
Assessment of the VR Service Needs of Students with Disabilities

Final Report

Submitted to:

Washington Division of Vocational Rehabilitation Services

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TABLE OF CONTENTS

Table of Contents i

Narrative Brief Describing the Proposed Research Methodology 1

Context and Overview 1

Work Item 1: Number of All Potentially Eligible Students with Disabilities in Washington 2

 Definitions and Materials..... 2

 Definition of potentially eligible student with a disability. 3

 Comprehensive Education Data and Research System (CEDARS)..... 3

 Procedures 4

 Data collection. 4

 Data cleaning and screening. 4

 Data analyses and reporting. 5

 Results..... 5

 Number of Potentially Eligible Students with Disabilities Statewide 5

 Number of Potentially Eligible Students with Disabilities by Educational Service District..... 5

 Number of Potentially Eligible Students with Disabilities by Local Education Agency (LEA) 5

Work Item 2: Availability of Pre-Employment Transition Services to Potentially Eligible Students with Disabilities 6

 Definitions and Materials..... 6

 Definitions of Pre-Employment Transition Services..... 6

 Quality Indicators for Secondary Transition (QuIST)..... 7

 Procedures 7

 Data collection. 7

 Data cleaning and screening. 8

 QuIST indicator coding. 8

 Results..... 12

 Availability of Pre-Employment Transition Services by ESD and Statewide..... 13

 Availability of Pre-Employment Transition Services by Local Education Agency (LEA)..... 13

Work Item 3: Numbers of Students who Need Additional Pre-Employment Transition Services because they are not customarily available in their LEA 13

 Procedures 13

 Data analyses and Reporting..... 13

 Results..... 14

 By LEA..... 14

 By ESD and State 15

Work Item 4: Estimates and Supporting Evidence for Work Item 1,2, and 3 Should Actual Verified Counts not be Available at State, ESD, or LEA 15

 Estimates of potentially eligible students with disabilities in Washington. 15

 Estimate of availability of Pre-Employment Transition Services to potentially eligible students with disabilities. 15

 Estimates of number of students not already receiving pre-employment transition services through their LEA..... 16

References 17

Table 1 and 2: Number of potentially eligible students with disabilities..... 18

Figure 1. QuIST Indicators Aligned to Pre-Employment Transition Services..... 25

with Pre-Employment Transition Services 29

Tables 3 and 4: Summary of the Availability of Composite Scores by LEA, ESD and StatEwide 37

Tables 5 and 6: Summary of the Need for Additional Pre-Employment Transition Services by LEA, ESD and StatEwide 45

NARRATIVE BRIEF DESCRIBING THE PROPOSED RESEARCH METHODOLOGY

Context and Overview

In 2015, young adults with disabilities ages 16 to 24 were employed nearly half as often as their same age peers without a disability (27% compared to 50%; U.S. Department of Labor, 2016). Despite the importance of early work experiences on long term employment outcomes (Lent, Brown, & Hackett, 1994; Lindstrom, Harwick, Poppen, & Doren, 2012), and ongoing national efforts to develop effective transition services (Bullis, 2013), the need to better understand and address barriers that prevent positive employment outcomes for young adults with disabilities persists (Leahy, et al., 2014).

Coordinating school-based transition services with Vocational Rehabilitation (VR) is one strategy that has been shown to increase the odds of positive employment outcomes for young adults with disabilities (Poppen, Lindstrom, Unruh, Khurana, & Bullis, 2017). However, until the recent reauthorization of the *Workforce Investment and Opportunity Act of 2014* (WIOA), the level of involvement of VR agencies with schools and students with disabilities has varied widely (Honeycutt et al., 2015). However, under Section 113 of the act, VR agencies are now not only required to coordinate with education officials as they have been since 1973, but are also required to provide or arrange for the provision of five required Pre-Employment Transition Services to students and potentially eligible students with disabilities who have and have not applied for VR services. State VR agencies may choose to provide Pre-Employment Transition Services directly, or they may elect to contract with schools, community rehabilitation providers, or other vendors to provide pre-employment transition services. This represents a significant expansion of both VR services and the population of students who may receive those services.

Under WIOA, the mandate is not that all students receive Pre-Employment Transition Services, but that VR has made the services available to all students who need them. For example, in areas of a state where there may not be specific programs in place yet, VR may choose to make these services available to students by providing them directly, or by ensuring that these services are provided, arranged for, or coordinated by or with the local education agency, or by providing students with online resources and information related to one or more the required activities (Diehl, Pierce, Griffin, & Kreatschman, 2017).

Once students have been identified, the state VR agency will need to identify processes and procedures for ensuring eligible and potentially eligible students with disabilities are aware of the new pre-employment transition services and are able to receive pre-employment transition services if needed. In an effort to meet this requirement, and to address VR staff capacity issues, many state VR agencies have developed or expanded new and existing partnerships at the state and local level (Diehl, et al., 2017).

State VR agencies are required to develop internal controls for tracking expenditures incurred and paid for with the funds reserved for the provision of pre-employment transition services for students with disabilities. Students with disabilities receiving pre-employment transition services are considered “reportable individuals” for RSA-911 reporting and WIOA performance

purposes, regardless of whether these individuals have applied for VR services are receiving services under and individualized plan for employment. Furthermore, WIOA expands the specific data that state VR agencies must report, including data elements related to students with disabilities who are receiving pre-employment transition services. Some states are in the process of replacing their internal case management systems and they have not been able to track these types of expenditures or data requirements as efficiently as necessary (Diehl, et al., 2017).

With these new regulations, each State must now include in their Comprehensive Statewide Needs Assessment (CSNA) a determination of the number of potentially eligible students with disabilities, and subsequent evidence to demonstrate that they have made the required transition services available to those individuals (34 CFR § 361.48(a)(2)). For the purpose of this report, the Washington Division of Vocational Rehabilitation (DVR) has contracted with the Center for Change in Transition Services (CCTS) at Seattle University (SU) to conduct a needs assessment of the student need for the five required activities in Washington. Specifically, this report will address the following work items:

- (1) The number of potentially eligible students with disabilities in Washington.
- (2) The availability of Pre-Employment Transition Services to potentially eligible students with disabilities or a crosswalk of the frequency of transition services customarily offered by schools (as measured on the Quality Indicators for Secondary Transition [QuIST]) that align with Pre-Employment Transition Services that are available to students with disabilities.
- (3) The number of students who may need additional Pre-Employment Transition Services because these services are not customarily available in their Local Education Agency (LEA).
- (4) Estimates and supporting evidence for work items 1, 2, and 3, should actual verified counts not be available for State, ESD, or LEA.

Due to the timeline and scope of this assessment, CCTS will not be gathering original data for the specific purpose of this assessment. Rather, CCTS will rely on a combination of extant data from the Office of the Superintendent of Public Instruction (OSPI) and the QuIST tool. This narrative brief describes the proposed methodologies that CCTS will carry out in order to deliver the aforementioned work items.

Work Item 1: Number of All Potentially Eligible Students with Disabilities in Washington

Consistent with the CSNA requirements, the intent of this work item is to identify the total number of students with disabilities (as defined by WIOA) in Washington who are potentially eligible for Pre-Employment Transition Services. This information will be/has been collected using extant data from the Office of the Superintendent of Public Instruction from 2015.

Definitions and Materials

There are a number of definitions and materials that will be used to help accomplish the goals for Work Item 1. The following definitions and materials are briefly described below: (1) definition

of potentially eligible student with a disability; (2) data from the Comprehensive Education Data and Research System (CEDARS).

Definition of potentially eligible student with a disability.

In an effort to report the number of all potentially eligible students with disabilities in Washington, this assessment will rely on the pre-established definition for “*student with a disability*” as is defined by the final rules of the *Workforce Innovation and Opportunity Act of 2014* (34 CFR § 361.5(c)(51)):

(i) Student with a disability means, in general, an individual with a disability in a secondary, postsecondary, or other recognized education program who -

(A)(1) Is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)); or

(2) If the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and

(B)(1) Is not older than 21 years of age; or

(2) If the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400et seq.), is not older than that maximum age; and

(C)(1) Is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411et seq.); or

(2) Is a student who is an individual with a disability, for purposes of section 504.

Thus, for the purpose of this report, a potentially eligible student with a disability will be defined as an individual age 15 to 21 who is: (a) eligible for and receiving Individualized Education services; or, (b) is an individual with a disability for purposes of section 504 of the Rehabilitation Act of 1973 (34 CFR § 361.5(c)(51)).

Comprehensive Education Data and Research System (CEDARS).

The Comprehensive Education Data and Research System (CEDARS) is an application developed by the Washington Office of Superintendent of Public Education (OSPI) to collect data used for the federal special education reporting requirements about the numbers of special education students enrolled and served within an LEA. Data from CEDARS include the

statewide counts of all the potentially eligible students with disabilities in a secondary program and will be used to compute the number of all potentially eligible students with disabilities in Washington.

Students eligible for and receiving Individualized Education Services

Under the provisions of Individuals with Disabilities Education Act (IDEA) §618 Part B, States are required to provide an annual report about the children with disabilities within their States who receive special education and related services under Part B of IDEA. These data are referred to as Child Count data. In Washington, Child Count data are collected using the OSPI Special Education November Federal Child Count Application. The Child Count data are submitted by districts in December of each year for students age 3-21 enrolled in the district from the count date of November 1 of the current year, with a valid disability code, Least Restrictive Environment (LRE) code, and special education record (including age). The application consists of three main processes; Validation, Review, and Certification. Validation consists of confirming the students pre-populated from CEDARS in the Special Education November Federal Child Count Application are accurate, have accurate disability and LRE codes, and meet the Child Count requirements. Next, users review the data to ensure its accuracy. Finally, the district prints a Certification page certifying the completion of their child count data, and mails this to the Office of the Superintendent of Public Instruction.

Students eligible for services through Section 504 of the Rehabilitation Act of 1973.

Similarly, to Child Count data, LEA's must also use CEDARS to report about their students with a 504 plan. However, Section 504 of the Rehabilitation Act of 1973 does not include the same reporting requirements as IDEA, and student data are collected separately and differently from those who are receiving special education and related services under IDEA. Of particular importance is that rather than providing a detailed record of all students who are included in an LEA's count (including age), LEAs are only asked to report the number of students with 504 plans in each school. Thus, in multiple instances where a school includes student populations that are younger than 15 (i.e., a school that serves students in Grades 6-12), the reporting of 504 data will lead to the inclusion of students who are younger than the minimum age of students who are entitled to receive the required Pre-Employment Transition Services.

Procedures

Data collection.

For the purpose of this assessment, CCTS has been provided with access to CEDARS data from OSPI. These data were collected in 2016 and include: (a) count data of all individual age 15 to 21 in the 2015-2016 school year who were eligible for and receiving special education or related services in each LEA; and, (b) count data of individuals with a disability for purposes of section 504 of the Rehabilitation Act of 1973 within a School.

Data cleaning and screening.

Data for both Child Count and 504 Plan Counts have been provided by OSPI as two separate table files. Prior to analysis, these data were screened for outliers and missing data, and LEAs have been coded within Educational Service Districts (ESD) to enable ESD and Statewide data summarization. These data have been assumed to be valid and reliable given OSPI's use of these data for federal reporting requirements. Data by LEA with an n size of 10 or less have been aggregated for purposes of confidentiality.

Data analyses and reporting.

These data have been analyzed using addition, which provides count data on the number of potentially eligible students with disabilities (as previously defined) at the district, ESD, and Statewide levels. Because of limitations with the data on individuals with a disability for purposes of section 504 of the Rehabilitation Act of 1973, the reporting of these data result in the inclusion of students with disabilities who are younger than 15 in estimates.

Results

The number of potentially eligible students with disabilities in Washington were summarized using 2015-16 count data provided by the Washington Office of Superintendent of Public Education (OSPI) and collected from the Comprehensive Education Data and Research System (CEDARS) data collection system used to collect data used for the federal special education reporting requirements. IDEA Count data include all individuals age 15-21 in the 2015-16 school year who were eligible for and receiving special education or related services. Section 504 data include school reported counts of individuals in grades 9-12 in the 2015-16 school year.

Number of Potentially Eligible Students with Disabilities Statewide

Overall, within the state of Washington, our calculations suggest that in the 2015-16 school year there were 49,812 potentially eligible students with disabilities in Washington. Of these students 34,882 (70%) were determined potentially eligible because they were eligible for and receiving special education or related services; and 14,930 (30%) were determined potentially eligible because they were an individual with a disability for the purposes of section 504 of the Rehabilitation Act of 1973.

Number of Potentially Eligible Students with Disabilities by Educational Service District

Table 1 provides an overview of the number of potentially eligible students with disabilities by each of Washington's Educational Service District.

Number of Potentially Eligible Students with Disabilities by Local Education Agency (LEA)

Table 2 provides an overview of the number of potentially eligible students with disabilities by Local Education Agency (LEA).

Work Item 2: Availability of Pre-Employment Transition Services to Potentially Eligible Students with Disabilities

This second work item is intended to summarize the availability of transition services that are customarily offered to students with disabilities under Part B of IDEA (as measured by the QuIST) that align with the five required Pre-Employment Transition Services as identified in 34 CFR § 361.48(a)(2). This summary was conducted using data collected from the Quality Indicators for Secondary Transition (QuIST) tool and its alignment with each of the five required Pre-Employment Transition Services. This summary provides a report of the availability of QuIST indicators that aligned with Pre-Employment Transition Services were available to students with disabilities in their schools on a scale of 0 to 3 (0 =Almost Never [<25%]; 1= Sometimes [26%-50%]; 2 = Frequently [51%-75%]; and, 3 = Almost Always [>75%]).

Definitions and Materials

Definitions of Pre-Employment Transition Services

The definition of Pre-Employment Transition Services consists of the five required activities identified in 34 CFR § 361.48(a)(2), which include: (a) job exploration counseling; (b) work-based learning experiences; (c) counseling on postsecondary education options; (d) workplace readiness training; and (e) instruction in self-advocacy. In an effort to clearly define each of these Pre- Employment Transition Services, we have used the definitions provided by the Workforce Innovation Technical Assistance Center (WINTAC).

