) would be_____. Is s/he doing that?

Yes____ No____ Don't know____

If No, probe why not and note:

A2. (GRADUATE'S NAME) was to have made contact with_____

Did this happen?

Yes____ No____ Don't know____

If No, probe why not and list:

(Repeat for each adult agency that was listed on the Transition Plan)

List second agency_____

Yes____ No____ Don't know____

If no, probe why not:

List third agency_____

Yes____ No____ Don't know____

If no, probe why not:

B1. Is (GRADUATE'S NAME) currently in any type of school or training program?

Yes____ No____ Don't know____

If yes, list name and record type.

Name_____

Type (Circle One):

University/4 year college

Community college/2 year college

Vocational/Trade school

GED program

Job Corps

Other (list)_____

Unknown

C1. Does (GRADUATE'S NAME) currently work for pay?

Yes____ No____ Don't know____

If Yes, who does (GRADUATE'S NAME) work for?

List who they work for_____

How many hours does (GRADUATE'S NAME) work per week?_____

What is the hourly wage? \$_____

If you cannot get an hourly wage, ask how much s/he earns weekly or monthly or yearly. Record amount: Weekly_____ Monthly_____ Yearly_____

D1. Is (GRADUATE'S NAME) covered by medical insurance?

Yes____ No____ Don't know____

E1. Does (GRADUATE'S NAME) receive medical coupons?

Yes____ No____ Don't know____

F1. Does (GRADUATE'S NAME) currently live with you?

Yes____ No____ If not a parent, code from below list:_____

If no, where does s/he live? _____

Living Codes:

- 1 = parent's home
- 2 = home of other relative
- 3 = foster home
- 4 = in house or apartment
- 5 = dormitory or barracks
- 6 = supervised group home
- 7 = tenant support
- 8 = incarcerated: prison, detention home, half way house
- 9 = street shelter
- 10 = employer provided
- 11 = traveling
- 12 = other_____describe_____
- 13 = don't know

G1. Is (GRADUATE'S NAME) now married or has s/he ever been married?

Never married__ Now married__ Previously married__ Don't know__

H1. Does (GRADUATE'S NAME) have any children?

Yes__ No__ Don't know__

If Yes, how many? _____

If Yes, how many currently live with him/her? _____

I1. How satisfied are you with (GRADUATE'S NAME) current overall life situation (i.e., employment, schooling, residence, social life)? (Circle one below)

Very satisfied Somewhat satisfied Not very satisfied

Not at all satisfied Don't know/refused

Center for Change in Transition Services
Follow-up Study
Demographic Form

1. Graduate Name:
 2. Graduate ID #:
 3. District Name:
 4. Graduate Social Security #:
 5. Gender: Male___ Female___
 6. Birthdate (Mo./Day/Yr):
 7. Race/Ethnicity: Asian___ Black/African American___ Hispanic___
American Indian/Native Alaskan___ White___
 8. Disability (Refer to list below & write out the disability status):_____
- 01 - Developmental delays
 - 02 - Serious 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
9. Eligible for Free or Reduced Lunch: Yes___ No___

From the Final Transition Plan, please obtain the following information:

10. Anticipated postschool outcome (Check all that apply):

University/4 year college___

Community College/2 year College___

Vocational/Technical College___

Employment___

Supported Living___

11. For graduates with a postsecondary anticipated outcome, in high school, did the graduate participate in (Check all that apply):

College prep courses___

Vocational classes___

Work experiences___

12. For graduates with a postsecondary anticipated outcome of employment, in high school, did the graduate participate in (Check all that apply):

Vocational classes___

Work experience___

Community experiences___

Daily living skills training___

13. Which of the following linkages with adult services were recommended for the student at graduation (Check all that apply):

Division of Vocational Rehabilitation___

Division of Developmental Disabilities___

Disabled Student Services Coordinator___

14. Name and telephone number of person completing this form:

15. Status of Telephone Interview: (Circle one)

Completed

Not Completed

If not completed, what is the reason (Circle one):

Wrong number

No answer

Refused