Job Exploration Counseling

Job exploration counseling can include a wide variety of professional activities which help individuals with career related issues. Discussion or counseling of job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making. Specific to youth, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace. (WINTAC, 2017).

Work-Based Learning Experiences

Work-based learning is an educational approach that uses the workplace or real work to provide students with the knowledge and skills that helps them to connect school experiences to real-life work activities and future career opportunities. Work-based learning experiences may include in-school or after-school opportunities, experiences outside of the traditional school setting, and/or internships. (WINTAC, 2017).

Counseling on Post-Secondary Education Options

Counseling on post-secondary education options includes exploration and planning in possible careers. It is important that students connect the present to the future and see how skill development and knowledge relate to future opportunities in post-secondary education and training opportunities. (WINTAC, 2017).

Workplace Readiness Training

Workplace readiness training develops a number of commonly expected skills that employers seek from most employees, and include a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills. (WINTAC, 2017).

Instruction in Self-Advocacy

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert their own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. These skills will be needed in education, workplace and community settings. (WINTAC, 2017).

Quality Indicators for Secondary Transition (QuIST).

The Quality Indicators for Secondary Transition (QuIST) tool was developed based on *The Taxonomy for Transition Programming*, a framework developed by Dr. Paula D. Kohler (Kohler, 1996). The Taxonomy was developed after surveying over 200 transition professionals to develop a conceptual framework used for planning, evaluation, and research. The conceptual framework was an extension of Dr. Kohler's previous work of creating a list of research-based transition practices with positive post-school outcomes in mind.

CCTS originally developed the QuIST in 2008, and included 100 indicators based on Dr. Kohler's work. Indicators were originally spread throughout five domains: (a) school-based activities; (b) work activities; (c) system support; (d) family involvement; and, (e) connecting activities. However, in 2015, the QuIST was further refined to its current version and narrowed down to 66 indicators. At this time, the five domains were adjusted to their current domains, which include: (a) school-based activities; (b) work-based learning; (c) system support; (d) family involvement; and, (e) agency connections. Many of the specific indicators within each of the domains naturally align with Pre-Employment Transition Services and were coded as described in the procedures below.

Procedures

Data collection.

For the purpose of this assessment, we analyzed QuIST data collected from 140 LEA's within the state of Washington in 2016, representing the school year 2015-2016. These LEAs represent 44% of the 317 LEAs with high schools in the state of WA. QuIST data were gathered from each of these schools in one of two ways. The first way in which QuIST data were collected was part of an application process used to select pilot sites for intensive transition related technical assistance provided by CCTS. In this request districts were asked to respond to all five domains of the QuIST. Forty-four LEAs provided QuIST data in their Request for Proposals for the selection of pilot sites. The second mechanism used to collect QuIST data was through a direct request from CCTS to ESDs asking them to coordinate with LEAs to complete the QuIST. In these efforts, districts were asked to respond to at least two of the five domains (Work-based Learning and Agency Connections). Ninety-six districts completed the QuIST through the second route of data collection.

In both cases LEAs were asked to respond to the QuIST as a team. Respondents were asked to report the extent to which each of the services represented by each indicator were available to students with disabilities in their schools on a scale of 0 to 3 (0 =Almost Never [<25%]; 1= Sometimes [26%-50%]; 2 = Frequently [51%-75%]; and, 3 = Almost Always [>75%]). The instructions to the QuIST suggest team members including special education teachers, special education administration, support personnel, building administration, CTE/career education staff, and a student and/or family. Most of the LEAs completed the QuIST as a team with a combination of special education teachers and administrators. LEAs were provided with an Excel-based tool to guide their work, capture their response and calculate the results. LEAs that applied to be a pilot site submitted their completed QuIST tool alongside their application. LEAs that completed the QuIST submitted their results to their ESD Director, and the ESD Director then forwarded all completed QuISTs for the ESD to CCTS. LEA data were entered into a spreadsheet that was used for analyses.

Data cleaning and screening.

Data from all 140 LEAs who completed the QuIST in 2016 are included within a spreadsheet that was used for analysis. Prior to analysis, these data were screened for outliers and missing data, and LEAs coded within ESDs. Missing data were handled using pairwise deletion methods to minimize loss of data.

QuIST indicator coding.

While many of the individual indicators included in the QuIST align with the five required activities identified in 34 CFR § 361.48(a)(2), the QuIST was not designed to measure Pre-Employment Transition Services and there are several indicators within the QuIST that do not align. Thus, prior to summarizing the availability of transition services included on the QuIST that align with Pre-Employment Transition Services, a coding procedure was used to identify which of the 66 indicators on the QuIST do align with Pre-Employment Transition Services. This crosswalk included a careful review of each of the 66 indicators from the QuIST by six transition experts who were familiar with the definitions of Pre-Employment Transition Services.

This coding took place in three phases. The first phase included having two project staff independently rate each of the QuIST indicators as Pre-Employment Transition services, compare and discuss ratings, and reach consensus about alignment. The second phase included asking two independent reviewers and transition experts to code the QuIST, followed by the two project staff reviewing this coding together and making appropriate changes to their coding sheet based upon differences in coding among these independent reviewers. The third phase included asking Vocational Rehabilitation (VR) administrators to use their expertise and perspective to code the instrument a third time; followed by the two project staff reviewing their coding together and making appropriate changes to their coding sheet based upon differences.

A narrative description of the final crosswalk between the QuIST and the five required activities identified in 34 CFR § 361.48(a)(2) can be read in the text below, or accessed through a more visual representation included as Appendix A.

QuIST Indicators as Job Exploration Counseling Services.

There were nine QuIST indicators that were coded as including services and activities that aligned with Job Exploration Counseling Services. These indicators included:

1. Provide information to students and parents regarding transition services, postsecondary training, employment, and support services, and their role in the IEP/transition process;
2. Provide opportunities for youth to participate in a broad array of academic and career preparatory courses and school activities that align to their post-secondary goals;
3. Provide opportunities for students with disabilities to participate in all general education career guidance systems;
4. Provide opportunities for students to participate in Career/Technical Education programs consistent with their postsecondary goals;
5. Provide students opportunities to participate in Career and Technical Education programs and courses;
6. Provide instruction to students and families on the purpose and process of job shadowing;
7. Offer students and parents on-going information regarding transition services, postsecondary education/training options, employment, adult support services, and their role in the IEP/transition process;
8. Provide on-going information to families and students about appropriate education, employment, and independent living agencies including how and when to connect to those agencies (beginning at age 16, or before if appropriate);
9. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops).

Because of the various types of transition activities that these indicators can represent, all but one (providing instruction to students and families on the purpose and process of job shadowing) was also coded to represent at least one of the other four required activities identified in 34 CFR § 361.48(a)(2).

QuIST Indicators as Work Based Learning Experiences.

Seven QuIST indicators were coded as including potential services and activities that aligned with Work-based Learning. These indicators included:

1. Provide opportunities for students with disabilities to participate in all general education career guidance systems;
2. Provide students access to community-based internship or volunteer information in their school.
3. Provide opportunities for students participate in quality community-based internship or volunteer experiences that relate to their postsecondary goals.
4. Provide opportunities for short-term, time-limited job shadowing related to students' postsecondary goals.
5. Provide opportunities for students to exit school with work experiences that are relevant and aligned with each student's postsecondary goals.
6. Provide community work experiences that emphasize "real" work opportunities.
7. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops).

Similarly to the previous crosswalk, because of the various types of transition activities that these indicators can represent, all but two (providing students access to community-based internship or volunteer information in their school, and providing opportunities for students participate in quality community-based internship or volunteer experiences that relate to their postsecondary goals) was also coded to represent at least one of the other four required activities identified in 34 CFR § 361.48(a)(2).

QuIST Indicators as Counseling on Enrollment in Transition or PSE Programs at Institutions of Higher Education.

Of the 66 indicators included on the QuIST, six were coded as including services and activities that aligned with counseling on Enrollment in Transition or Post-Secondary Education Programs at Institutions of Higher Education. These six indicators included:

1. Provide information to students and parents regarding transition services, postsecondary training, employment, and support services, and their role in the IEP/transition process.
2. Provide opportunities for youth to participate in a broad array of academic and career preparatory courses and school activities that align to their post-secondary goals.
3. Provide opportunities for students with disabilities to participate in all general education career guidance system
4. Offer students and parents on-going information regarding transition services, postsecondary education/training options, employment, adult support services, and their role in the IEP/transition process.
5. Provide on-going information to families and students about appropriate education, employment, and independent living agencies including how and when to connect to those agencies (beginning at age 16, or before if appropriate).

6. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops).

Because of the various types of transition activities that these indicators can represent, all of these indicators were coded to represent at least one of the other four required activities identified in 34 CFR § 361.48(a)(2).

QuIST Indicators as Workplace Readiness Training.

Workplace Readiness Training was the required activity that had the highest number of QuIST indicators that included services and activities that could meet its definition. Of the 66 QuIST indicators, 13 were coded as including services and activities that could align with Workplace Readiness Training. These indicators included:

1. Provide opportunities for youth to participate in a broad array of academic and career preparatory courses and school activities that align to their post-secondary goals.
2. Use universally designed, culturally competent, and research-based transition curriculum and materials (such as the instruction in social skills, daily living, transportation, mobility, recreation, and leisure) as it relates to the students' postsecondary goals.
3. Support the imbedding of research-based transition services such as study skills, learning strategies, self-advocacy, self-determination, and social skills within classroom instruction (i.e., reading, writing, and math).
4. Provide opportunities for students to participate in Career/Technical Education programs consistent with their postsecondary goals.
5. Provide students with disabilities experiences that support the development of positive work habits, tolerances, and behaviors.
6. Provide students opportunities to participate in Career and Technical Education programs and courses.
7. Provide opportunities for short-term, time-limited job shadowing related to students' postsecondary goals.
8. Create and implement a process to evaluate job-shadowing experiences by students and staff.
9. Provide opportunities for students to exit school with work experiences that are relevant and aligned with each student's postsecondary goals.
10. Create and implement relevant and comprehensive job/work experience evaluations to monitor student learning and success (in an integrated employment setting)
11. Provide community work experiences that emphasize "real" work opportunities.
12. Create and implement relevant and comprehensive job/work experience evaluations to monitor student learning and success (in a supported employment setting).
13. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops).

As with the previous two crosswalks, the majority of indicators also included transition services and activities that aligned with more than one Pre-Employment Transition Service. However, for

Workplace Readiness Training, five of the indicators were only coded within this domain (from the number listed above: 2, 5, 8, 10, and 11).

QuIST Indicators as Instruction in Self-Advocacy (including Peer-Mentoring).

The required activity with the fewest aligned QuIST indicators was Instruction in Self-Advocacy (including Peer-Mentoring). Four of the QuIST indicators aligned with this required activity, including:

1. Provide opportunities for youth to participate in a broad array of academic and career preparatory courses and school activities that align to their post-secondary goals.
2. Support the imbedding of research-based transition services such as study skills, learning strategies, self-advocacy, self-determination, and social skills within classroom instruction (i.e., reading, writing, and math).
3. Support self-advocacy instruction so students exit school with an ability to access, accept, and use needed supports and accommodations for work experiences.
4. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops).

Because of the various types of transition activities that these indicators can represent, all but one of these indicators (support self-advocacy instruction so students exit school with an ability to access, accept, and use needed supports and accommodations for work experiences) were coded to represent at least one of the other four required activities identified in 34 CFR § 361.48(a)(2).

Results

After identifying QuIST indicators that aligned with one or more of the pre-employment transition services, the frequency in which students with disabilities under Part B of IDEA have been offered were summarized.

Using the final results from the coding procedures, a database was developed that created a multi-item construct for each of the five Pre-Employment Transition Services. From this database, a composite score was created for each domain by calculating the average response reported on the items from each domain that a school completed. Furthermore, because a single item could be represented in multiple Pre-Employment Transition Services domains, an overall composite score was created by calculating the average response reported on all items that were aligned with at least one domain. This composite score served as an indication of the availability of each Pre-Employment Transition Services to the students within their schools. This score ranged from a 0-3; where 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time]. The number of items that an LEA responded to varied greatly and without a clear pattern (i.e., there was a considerable amount of missing data and the reason is unknown). The composite score for each Pre-Employment Transition Service was then summarized by LEA, ESD, and statewide.

Availability of Pre-Employment Transition Services by ESD and Statewide

Overall, there were 21 indicators on the QuIST that aligned with one or more of the pre-employment transition services. On average, LEA's reported that these services were frequently offered to students with disabilities in their schools as a customarily available service ($M = 1.59$ [$SD = .62$]; occur between 51-75% of the time). The indicator on the QuIST that aligned with one or more of the pre-employment transition services that was reportedly the least available included creating and implementing a process to evaluate job-shadowing experiences by students and staff ($M = 0.86$; occurs between 0-25% of the time). The indicator that most available to students was providing opportunities for students with disabilities to participate in all general education career guidance systems ($M = 2.38$; occurs between 75-100% of the time).

Exploring the indicators by Pre-Employment Transition Services also reveal interesting findings. In order from the least to most available were: (1) Workplace Readiness Training ($M = 1.51$; occurs between 50-75% of the time); (2) Work Based Learning ($M = 1.51$; occurs between 50-75% of the time); (3) Instruction in Self-Advocacy ($M = 1.81$; occurs between 50-75% of the time); (4) Job Exploration Counseling ($M = 1.84$; occurs between 50-75% of the time); and (5) Counseling on Enrollment in Transition or Post-Secondary Education Programs at Institutions of High Education ($M = 1.89$; occurs between 50-75% of the time).

Table 3 provides a summary of the availability of Pre-Employment Transition Services by ESD and Statewide.

Figures 1 through 7 provide a visual summary of the statewide availability of Pre-Employment Transition Services.

Availability of Pre-Employment Transition Services by Local Education Agency (LEA)

Table 4 provides a summary of the availability of Pre-Employment Transition Services by LEA.

Work Item 3: Numbers of Students who Need Additional Pre-Employment Transition Services because they are not customarily available in their LEA

The third work item is intended to estimate the number of students with disability who are potentially eligible for pre-employment transition services who may need specific required activities identified in 34 CFR § 361.48(a)(2) because these services are not customarily provided in their LEA. The same definitions and materials used in work item 1 and 2 will be used for this work item.

Procedures

Data analyses and Reporting.

Using results from work item 1 (number of potentially eligible students with disabilities) and work item 2 (availability of Pre-Employment Transition Services) we have provided an estimate of the demand for additional Pre-Employment Transition Services by LEA, ESD, and Statewide. These analyses were conducted by using the overall composite availability score that measured the extent to which students have access to one or more of the QuIST indicators that aligned with one or more of the pre-employment transition services.

Estimates are reported in terms of a “lower estimate of need” and an “upper estimate of need”. The lower estimate of need takes into consideration the best-case scenario, wherein the least amount of students need pre-employment transition services. Conversely, the upper estimate of need takes into consideration the worst-case scenario, wherein the greatest amount of students need pre-employment transition services.

The lower estimate of need was calculated by first coding the Composite Scores of QuIST indicators that aligned one or more of the pre-employment transition services into an estimated rate that the potentially eligible students with disabilities in that area have access for pre-employment transition services as a part of the services that are customarily available to them (e.g., 0-25%, 26-50%, 51-75%, and 76-100%). Subsequently, the number of potentially eligible students with disabilities in each LEA was multiplied by the higher percentage, in order to calculate the smallest number of students within an LEA that may need pre-employment transition services.

The upper estimate of need was calculated by multiplying the number of potentially eligible students with disabilities in each LEA by the lower percentage, in order to calculate the largest number of students within an LEA that may need pre-employment transition services.

After lower and upper estimates were calculated at the LEA level, these estimates were summed by ESD and at the State level in order report higher order estimates.

Results

These estimates are provided for both the 140 LEA’s that completed the QuIST, and for the 176 LEA’s that did not. The estimates for the 140 LEA’s that completed the QuIST are going to be the most reliable because they are being estimated using actual data reported by that LEA. The estimates for the 176 LEA’s that did not complete the QuIST are going to be less reliable because the estimates were made using an estimated availability of pre-employment transition services that was calculated using averages of the LEA’s within that ESD who completed the QuIST. Similarly, estimates of the statewide need will be less reliable than LEA or ESD estimates because the estimates were made using an estimated availability of pre-employment transition services that was calculated using averages of the LEA’s within the state who completed the QuIST.

By LEA

Overall estimates of the number of potentially eligible students with disabilities who need additional Pre-Employment Transition Services because they are not customarily available in their LEA ranges from between 0 to 1,683 individuals.

Table 5 provides a detailed summary of the estimated number of potentially eligible students with disabilities who need additional Pre-Employment Transition services by LEA.

By ESD and State

By ESD, the overall estimates of the number of potentially eligible students with disabilities who need additional Pre-Employment Transition Services because they are not customarily available in their LEA ranges from between 642 to 12,111 individuals.

At the State level, estimates suggest that of the 49,003 potentially eligible students with disabilities, between 16,599 and 29,011 need additional Pre-employment transition services because they are not customarily available in their LEA.

Table 6 provides a detailed summary of the estimated number of potentially eligible students with disabilities who need additional Pre-Employment Transition services by ESD and State.

Work Item 4: Estimates and Supporting Evidence for Work Item 1,2, and 3 Should Actual Verified Counts not be Available at State, ESD, or LEA

Estimates of potentially eligible students with disabilities in Washington.

Due to limitations with the existing data reporting procedures for students who are potentially eligible for services through Section 504 of the Rehabilitation Act of 1973, our estimates include students who are younger than the minimum age of students who are authorized to receive the required Pre-Employment Transition Services. Due to this limitation, there is no reliable way for us to provide estimates of the numbers of students included in our calculations who are younger than the minimum age of students who are authorized to receive the required Pre-Employment Transition Services.

Furthermore, it is also important to note that there may be students out there who are potentially eligible to receive Pre-Employment Transition Services, but are not included in our counts because they are not receiving special education or related services, or are not on a 504 plan. This analysis does not include students in higher education who may be potentially eligible for Pre-Employment Transition Services.

Estimate of availability of Pre-Employment Transition Services to potentially eligible students with disabilities.

We have estimated the availability of Pre-Employment Transition Services beyond the 140 LEA's for whom we have data by assuming patterns of services are similar across ESD. We

calculated these estimates by generalizing the average QuIST scores for LEA's within an ESD who completed the QuIST to assign a level of occurrence (0-25%, 26-50%, 51-75%, and 76-100%).

While these estimates align with what we might expect to see given estimates from other states and our state's total student population, there is no way of calculating the actual validity and reliability of our estimates; and thus, results should be interpreted with substantial caution.

Estimates of number of students not already receiving pre-employment transition services through their LEA.

We have estimated the number of students not already receiving pre-employment transition services through estimates of the availability of these services within each LEA. The estimates of the availability of these services included both actual composite scores from data collected, and estimated composite scores that assigned LEA's without QuIST data the average composite score of LEA's within their ESD who completed the QuIST. These composite scores were also used to estimate the statewide number of potentially eligible students with disabilities not already receiving pre-employment transition services.

While these estimates align with what we might expect to see given estimates from other states and our state's total student population, there is no way of calculating the actual validity and reliability of our estimates; and thus, results should be interpreted with substantial caution.

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TABLE 1 AND 2: NUMBER OF POTENTIALLY ELGIBLE STUDENTS WITH DISABILITIES

Table 1.
Number of Potentially Eligible Students with Disabilities in Washington by Educational Service District (ESD) and Total (2015-16 school year)

| ESD | IDEA | Section 504 | Total |
|--------------|---------------|---------------|---------------|
| z101 | 3,424 | 1,264 | 4,688 |
| 105 | 1,775 | 481 | 2,256 |
| 112 | 3,914 | 1,177 | 5,091 |
| 113 | 2,619 | 1,077 | 3,696 |
| 114 | 1,883 | 629 | 2,512 |
| 121 | 12,092 | 6,650 | 18,742 |
| 123 | 2,174 | 494 | 2,668 |
| 171 | 1,490 | 612 | 2,102 |
| 189 | 5,449 | 2,473 | 7,922 |
| Other | 64 | 73 | 137 |
| Total | 34,884 | 14,930 | 49,814 |

*Note. These data have been summarized using 2015-16 count data provided by the Washington Office of Superintendent of Public Education (OSPI) and collected from the Comprehensive Education Data and Research System (CEDARS) data collection system used to collect data used for the federal special education reporting requirements. *IDEA Count data include all individuals age 15-21 in the 2015-16 school year who were eligible for and receiving special education or related services. **Section 504 data include school reported counts of individuals in grades 9-12 in the 2015-16 school year.*

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|----------------------|-----|------|-------------|-------|
| Aberdeen | 113 | 134 | 30 | 164 |
| Adna | 113 | 16 | <10 | 25 |
| Almira | 101 | <10 | -- | <10 |
| Anacortes | 189 | 46 | 34 | 80 |
| Arlington | 189 | 154 | 66 | 220 |
| Asotin-Anatone | 123 | 19 | <10 | 26 |
| Auburn | 121 | 395 | 167 | 562 |
| Bainbridge Island | 121 | 87 | 145 | 232 |
| Battle Ground | 112 | 416 | 177 | 593 |
| Bellevue | 121 | 544 | 514 | 1058 |
| Bellingham | 189 | 396 | 239 | 635 |
| Benge | 101 | <10 | -- | <10 |
| Bethel | 121 | 670 | 188 | 858 |
| Bickleton | 105 | <10 | <10 | <10 |
| Blaine | 189 | 71 | 38 | 109 |
| Boistfort | 113 | <10 | -- | <10 |
| Bremerton | 114 | 187 | 57 | 244 |
| Brewster | 171 | 37 | <10 | 41 |
| Bridgeport | 171 | 28 | <10 | 37 |
| Brinnon | 114 | <10 | -- | <10 |
| Burlington-Edison | 189 | 132 | 10 | 142 |
| Camas | 112 | 209 | 97 | 306 |
| Cape Flattery | 114 | 17 | 10 | 27 |
| Carbonado Historical | 121 | <10 | -- | <10 |
| Cascade | 171 | 31 | 19 | 50 |
| Cashmere | 171 | 27 | 11 | 38 |
| Castle Rock | 112 | 67 | 26 | 93 |
| Centerville | 112 | <10 | -- | <10 |
| Central Kitsap | 114 | 398 | 175 | 573 |
| Central Valley | 101 | 437 | 224 | 661 |
| Centralia | 113 | 137 | 13 | 150 |
| Chehalis | 113 | 206 | 21 | 227 |
| Cheney | 101 | 140 | 30 | 170 |
| Chewelah | 101 | 31 | <10 | 36 |
| Chimacum | 114 | 37 | 20 | 57 |
| Clarkston | 123 | 99 | 19 | 118 |
| Cle Elum-Roslyn | 105 | 31 | <10 | 40 |
| Clover Park | 121 | 340 | 59 | 399 |
| Colfax | 101 | 27 | <10 | 34 |
| College Place | 123 | 28 | <10 | 37 |
| Colton | 101 | <10 | <10 | <10 |
| Columbia (Stevens) | 101 | 13 | <10 | 14 |

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|----------------------------------|-------|------|-------------|-------|
| Columbia (Walla Walla) | 123 | 43 | <10 | 44 |
| Colville | 101 | 64 | <10 | 70 |
| Concrete | 189 | 18 | <10 | 18 |
| Conway | 189 | <10 | -- | <10 |
| Cosmopolis | 113 | <10 | -- | <10 |
| Coulee-Hartline | 171 | <10 | <10 | <10 |
| Coupeville | 189 | 46 | <10 | 55 |
| Crescent | 114 | 12 | <10 | 14 |
| Creston | 101 | <10 | <10 | <10 |
| Curlew | 101 | <10 | <10 | <10 |
| Cusick | 101 | 13 | <10 | 19 |
| Damman | 105 | <10 | -- | <10 |
| Darrington | 189 | 17 | 14 | 31 |
| Davenport | 101 | 16 | <10 | 23 |
| Dayton | 123 | 21 | 13 | 34 |
| Deer Park | 101 | 78 | 58 | 136 |
| Dieringer | 121 | <10 | -- | <10 |
| Dixie | 123 | <10 | -- | <10 |
| East Valley (Spokane) | 101 | 159 | 41 | 200 |
| East Valley (Yakima) | 105 | 102 | 25 | 127 |
| Eastmont | 171 | 158 | 63 | 221 |
| Easton | 105 | <10 | <10 | <10 |
| Eatonville | 121 | 49 | 30 | 79 |
| Edmonds | 189 | 720 | 425 | 1145 |
| Educational Service District 112 | 112 | 403 | <10 | 403 |
| Ellensburg | 105 | 91 | 32 | 123 |
| Elma | 113 | 83 | 46 | 129 |
| Endicott | 101 | <10 | -- | <10 |
| Entiat | 171 | 11 | <10 | 14 |
| Enumclaw | 121 | 177 | 54 | 231 |
| Ephrata | 171 | 69 | 29 | 98 |
| Evaline | 113 | <10 | -- | <10 |
| Everett | 189 | 523 | 313 | 836 |
| Evergreen (Clark) | 112 | 918 | 239 | 1157 |
| Evergreen No. 205 | 101 | <10 | -- | <10 |
| Excel Public Charter | 121 | <10 | -- | <10 |
| Federal Way | 121 | 732 | 202 | 934 |
| Ferndale | 189 | 164 | 74 | 238 |
| Fife | 121 | 85 | 40 | 125 |
| Finley | 123 | 38 | <10 | 41 |
| Franklin Pierce | 121 | 280 | 66 | 346 |
| Freeman | 101 | 28 | 26 | 54 |
| Garfield | 101 | <10 | <10 | <10 |
| Glenwood | 112 | <10 | <10 | <10 |
| Goldendale | 105 | 28 | 11 | 39 |
| Grand Coulee Dam | 171 | 21 | <10 | 23 |
| Grandview | 105 | 84 | <10 | 91 |
| Granger | 105 | 52 | <10 | 61 |
| Granite Falls | 189 | 120 | 18 | 138 |
| Grapeview | 113 | <10 | -- | <10 |
| Great Northern | 101 | <10 | -- | <10 |
| Green Dot Charter | 121 | <10 | -- | <10 |
| Green Mountain | 112 | <10 | -- | <10 |
| Griffin | 113 | <10 | -- | <10 |
| Harrington | 101 | <10 | <10 | <10 |
| Highland | 105 | 39 | <10 | 46 |
| Highline | 121 | 685 | 182 | 867 |
| Hockinson | 112 | 51 | 29 | 80 |
| Hood Canal | 113 | <10 | -- | <10 |
| Hoquiam | 113 | 81 | 10 | 91 |
| Inchelium | 101 | <10 | <10 | <10 |
| Index | 189 | <10 | -- | <10 |
| Institutions | Other | -- | 13 | 13 |
| Issaquah | 121 | 381 | 383 | 764 |
| Juvenile Detention Centers | Other | -- | <10 | <10 |

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|---|-------|------|-------------|-------|
| Kahlotus | 123 | <10 | <10 | <10 |
| Kalama | 112 | 25 | 23 | 48 |
| Keller | 101 | <10 | -- | <10 |
| Kelso | 112 | 167 | 54 | 221 |
| Kennewick | 123 | 473 | 118 | 591 |
| Kent | 121 | 686 | 431 | 1117 |
| Kettle Falls | 101 | 52 | 18 | 70 |
| Kiona-Benton City | 123 | 52 | <10 | 55 |
| Kittitas | 105 | 16 | <10 | 16 |
| Klickitat | 112 | <10 | <10 | <10 |
| La Center | 112 | 52 | 25 | 77 |
| La Conner | 189 | 24 | <10 | 32 |
| LaCrosse | 101 | <10 | <10 | <10 |
| Lake Chelan | 171 | 38 | 23 | 61 |
| Lake Quinault | 113 | <10 | <10 | <10 |
| Lake Stevens | 189 | 271 | 193 | 464 |
| Lake Washington | 121 | 735 | 620 | 1355 |
| Lake Washington Institute of Technology | Other | -- | <10 | <10 |
| Lakewood | 189 | 56 | 27 | 83 |
| Lamont | 101 | <10 | -- | <10 |
| Liberty | 101 | 17 | 13 | 30 |
| Lind | 101 | <10 | <10 | <10 |
| Longview | 112 | 231 | 52 | 283 |
| Loon Lake | 101 | <10 | -- | <10 |
| Lopez | 189 | <10 | <10 | 17 |
| Lummi Tribal Agency | Other | -- | <10 | <10 |
| Lyle | 112 | <10 | <10 | 11 |
| Lynden | 189 | 86 | 49 | 135 |
| Mabton | 105 | 27 | <10 | 30 |
| Mansfield | 171 | <10 | <10 | <10 |
| Manson | 171 | 25 | <10 | 25 |
| Mary M Knight | 113 | <10 | <10 | <10 |
| Mary Walker | 101 | 22 | <10 | 25 |
| Marysville | 189 | 399 | 65 | 464 |
| McCleary | 113 | <10 | -- | <10 |
| Mead | 101 | 356 | 79 | 435 |
| Medical Lake | 101 | 59 | 24 | 83 |
| Mercer Island | 121 | 101 | 232 | 333 |
| Meridian | 189 | 63 | 22 | 85 |
| Methow Valley | 171 | 22 | <10 | 24 |
| Mill A | 112 | <10 | -- | <10 |
| Monroe | 189 | 208 | 90 | 298 |
| Montesano | 113 | 48 | 20 | 68 |
| Morton | 113 | <10 | <10 | 12 |
| Moses Lake | 171 | 236 | 59 | 295 |
| Mossyrock | 113 | 24 | <10 | 26 |
| Mount Adams | 105 | 37 | 15 | 52 |
| Mount Baker | 189 | 59 | 28 | 87 |
| Mount Pleasant | 112 | <10 | -- | <10 |
| Mount Vernon | 189 | 209 | 51 | 260 |
| Muckleshoot Indian Tribe | Other | -- | <10 | <10 |
| Mukilteo | 189 | 469 | 170 | 639 |
| Naches Valley | 105 | 34 | 18 | 52 |
| Napavine | 113 | 13 | <10 | 13 |
| Naselle-Grays River Valley | 112 | 36 | <10 | 40 |
| Nespelem | 171 | <10 | -- | <10 |
| Newport | 101 | 41 | 36 | 77 |
| Nine Mile Falls | 101 | 66 | <10 | 71 |
| Nooksack Valley | 189 | 66 | 21 | 87 |
| North Beach | 113 | 31 | 11 | 42 |
| North Franklin | 123 | 78 | 13 | 91 |
| North Kitsap | 114 | 161 | 69 | 230 |
| North Mason | 114 | 82 | 28 | 110 |
| North River | 113 | <10 | <10 | <10 |
| North Thurston Public Schools | 113 | 427 | 243 | 670 |

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|------------------------|-------|------|-------------|-------|
| Northport | 101 | 10 | <10 | 11 |
| Northshore | 121 | 592 | 382 | 974 |
| Oak Harbor | 189 | 181 | 73 | 254 |
| Oakesdale | 101 | <10 | <10 | <10 |
| Oakville | 113 | <10 | <10 | <10 |
| Ocean Beach | 112 | 31 | 11 | 42 |
| Ocosta | 113 | 30 | <10 | 34 |
| Odessa | 101 | <10 | <10 | <10 |
| Okanogan | 171 | 30 | <10 | 39 |
| Olympia | 113 | 306 | 165 | 471 |
| Omak | 171 | 189 | 80 | 269 |
| Onalaska | 113 | 21 | <10 | 25 |
| Onion Creek | 101 | <10 | -- | <10 |
| Orcas Island | 189 | 14 | <10 | 18 |
| Orchard Prairie | 101 | <10 | -- | <10 |
| Orient | 101 | <10 | -- | <10 |
| Orondo | 171 | <10 | -- | <10 |
| Oroville | 171 | 28 | <10 | 36 |
| Orting | 121 | 100 | 43 | 143 |
| Othello | 123 | 105 | 27 | 132 |
| Palisades | 171 | <10 | -- | <10 |
| Palouse | 101 | <10 | <10 | <10 |
| Pasco | 123 | 494 | 104 | 598 |
| Pateros | 171 | 22 | <10 | 22 |
| Paterson | 123 | <10 | -- | <10 |
| Pe Ell | 113 | 13 | <10 | 14 |
| Peninsula | 121 | 270 | 100 | 370 |
| Pioneer | 113 | <10 | -- | <10 |
| Pomeroy | 123 | 17 | <10 | 19 |
| Port Angeles | 114 | 137 | 69 | 206 |
| Port Townsend | 114 | 48 | <10 | 50 |
| Prescott | 123 | <10 | <10 | <10 |
| PRIDE Prep | 101 | <10 | -- | <10 |
| Prosser | 123 | 93 | 15 | 108 |
| Pullman | 101 | 57 | 58 | 115 |
| Puyallup | 121 | 676 | 473 | 1149 |
| Queets-Clearwater | 114 | <10 | -- | <10 |
| Quilcene | 114 | 13 | <10 | 16 |
| Quillayute Valley | 114 | 306 | 11 | 317 |
| Quincy | 171 | 70 | 29 | 99 |
| Rainier | 113 | 28 | <10 | 34 |
| Rainier Prep | 121 | <10 | -- | <10 |
| Raymond | 113 | 11 | <10 | 12 |
| Reardan-Edwall | 101 | 15 | 12 | 27 |
| Renton | 121 | 454 | 171 | 625 |
| Republic | 101 | <10 | <10 | 15 |
| Richland | 123 | 332 | <10 | 332 |
| Ridgefield | 112 | 69 | 43 | 112 |
| Ritzville | 101 | <10 | <10 | <10 |
| Riverside | 101 | 65 | <10 | 68 |
| Riverview | 121 | 85 | 41 | 126 |
| Rochester | 113 | 90 | 44 | 134 |
| Roosevelt | 112 | <10 | -- | <10 |
| Rosalia | 101 | <10 | <10 | <10 |
| Royal | 105 | 32 | 46 | 78 |
| San Juan Island | 189 | 20 | <10 | 25 |
| Satsop | 113 | <10 | -- | <10 |
| School for the Blind | Other | 24 | -- | 24 |
| Seattle Public Schools | 121 | 1542 | 732 | 2274 |
| Sedro-Woolley | 189 | 174 | 39 | 213 |
| Selah | 105 | 137 | 20 | 157 |
| Selkirk | 101 | 11 | <10 | 13 |
| Sequim | 114 | 93 | 27 | 120 |
| Shaw Island | 189 | <10 | -- | <10 |
| Shelton | 113 | 194 | 82 | 276 |

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|---------------------------------------|-------|------|-------------|-------|
| Shoreline | 121 | 255 | 248 | 503 |
| Skamania | 112 | <10 | -- | <10 |
| Skills Centers | Other | -- | <10 | <10 |
| Skykomish | 121 | <10 | <10 | <10 |
| Snohomish | 189 | 406 | 254 | 660 |
| Snoqualmie Valley | 121 | 170 | 156 | 326 |
| Soap Lake | 171 | 11 | <10 | 12 |
| SOAR Academy | 121 | <10 | -- | <10 |
| South Bend | 113 | 22 | <10 | 26 |
| South Kitsap | 114 | 362 | 123 | 485 |
| South Whidbey | 189 | 44 | 27 | 71 |
| Southside | 113 | <10 | -- | <10 |
| Spokane | 101 | 1099 | 288 | 1387 |
| Spokane International | 101 | <10 | -- | <10 |
| Sprague | 101 | <10 | <10 | <10 |
| St. John | 101 | <10 | <10 | <10 |
| Stanwood-Camano | 189 | 172 | 50 | 222 |
| Star | 123 | <10 | -- | <10 |
| Starbuck | 123 | <10 | -- | <10 |
| Stehekin | 171 | <10 | -- | <10 |
| Steilacoom Hist. | 121 | 74 | 34 | 108 |
| Steptoe | 101 | <10 | -- | <10 |
| Stevenson-Carson | 112 | 33 | 14 | 47 |
| Sultan | 189 | 81 | 23 | 104 |
| Summit Public School: Olympus | 121 | 12 | -- | 12 |
| Summit Public School: Sierra | 121 | 18 | -- | 18 |
| Summit Valley | 101 | <10 | -- | <10 |
| Sumner | 121 | 313 | 210 | 523 |
| Sunnyside | 105 | 199 | <10 | 207 |
| Suquamish Tribal Education Department | 114 | 10 | <10 | 11 |
| Tacoma | 121 | 907 | 363 | 1270 |
| Taholah | 113 | 10 | <10 | 10 |
| Tahoma | 121 | 216 | 167 | 383 |
| Tekoa | 101 | <10 | <10 | <10 |
| Tenino | 113 | 32 | 17 | 49 |
| Thorp | 105 | <10 | <10 | <10 |
| Toledo | 113 | 39 | 10 | 49 |
| Tonasket | 171 | 24 | <10 | 25 |
| Toppenish | 105 | 100 | 28 | 128 |
| Touchet | 123 | 12 | <10 | 14 |
| Toutle Lake | 112 | 21 | <10 | 27 |
| Trout Lake | 112 | <10 | <10 | <10 |
| Tukwila | 121 | 60 | 15 | 75 |
| Tumwater | 113 | 193 | 93 | 286 |
| Unaffiliated Tribal Schools | Other | -- | <10 | <10 |
| Union Gap | 105 | <10 | -- | <10 |
| University Place | 121 | 155 | 105 | 260 |
| Valley | 101 | 12 | <10 | 12 |
| Vancouver | 112 | 776 | 219 | 995 |
| Vashon Island | 121 | 45 | 49 | 94 |
| WA State CCDHL | Other | 40 | -- | 40 |
| Wahkiakum | 112 | 22 | <10 | 28 |
| Wahluke | 105 | 52 | <10 | 57 |
| Waitsburg | 123 | 16 | <10 | 16 |
| Walla Walla Public Schools | 123 | 194 | 75 | 269 |
| Wapato | 105 | 68 | 16 | 84 |
| Warden | 171 | 42 | 10 | 52 |
| Washington Military Department | 113 | 21 | -- | 21 |
| Washougal | 112 | 129 | 27 | 156 |
| Washtucna | 101 | <10 | <10 | <10 |
| Waterville | 171 | 21 | <10 | 23 |
| Wellpinit | 101 | 18 | <10 | 22 |
| Wenatchee | 171 | 252 | 129 | 381 |
| West Valley (Spokane) | 105 | 125 | 56 | 181 |
| West Valley (Yakima) | 101 | 173 | 37 | 210 |

Table 2.
Number of Potentially Eligible Students with Disabilities in Washington by Local Education Agency (LEA) (2015-16 school year)

| LEA | ESD | IDEA | Section 504 | Total |
|---------------------|-----|------|-------------|-------|
| White Pass | 113 | 32 | <10 | 35 |
| White River | 121 | 131 | 38 | 169 |
| White Salmon Valley | 112 | 51 | 14 | 65 |
| Wilbur | 101 | 13 | <10 | 14 |
| Willapa Valley | 113 | 13 | <10 | 15 |
| Wilson Creek | 171 | <10 | <10 | <10 |
| Winlock | 113 | 40 | <10 | 48 |
| Wishkah Valley | 113 | <10 | <10 | <10 |
| Wishram | 112 | <10 | <10 | <10 |
| Woodland | 112 | 97 | 37 | 134 |
| Yakima | 105 | 433 | 94 | 527 |
| Yelm | 113 | 164 | 82 | 246 |
| Zillah | 105 | 38 | <10 | 45 |

*Note. These data have been summarized using 2015-16 count data provided by the Washington Office of Superintendent of Public Education (OSPI) and collected from the Comprehensive Education Data and Research System (CEDARS) data collection system used to collect data used for the federal special education reporting requirements. *IDEA Count data include all individuals age 15-21 in the 2015-16 school year who were eligible for and receiving special education or related services. **Section 504 data include school reported counts of individuals in grades 9-12 in the 2015-16 school year. ***Counts with less than 10 individuals have been aggregated for the purpose of confidentiality and are reported here as "<10". ****Data were not available for all schools and "--" is indicated where not available.*

FIGURE 1. QUIST INDICATORS ALIGNED TO PRE-EMPLOYMENT TRANSITION SERVICES

QuIST Indicators ALIGNED TO Pre-Employment Transition Services

Pre-Employment Transition Service

| | Required Activity Under IDEA | Job Exploration Counseling | Work Based Learning Experience | Counseling on Enrollment in Transition or PSE Programs at Institutions of Higher Education | Workplace Readiness Training (Social Skills and Independent Living) | Instruction in Self-Advocacy (Including Peer-Mentoring) | None (i.e., not one of the five required Pre-ETS) |
|--|------------------------------|----------------------------|--------------------------------|--|---|---|---|
| 1. School-Based Activities | | | | | | | |
| Element A: Transition Planning and Career Development | | | | | | | |
| 1. Provide information to students and parents regarding transition services, postsecondary training, employment, and support services, and their role in the IEP/transition process. | X | X | | X | | | |
| 2. Comply with federal and state legislation regarding the implementation of transition planning within the IEP for all students with a disability (i.e., all components of Indicator 13 including the active engagement of all IEP team members). | X | | | | | | X |
| 3. Provide opportunities for youth to participate in a broad array of academic and career preparatory courses and school activities that align to their post-secondary goals. | | X | X | X | X | X | |
| 4. Provide opportunities for students with disabilities to participate in all general education career guidance systems. | | X | | X | | | |
| 5. Seeks current feedback from parents and students about their participation and satisfaction with the transition planning process. | | | | | | | X |
| Element B: Curriculum and Instruction | | | | | | | |
| 1. Use universally designed, culturally competent, and research-based transition curriculum and materials (such as the instruction in social skills, daily living, transportation, mobility, recreation, and leisure) as it relates to the students postsecondary goals. | X | | | | X | | |
| 2. Use data to evaluate current programs and instructional practices for future programs and services linked to post-school outcomes. | | | | | | | X |
| 3. Support the imbedding of research-based transition services such as study skills, learning strategies, self-advocacy, self-determination, and social skills within classroom instruction (i.e., reading, writing, and math). | | | | | X | X | |
| 4. Provide opportunities for students to participate in Career/Technical Education programs consistent with their postsecondary goals. | | X | | | X | | |
| Element C: Graduation & Dropout Prevention | | | | | | | |
| 1. Create student-specific graduation plans that include state assessments, credit requirements, and other district requirements including year of graduation based on local school board policy (WAC 180-51-115). | X | | | | | | X |
| 2. Develop and implement research-based dropout prevention and intervention activities based on early-warning indicators. | | | | | | | X |
| 3. Provide on-going current and relevant training for school staff in dropout prevention and intervention practices and procedures. | | | | | | | X |
| 4. Include parents and families as part of the dropout prevention and intervention planning. | | | | | | | X |
| Element D: Student Involvement | | | | | | | |
| 1. Promote and support student-directed, research-based transition planning and IEP meetings including trainings for staff and students on student-led IEPs. (C) (P) | | | | | | | X |
| 2. Schedule IEP meeting at times and places that allow students to be active members of their IEP teams. | X | | | | | | X |
| 2. Work-Based Learning | | | | | | | |
| Element A: Job Readiness Skill Development | | | | | | | |
| 1. Provide students with disabilities experiences that support the development of positive work habits, tolerances, and behaviors. | | | | | X | | |
| 2. Provide students opportunities to participate in Career and Technical Education programs and courses. | | X | | | X | | |
| 3. Create support structures so that students exit school with an understanding how community resources (such as DVR/DDA) and family members can assist them in their role as a worker. | | | | | | | X |
| 4. Support self-advocacy instruction so students exit school with an ability to access, accept, and use needed supports and accommodations for work experiences. | | | | | | X | |
| Element B: Internship Opportunities | | | | | | | |
| 1. Provide students access to community-based internship or volunteer information in their school. | | | X | | | | |
| 2. Provide opportunities for students participate in quality community-based internship or volunteer experiences that relate to their postsecondary goals. | | | X | | | | |
| 3. Provide information to teachers, mentors, families, and students regarding the laws and processes of community-based learning. | | | | | | | X |
| Element C: Job Shadowing | | | | | | | |
| 1. Provide instruction to students and families on the purpose and process of job shadowing. | | X | | | | | |
| 2. Provide opportunities for short-term, time-limited job shadowing related to students' postsecondary goals. | | | X | | X | | |
| 3. Create and implement a process to evaluate job-shadowing experiences by students and staff. | | | | | X | | |
| Element D: Integrated Employment | | | | | | | |

| | | | | | | | |
|---|---|--|---|--|---|--|---|
| 1. Provide opportunities for students to exit school with work experiences that are relevant and aligned with each student's postsecondary goals. | | | X | | X | | |
| 2. Create policies and procedures to insure that instructional work-based learning has no appreciable benefit to the worksite or supplants regular employees (WAC 296-124-043) and that work-based placement procedures are consistent with labor standards, child labor laws (WAC 180-50-315) and ADA. | | | | | | | X |
| 3. Provide school staff with on-going job development and placement training. | | | | | | | X |
| 4. Create and implement relevant and comprehensive job/work experience evaluations to monitor student learning and success. | | | | | X | | |
| Element E: Employment with Supports | | | | | | | |
| 1. Create and implement a process to identify the level and type of on-the-job supports needed by individual students including actively engaging student and family participation in developing "natural supports" to secure and sustain employment. | | | | | | | X |
| 2. Provide school staff current and regular trainings in on-the-job supports. | | | | | | | X |
| 3. Provide community work experiences that emphasize "real" work opportunities. | | | X | | X | | |
| 4. Create and implement relevant and comprehensive job/work experience evaluations to monitor student learning and success. | | | | | X | | X |
| 3. System Support | | | | | | | |
| Element A: District and School-Level Participation | | | | | | | |
| 1. Have a thorough knowledge of the transition process, district policies, state legislation, and the continuum of post-school options available to students with disabilities. | | | | | | | X |
| 2. Participate regularly in IEP meetings and transition planning. | | | | | | | X |
| 3. Promote diversity and inclusion of all students in the transition planning processes. | | | | | | | X |
| 4. Aligns building resources (time, schedule, and people) to support each student's individual transition plans. | | | | | | | X |
| Element B: Staff Development Opportunities | | | | | | | |
| 1. Provide on-going training to staff (teachers, paras, counselors, psychologist, and related service professionals) in IEP development, the transition process (see Flow Chart), and post-secondary training options including Section 504 and ADA laws. | | | | | | | X |
| 2. Guide and support standards-based professional development that improves teaching and learning of research-based transition practices and meets the diverse learning needs of every student. | | | | | | | X |
| Element C: Resource Allocation | | | | | | | |
| 1. Allocate resources (such as time, people, space, and funds) to support improved post-school outcomes. | | | | | | | X |
| 2. Provide on-going transition related training for parents, teachers, counselors, and administrators. | | | | | | | X |
| 3. Seek and secure additional resources aligned with post-school outcome improvement goals. | | | | | | | X |
| 4. Conduct annual program evaluations to determine the allocation of resources to support improved post-school outcomes. | | | | | | | X |
| Element D: Coordination and Collaboration | | | | | | | |
| 1. Interpret data and communicates progress to stakeholders. | | | | | | | X |
| 2. Facilitate effective communication, procedures, and data systems that ensure the accurate transfer of information for transition planning and IEP development (e.g., from middle school to high school). | | | | | | | X |
| 3. Oversee the development of appropriate research-based transition activities for all grade levels K-12 including opportunities in primary grades for students to gain exposure to integrated experiences between school and careers. | | | | | | | X |
| 4. Involve families in all aspects of the IEP and transition process. | | | | | | | X |
| Element E: State and Federal Planning | | | | | | | |
| 1. Establish, conduct, and evaluate processes used to gather post-school data (Indicator 14). | X | | | | | | X |
| 2. Use post-school data to establish goals and to make program decisions. | | | | | | | X |
| 3. Use a variety of transition related data (such as post-school survey, graduation, and dropout data) to evaluate program quality. | | | | | | | X |
| 4. Family Involvement | | | | | | | |
| Element A: Family and School Communication | | | | | | | |
| 1. Establish policies and procedures that require frequent and timely reports of student behavior, performance, and academic achievement with school staff, families, and students. | | | | | | | X |
| 2. Communicates with families, students, and school staff in a respectful, collaborative, and reciprocal nature while respecting the diversity of family cultures, traditions, and values. | | | | | | | X |
| Element B: Family and School Collaboration | | | | | | | |
| 1. Involve and actively encourage students and family participation in school activities and the IEP process. | X | | | | | | X |
| 2. Seek student, parent, and community information regarding the student's postsecondary goals and transition services. | X | | | | | | X |
| 3. Design and implement school programs and activities based on frequent feedback from students and families. | | | | | | | X |
| Element C: Parent and Family Training | | | | | | | |
| 1. Develop comprehensive strategies for positive family engagement (including culturally and linguistically diverse families) in the IEP process. | | | | | | | X |
| 2. Provide opportunities for parents to receive training on informal transition assessments related to their child's strengths, needs, interests, and preferences to determine their postsecondary goals. | | | | | | | X |

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| 3. Offer students and parents on-going information regarding transition services, postsecondary education/training options, employment, adult support services, and their role in the IEP/transition process. | X | X | | X | | | |
| 5. Agency Connections | | | | | | | |
| Element A: Agency Resource Information | | | | | | | |
| 1. Provide on-going information to families and students about appropriate education, employment, and independent living agencies including how and when to connect to those agencies (beginning at age 16, or before if appropriate). | | X | | X | | | X |
| 2. Provide opportunities for students to participate in transition activities aligned to their postsecondary goals (i.e., transition fairs, agency seminars, and workshops). | | X | X | X | X | X | X |
| 3. Seek feedback from students after they leave high school about services, accommodations, and supports received in their post-school environment for program improvement. | | | | | | | X |
| Element B: Agency Participation and Parental Consent | | | | | | | |
| 1. Comply with federal and state legislation regarding the involvement of education/training, employment, and adult service providers beginning at age 16, or before as appropriate, including the documentation of parental consent for agency participation. | X | | | | | | X |
| 2. Use an interagency team process with students and families to link transition services, accommodations, and supports. | | | | | | | X |
| Element C: Memorandum of Understanding (MOU) | | | | | | | |
| 1. Develop missions, policies, and resources that support seamless linkages for students with disabilities with identified transition services and accommodations. | | | | | | | X |
| 2. Develop and implement interagency agreements to coordinate eligibility and service provision requirement, assisting students in participating in post-school options related to their postsecondary IEP goals. | | | | | | | X |
| 3. Create multiple pathways so that students are seamlessly linked to appropriate adult education/training, employment, and independent living adult services. | | | | | | | X |

**FIGURES 2 THROUGH 8: SUMMARY OF AVAILABILITY OF INDICATORS ON THE QUIST THAT
ALIGN WITH PRE-EMPLOYMENT TRANSITION SERVICES**

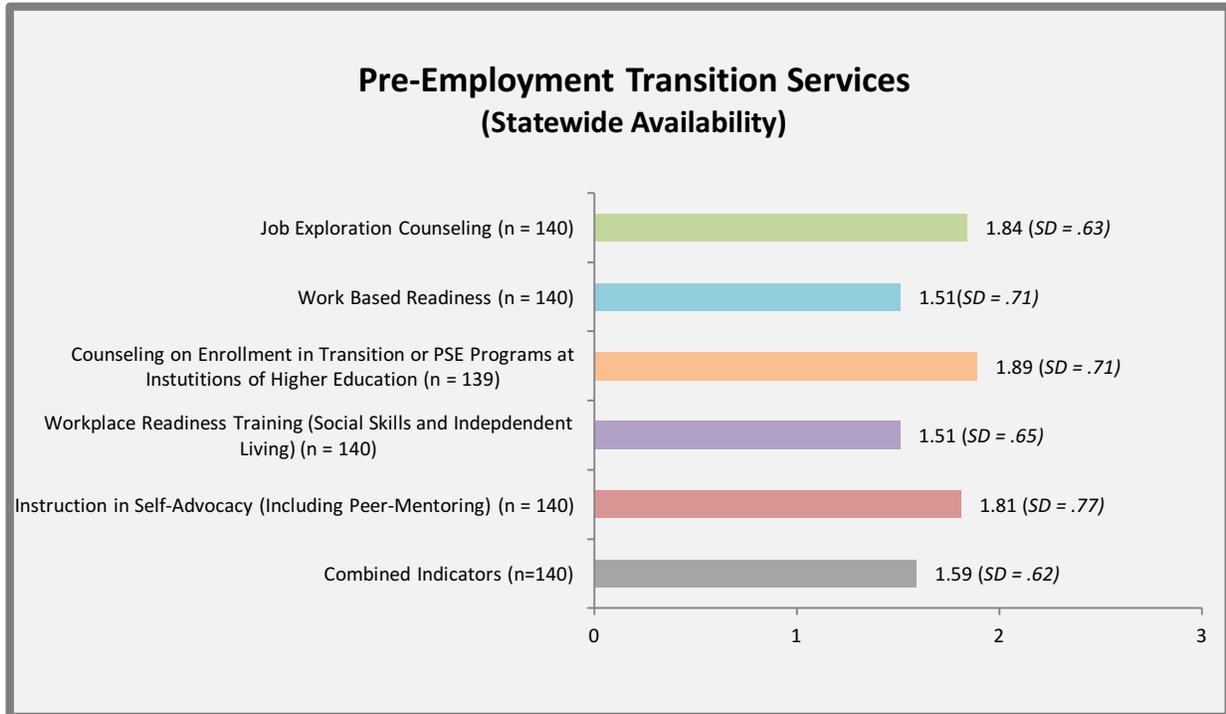


Figure 2. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

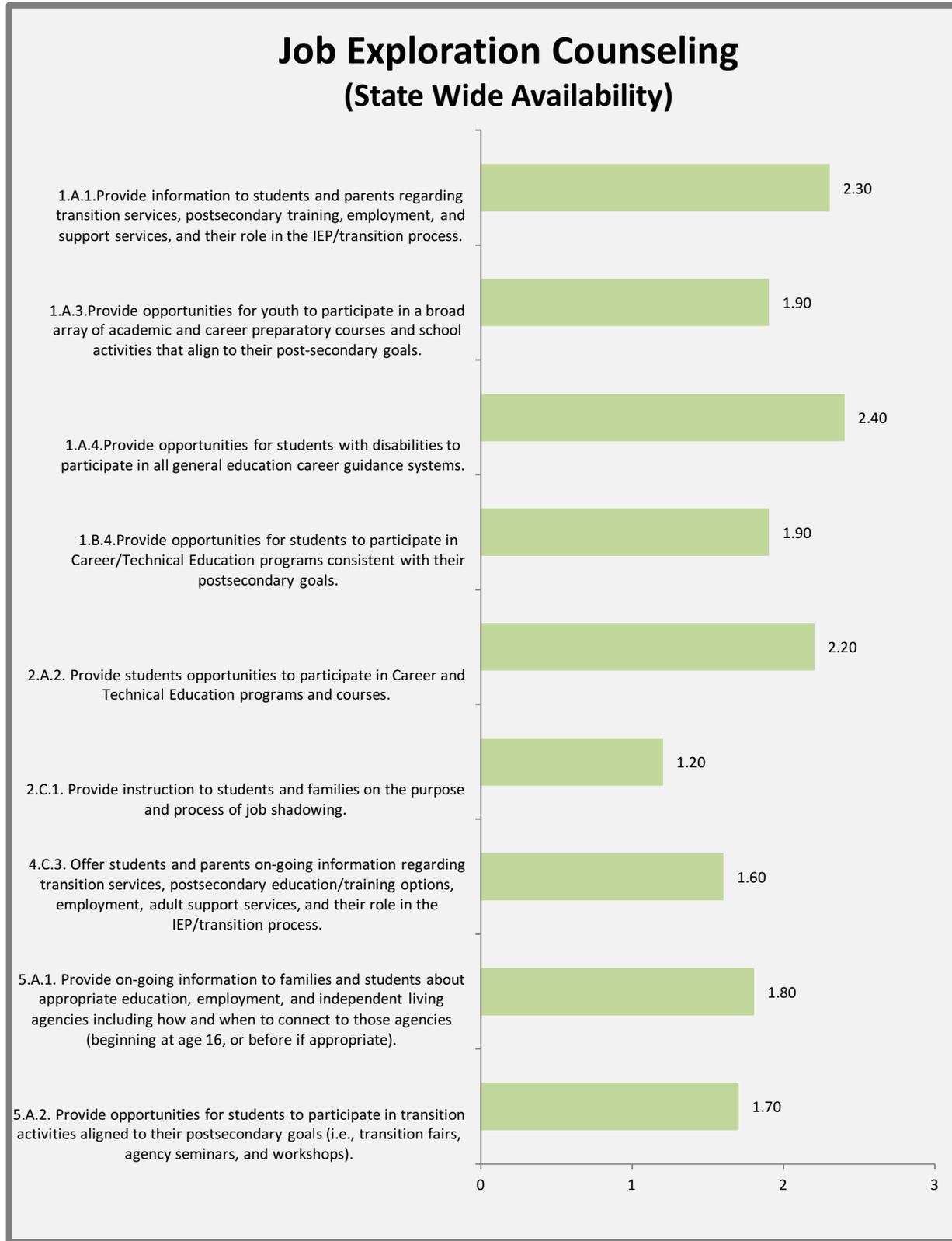


Figure 3. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

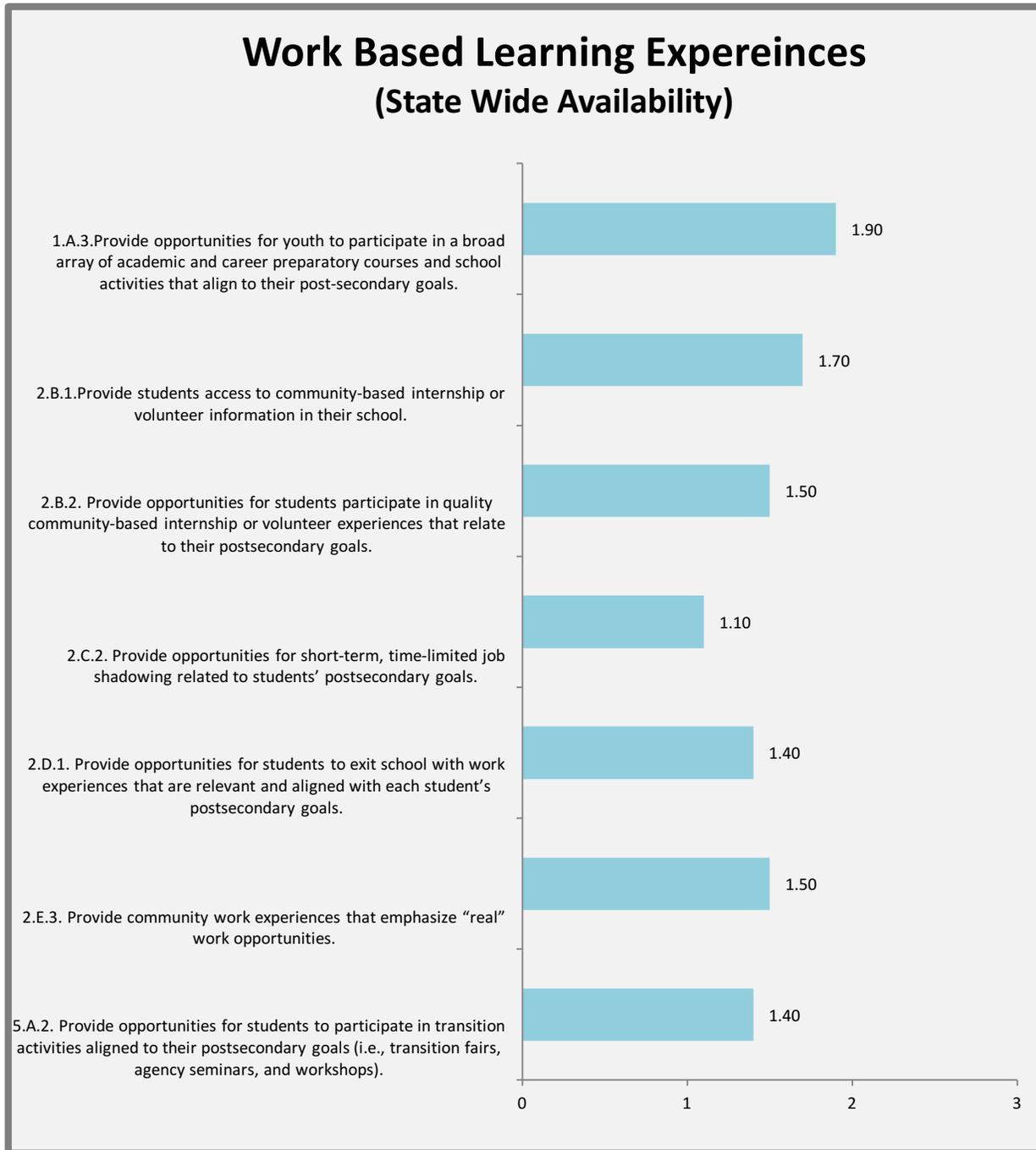


Figure 4. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

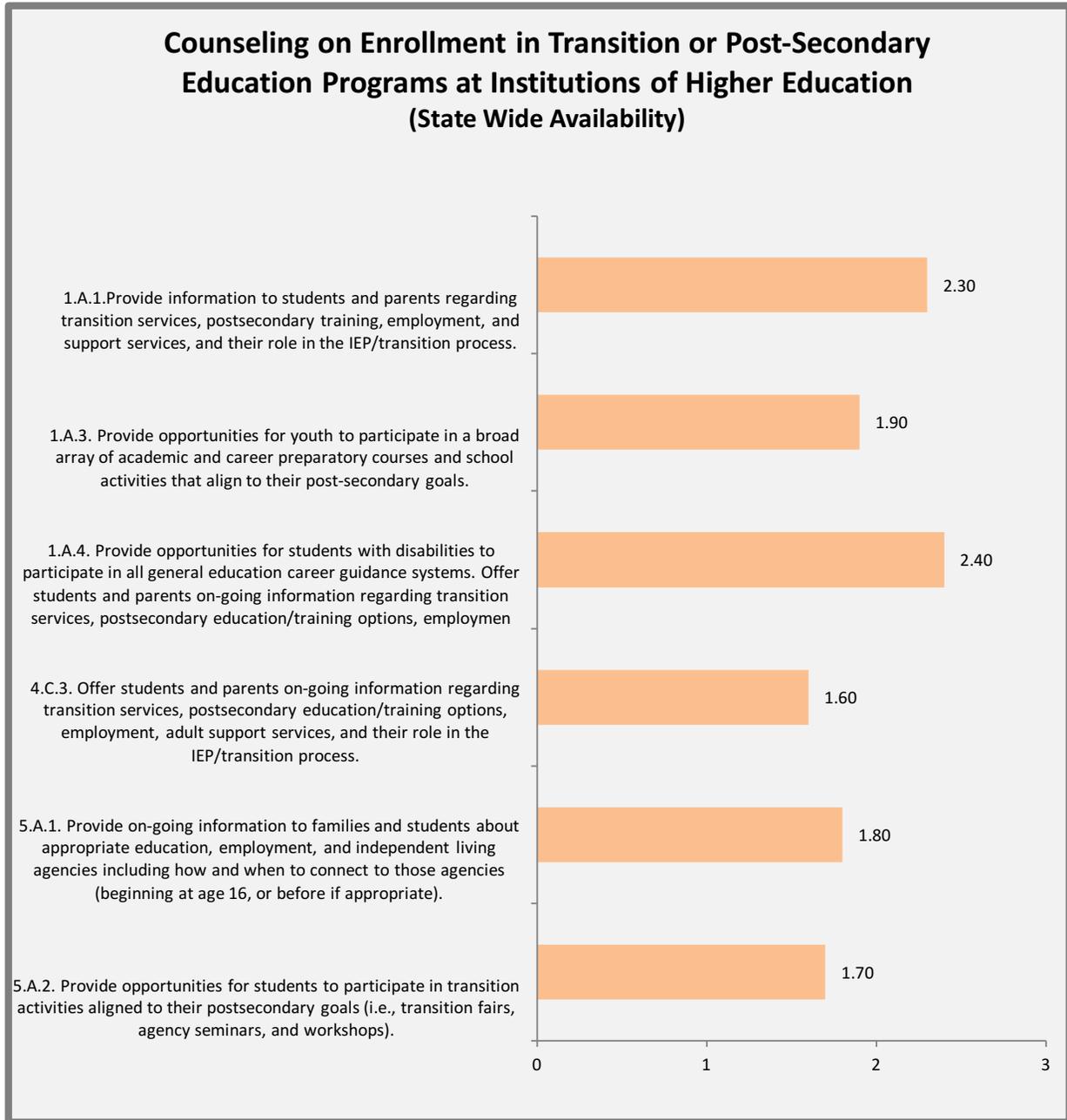


Figure 5. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

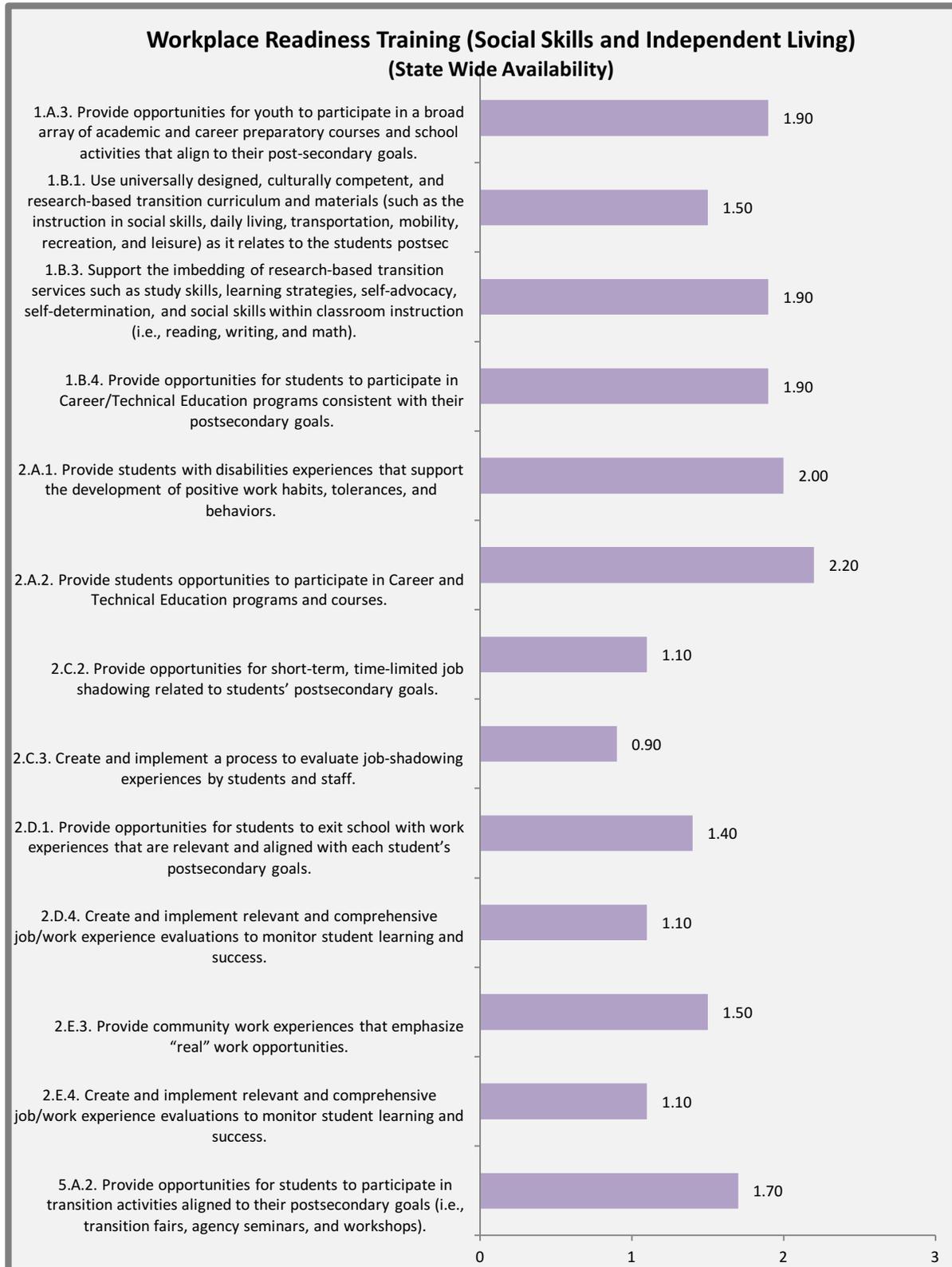


Figure 6. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

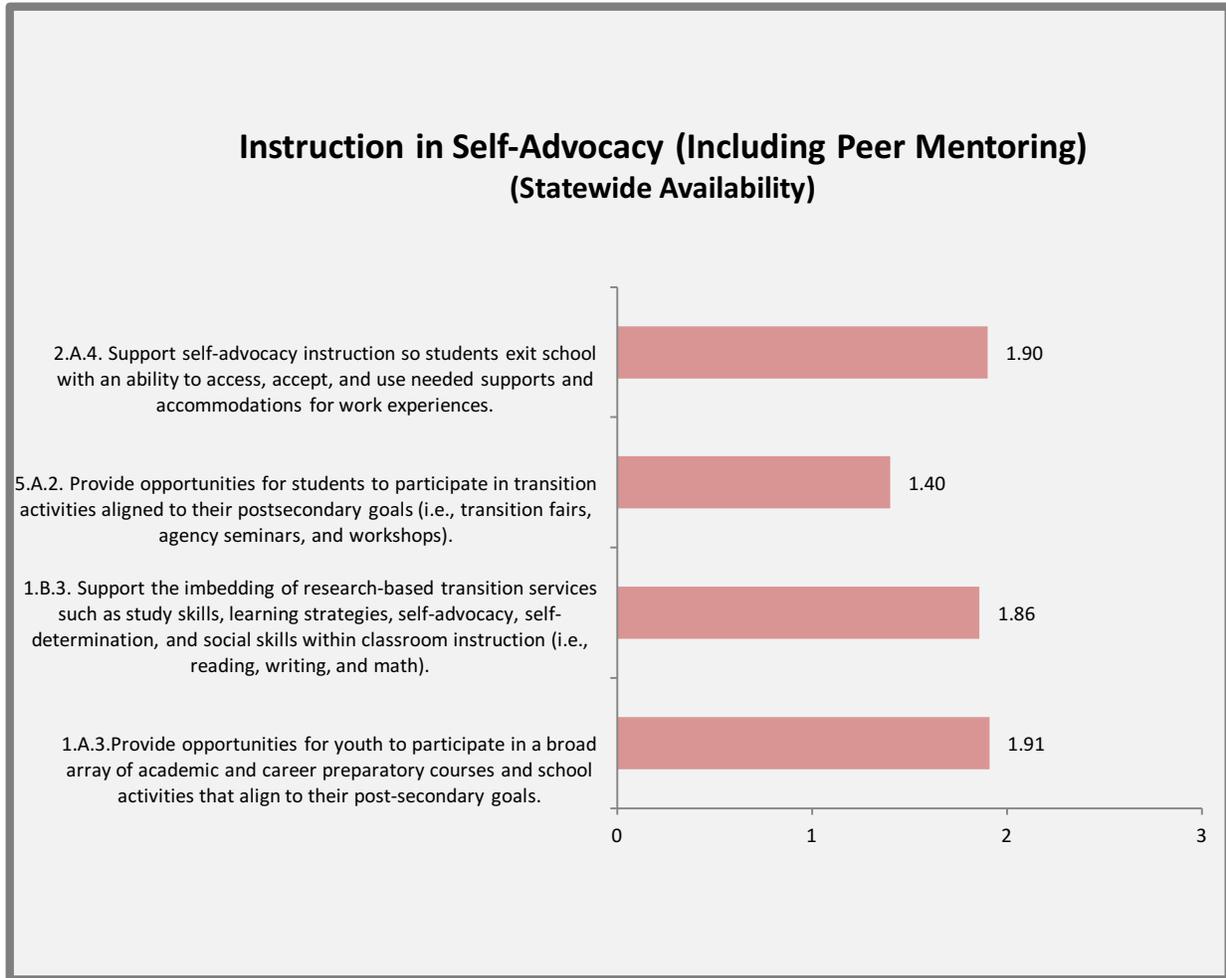


Figure 7. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

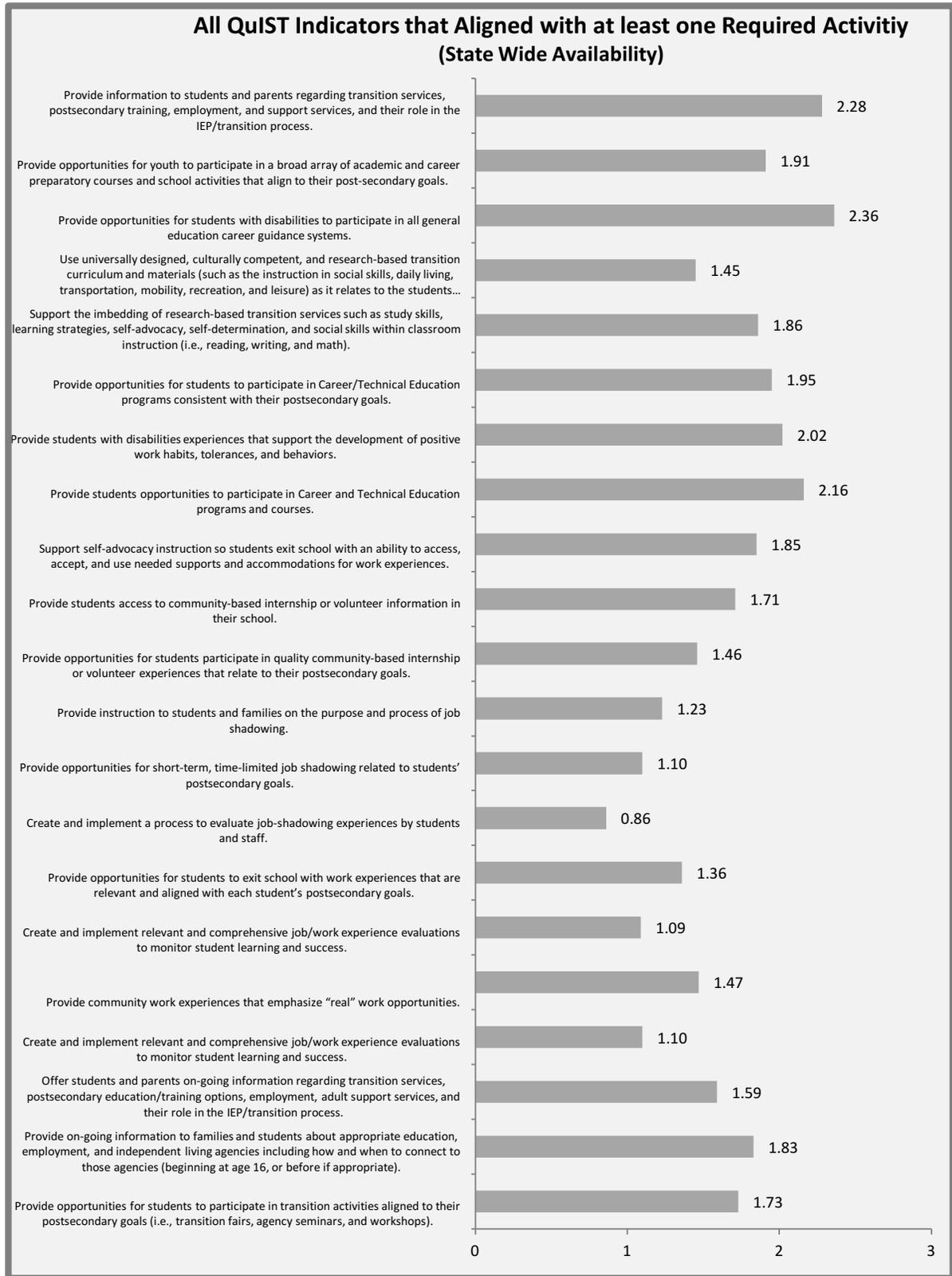


Figure 8. Note: 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

TABLES 3 AND 4: SUMMARY OF THE AVAILABILITY OF COMPOSITE SCORES BY LEA, ESD AND STATEWIDE

Table 3. Summary Table of Pre-Employment Transition Services Availability by ESD and Overall in the State of Washington Using QuIST Composite Score

| QuIST Indicator Composite Score by Pre-Employment Transition Service | Educational Service District | | | | | | | | | State Total |
|--|------------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|------------------|
| | ESD 101 (n = 32 of 62) | ESD 105 (n = 12 of 25) | ESD 112 (n = 15 of 31) | ESD 113 (n = 4 of 44) | ESD 114 (n = 10 of 16) | ESD 121 (n = 28 of 41) | ESD 123 (n = 2 of 23) | ESD 171 (n = 12 of 29) | ESD 189 (n = 23 of 35) | (n = 141 of 308) |
| <i>Job Exploration Composite Score</i> | 1.84 (SD = 0.68) | 1.97 (SD = 0.73) | 1.98 (SD = 0.61) | 2.00 (SD = 0.59) | 2.11 (SD = 0.72) | 1.55 (SD = 0.64) | 1.58 (SD = 0.30) | 1.72 (SD = 0.57) | 1.87 (SD = 0.49) | 1.84 (SD = .63) |
| <i>Work Based Learning Composite Score</i> | 1.46(SD = 0.80) | 1.60(SD = 0.68) | 1.67 (SD = 0.74) | 1.54 (SD = 0.57) | 1.84(SD = 0.85) | 1.35(SD = 0.70) | 1.25(SD = 0.65) | 1.40 (SD = 0.48) | 1.44(SD = 0.65) | 1.51 (SD = .71) |
| <i>Counseling in Enrollment Composite Score</i> | 1.89 (SD = 0.71) | 2.00 (SD = 0.78) | 1.97 (SD = 0.75) | 1.95 (SD = 0.57) | 2.20(SD = 0.71) | 1.61 (SD = 0.78) | 1.88 (SD = 0.19) | 1.69 (SD = 0.62) | 2.05 (SD = 0.64) | 1.89 (SD = .71) |
| <i>Work Readiness Training Composite Score</i> | 1.51(SD = 0.67) | 1.48(SD = 0.65) | 1.73(SD = 0.75) | 1.61 (SD = 0.48) | 1.83 (SD = 0.91) | 1.39 (SD = 0.63) | 1.17(SD = 0.56) | 1.37 (SD = 0.39) | 1.46(SD = 0.60) | 1.51 (SD = .65) |
| <i>Instruction in Self-Advocacy Composite Score</i> | 1.78(SD = 0.87) | 1.81(SD = 0.44) | 1.94(SD = 0.99) | 2.18(SD = 0.75) | 2.16(SD = 0.73) | 1.55(SD = 0.85) | 1.72(SD = 0.25) | 1.70(SD = 0.59) | 1.85(SD = 0.71) | 1.81 (SD = .77) |
| Combined Composite Score | 1.56 (SD = 0.62) | 1.48 (SD = 0.63) | 1.74 (SD = 0.67) | 1.82 (SD = 0.53) | 1.63 (SD = 0.85) | 1.43 (SD = 0.63) | 1.37 (SD = 0.54) | 1.62 (SD = 0.43) | 1.70 (SD = 0.55) | 1.58 (SD = .62) |

Note: Composite scores were calculated for each LEA – and summarized in this table by ESD and in a State Total – using the average score of completed QuIST items that aligned with a Pre-Employment Transition Services Domain (see QuIST Indicators ALIGNED TO Pre-Employment Transition Services). The number of items that an LEA responded to varied greatly and without a clear pattern (i.e., there was a lot of missing data and the reason is unknown). Furthermore, not all LEA’s within an ESD completed the QuIST, the percentage of those that did varied, and there is not yet evidence to suggest these scores summarized at the ESD level are representative of all LEA’s within the region. These results should be interpreted with caution; 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|--|-----|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Aberdeen | 113 | --* | -- | -- | -- | -- | -- |
| Adna | 113 | -- | -- | -- | -- | -- | -- |
| Almira | 101 | -- | -- | -- | -- | -- | -- |
| Anacortes | 189 | -- | -- | -- | -- | -- | -- |
| Arlington | 189 | 2.25 | 2.67 | 2 | 2.78 | 1.5 | 2.57 |
| Asotin-Anatone | 123 | -- | -- | -- | -- | -- | -- |
| Auburn | 121 | 2.4 | 1.86 | 2.33 | 1.77 | 1.75 | 1.9 |
| Bainbridge Island School District #303 | 121 | 0.25 | 0.67 | 0.5 | 0.44 | 0.5 | 0.36 |
| Battle Ground Public Schools/ESD 112 | 112 | 2.7 | 1.71 | 2.83 | 2.15 | 2.75 | 2.1 |
| Bellevue School District | 121 | 1 | 0.71 | 1.17 | 0.62 | 0.75 | 0.81 |
| Bellingham Public Schools | 189 | 2.5 | 2.67 | 2.5 | 2.33 | 3 | 2.43 |
| Benge | 101 | -- | -- | -- | -- | -- | -- |
| Bethel | 121 | 1.7 | 1 | 2 | 1.15 | 1.75 | 1.19 |
| Bickleton | 105 | -- | -- | -- | -- | -- | -- |
| Blaine | 189 | 1.5 | 1.17 | 2 | 1.11 | 1.5 | 1.14 |
| Boistfort | 113 | -- | -- | -- | -- | -- | -- |
| Bremerton | 114 | 1.44 | 1 | 1.2 | 0.75 | 1.33 | 0.95 |
| Brewster | 171 | 2.3 | 1.57 | 2.33 | 1.62 | 2.5 | 1.81 |
| Bridgeport | 171 | -- | -- | -- | -- | -- | -- |
| Brinnon | 114 | -- | -- | -- | -- | -- | -- |
| Burlington-Edison School District | 189 | 2.57 | 1.71 | 2.8 | 1.6 | 2.67 | 1.94 |
| Camas | 112 | -- | -- | -- | -- | -- | -- |
| Cape Flattery | 114 | -- | -- | -- | -- | -- | -- |
| Carbonado | 121 | 1 | 0 | 0 | 1.67 | 0 | 1 |
| Cascade | 171 | 1.3 | 1.57 | 1 | 1.62 | 1 | 1.48 |
| Cashmere | 171 | 2 | 1.86 | 1.67 | 2 | 2 | 1.95 |
| Castle Rock School District | 112 | 2.7 | 1.86 | 2.5 | 2.15 | 3 | 2.19 |
| Centerville | 112 | -- | -- | -- | -- | -- | -- |
| Central Kitsap | 114 | 2.75 | 3 | 3 | 2.89 | 3 | 2.93 |
| Central Valley | 101 | -- | -- | -- | -- | -- | -- |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|----------------------------------|-----|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Centralia | 113 | -- | -- | -- | -- | -- | -- |
| Chehalis School District | 113 | 2.3 | 2 | 2.17 | 2.15 | 2.5 | 2.19 |
| Cheney | 101 | 1.63 | 2.5 | 1.5 | 1.75 | 1.33 | 1.79 |
| Chewelah | 101 | 2.9 | 2.86 | 2.83 | 2.85 | 2.75 | 2.9 |
| Chimacum School District 49 | 114 | 2.5 | 1.71 | 2.5 | 1.54 | 1.5 | 1.67 |
| Clarkston | 123 | -- | -- | -- | -- | -- | -- |
| CleElum | 105 | 1.25 | 1.33 | 2 | 0.78 | 2 | 1.07 |
| Clover Park | 121 | 1.33 | 1 | 1 | 1.33 | 1 | 1.2 |
| Colfax | 101 | 1.78 | 1.57 | 2 | 1.46 | 2.5 | 1.6 |
| College Place Public Schools | 123 | 1.8 | 0.57 | 1.67 | 0.92 | 1.5 | 0.86 |
| Colton | 101 | 1 | 0.14 | 0.8 | 0.31 | 0.5 | 0.6 |
| Columbia | 101 | 1.5 | 1 | 1.5 | 1 | 1 | 1.5 |
| Columbia (Walla Walla) | 123 | -- | -- | -- | -- | -- | -- |
| Colville | 101 | 2.8 | 0.71 | 2.67 | 1.38 | 2.25 | 1.67 |
| Concrete | 189 | -- | -- | -- | -- | -- | -- |
| Conway | 189 | -- | -- | -- | -- | -- | -- |
| Cosmopolis | 113 | -- | -- | -- | -- | -- | -- |
| Coulee-Hartline | 171 | -- | -- | -- | -- | -- | -- |
| Coupeville School District | 189 | 2.89 | 1.14 | 3 | 1.62 | 3 | 1.85 |
| Crescent | 114 | -- | -- | -- | -- | -- | -- |
| Creston | 101 | 1.4 | 1.43 | 1.5 | 0.77 | 1 | 0.95 |
| Curlew | 101 | 0.78 | 0.29 | 0.8 | 0.23 | 0.25 | 0.35 |
| Cusick | 101 | 2.5 | 1.83 | 2 | 1.67 | 3 | 1.86 |
| Damman | 105 | -- | -- | -- | -- | -- | -- |
| Darrington School District | 189 | 2.22 | 1.71 | 2.6 | 1.77 | 1.75 | 1.75 |
| Davenport | 101 | 1.63 | 0.5 | 1.5 | 1 | 0.67 | 1.44 |
| Dayton | 123 | -- | -- | -- | -- | -- | -- |
| Deer Park | 101 | 2.3 | 2.2 | 2.17 | 2.15 | 2.5 | 2.05 |
| Dieringer | 121 | -- | -- | -- | -- | -- | -- |
| Dixie | 123 | -- | -- | -- | -- | -- | -- |
| East Valley | 101 | 2.7 | 2.86 | 2.67 | 2.92 | 3 | 2.81 |
| East Valley (Yakima) | 105 | -- | -- | -- | -- | -- | -- |
| Eastmont | 171 | 1.6 | 0.71 | 1.17 | 1 | 2 | 0.9 |
| Easton | 105 | -- | -- | -- | -- | -- | -- |
| Eatonville | 121 | -- | -- | -- | -- | -- | -- |
| Edmonds | 189 | -- | -- | -- | -- | -- | -- |
| Educational Service District 112 | 112 | -- | -- | -- | -- | -- | -- |
| Ellensburg | 105 | -- | -- | -- | -- | -- | -- |
| Elma | 113 | 2.2 | 2.14 | 2.17 | 1.77 | 2.5 | 1.86 |
| Endicott | 101 | 2.5 | 1.57 | 2.83 | 1.54 | 2.75 | 1.9 |
| Entiat | 171 | 2.9 | 2.29 | 2.83 | 2.15 | 2.75 | 2.48 |
| Enumclaw | 121 | 0.5 | 1.5 | 0.5 | 1.63 | 2 | 1.46 |
| Ephrata | 171 | -- | -- | -- | -- | -- | -- |
| Evaline | 113 | -- | -- | -- | -- | -- | -- |
| Everett | 189 | -- | -- | -- | -- | -- | -- |
| Evergreen (Clark) | 112 | 2.1 | 1.43 | 2 | 2 | 2.5 | 1.95 |
| Evergreen No. 205 | 101 | -- | -- | -- | -- | -- | -- |
| Excel Public Charter | 121 | -- | -- | -- | -- | -- | -- |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|---|-------|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Federal Way | 121 | -- | -- | -- | -- | -- | -- |
| Ferndale School District | 189 | 2 | 1 | 1.5 | 1.33 | 1.5 | 1.43 |
| Fife | 121 | 1.5 | 1.5 | 1 | 1.33 | 1 | 1.29 |
| Finley | 123 | -- | -- | -- | -- | -- | -- |
| Franklin Pierce Schools | 121 | 2.1 | 1.71 | 2 | 1.69 | 2 | 1.95 |
| Freeman | 101 | 2 | 0.43 | 2.33 | 0.62 | 1.5 | 1.19 |
| Garfield | 101 | -- | -- | -- | -- | -- | -- |
| Glenwood | 112 | -- | -- | -- | -- | -- | -- |
| Goldendale | 105 | -- | -- | -- | -- | -- | -- |
| Grand Coulee Dam | 171 | -- | -- | -- | -- | -- | -- |
| Grandview | 105 | 1.5 | 1.33 | 1 | 1.11 | 1.5 | 1.36 |
| Granger | 105 | 2.75 | 2.17 | 2.5 | 2.44 | 2.5 | 2.57 |
| Granite Falls | 189 | 2 | 0.5 | 3 | 0.89 | 2.5 | 0.93 |
| Grapeview | 113 | -- | -- | -- | -- | -- | -- |
| Great Northern | 101 | -- | -- | -- | -- | -- | -- |
| Green Dot Charter | 121 | -- | -- | -- | -- | -- | -- |
| Green Mountain | 112 | -- | -- | -- | -- | -- | -- |
| Griffin | 113 | -- | -- | -- | -- | -- | -- |
| Harrington | 101 | 0.88 | 1 | 0.6 | 1.17 | 1 | 1.16 |
| Highland | 105 | 1 | 0.5 | 0.5 | 0.78 | 1.5 | 0.71 |
| Highline Public Schools | 121 | 2 | 2 | 2 | 1.88 | 2 | 2 |
| Hockinson School District | 112 | 1.25 | 0.83 | 1 | 0.89 | 0.5 | 1 |
| Hood Canal | 113 | -- | -- | -- | -- | -- | -- |
| Hoquiam | 113 | -- | -- | -- | -- | -- | -- |
| Inchelium | 101 | 2.63 | 1.29 | 2.83 | 1.3 | 3 | 1.67 |
| Index | 189 | -- | -- | -- | -- | -- | -- |
| Institutions | Other | -- | -- | -- | -- | -- | -- |
| Issaquah | 121 | 2 | 1.5 | 2.5 | 1.33 | 2.5 | 1.43 |
| Juvenile Detention Centers | Other | -- | -- | -- | -- | -- | -- |
| Kahlotus | 123 | -- | -- | -- | -- | -- | -- |
| Kalama | 112 | 1.1 | 0.29 | 1 | 0.46 | 0.5 | 0.67 |
| Keller | 101 | -- | -- | -- | -- | -- | -- |
| Kelso School District | 112 | 1.33 | 1.14 | 1.4 | 1 | 1.5 | 1.2 |
| Kennewick | 123 | -- | -- | -- | -- | -- | -- |
| Kent School District | 121 | 1.25 | 1.5 | 1.5 | 1.11 | 1.5 | 1.21 |
| Kettle Falls | 101 | 1.4 | 1 | 1 | 1 | 0.75 | 1 |
| Kiona-Benton City | 123 | -- | -- | -- | -- | -- | -- |
| Kittitas | 105 | 1.25 | 0.67 | 1 | 0.44 | 1 | 0.79 |
| Klickitat | 112 | -- | -- | -- | -- | -- | -- |
| La Center | 112 | -- | -- | -- | -- | -- | -- |
| La Conner | 189 | 1.75 | 1 | 2 | 1 | 1 | 1.14 |
| LaCrosse | 101 | -- | -- | -- | -- | -- | -- |
| Lake Chelan School District | 171 | 2 | 1.86 | 1.6 | 2.08 | 1.5 | 2.1 |
| Lake Quinalt | 113 | -- | -- | -- | -- | -- | -- |
| Lake Stevens | 189 | -- | -- | -- | -- | -- | -- |
| Lake Washington Institute of Technology | 121 | -- | -- | -- | -- | -- | -- |
| Lake Washington School District | Other | 1.3 | 1 | 1 | 1.15 | 1 | 1.1 |
| Lakewood School District | 189 | 3 | 2.8 | -- | 2.5 | 2 | 2.58 |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|-------------------------------|-------|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Lamont | 101 | -- | -- | -- | -- | -- | -- |
| Liberty | 101 | 1.5 | 1.33 | 1 | 1.78 | 1.5 | 1.64 |
| Lind/Ritzville | 101 | 1.5 | 1 | 1.5 | 1.11 | 1.5 | 1.21 |
| Longview | 112 | -- | -- | -- | -- | -- | -- |
| Loon Lake | 101 | -- | -- | -- | -- | -- | -- |
| Lopez | 189 | 1.71 | 0.33 | 1.67 | 0.5 | 1 | 0.72 |
| Lummi Tribal Agency | Other | -- | -- | -- | -- | -- | -- |
| Lyle | 112 | -- | -- | -- | -- | -- | -- |
| Lynden | 189 | -- | -- | -- | -- | -- | -- |
| Mabton | 105 | -- | -- | -- | -- | -- | -- |
| Mansfield | 171 | -- | -- | -- | -- | -- | -- |
| Manson School District | 171 | 1.6 | 1.86 | 1.33 | 1.69 | 1.5 | 1.71 |
| Mary M Knight | 113 | -- | -- | -- | -- | -- | -- |
| Mary Walker | 101 | -- | -- | -- | -- | -- | -- |
| Marysville | 189 | 1.5 | 1.5 | 1.5 | 1.33 | 2 | 1.43 |
| McCleary | 113 | -- | -- | -- | -- | -- | -- |
| Mead | 101 | 1.5 | 1.29 | 1.5 | 1.38 | 1.25 | 1.29 |
| Medical Lake | 101 | 2.5 | 1.71 | 2.17 | 2 | 2.25 | 2.1 |
| Mercer Island School District | 121 | 1.7 | 1.71 | 2 | 1 | 1 | 1.43 |
| Meridian | 189 | 1.75 | 1.33 | 2 | 1.33 | 2 | 1.43 |
| Methow Valley | 171 | -- | -- | -- | -- | -- | -- |
| Mill A | 112 | -- | -- | -- | -- | -- | -- |
| Monroe | 189 | -- | -- | -- | -- | -- | -- |
| Montesano | 113 | -- | -- | -- | -- | -- | -- |
| Morton | 113 | -- | -- | -- | -- | -- | -- |
| Moses Lake | 171 | 2 | 2 | 1.75 | 1.5 | 1.5 | 1.57 |
| Mossyrock | 113 | -- | -- | -- | -- | -- | -- |
| Mount Adams | 105 | -- | -- | -- | -- | -- | -- |
| Mount Baker | 189 | 1.5 | 1.67 | 1.5 | 1.44 | 1.5 | 1.43 |
| Mount Pleasant | 112 | -- | -- | -- | -- | -- | -- |
| Mount Vernon School District | 189 | 2.5 | 2.33 | 3 | 2.44 | 3 | 2.43 |
| Muckleshoot Indian Tribe | Other | -- | -- | -- | -- | -- | -- |
| Mukilteo | 189 | 2 | 2.5 | 3 | 2.22 | 2.5 | 2.29 |
| Naches Valley | 105 | 1 | 0.6 | -- | 0.63 | 2 | 0.83 |
| Napavine | 113 | -- | -- | -- | -- | -- | -- |
| Naselle | 112 | 2.8 | 3 | 2.67 | 3 | 2.75 | 2.86 |
| Nespelem | 171 | -- | -- | -- | -- | -- | -- |
| Newport | 101 | 1.25 | 0.33 | 1 | 0.89 | 0.5 | 0.64 |
| Nine Mile Falls | 101 | -- | -- | -- | -- | -- | -- |
| Nooksack Valley | 189 | -- | -- | -- | -- | -- | -- |
| North Beach | 113 | -- | -- | -- | -- | -- | -- |
| North Franklin | 123 | -- | -- | -- | -- | -- | -- |
| North Kitsap | 114 | -- | -- | -- | -- | -- | -- |
| North Mason | 114 | 2.3 | 1.14 | 2.33 | 1.62 | 2.25 | 1.52 |
| North River | 113 | -- | -- | -- | -- | -- | -- |
| North Thurston Public Schools | 113 | 1.2 | 0.86 | 1.17 | 1 | 1.25 | 0.95 |
| Northport | 101 | 2.3 | 1.29 | 2.5 | 1.46 | 2.5 | 1.76 |
| Northshore | 121 | 2 | 2 | 2.5 | 2.11 | 3 | 2 |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|-------------------------------|-----|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Oak Harbor Public Schools 201 | 189 | 2.63 | 1 | 2.75 | 1.33 | 2 | 1.58 |
| Oakesdale | 101 | 2.57 | 3 | 2.6 | 2.2 | 2.67 | 2.25 |
| Oakville | 113 | -- | -- | -- | -- | -- | -- |
| Ocean Beach | 112 | 2.6 | 3 | 2.5 | 2.92 | 3 | 2.75 |
| Ocosta | 113 | -- | -- | -- | -- | -- | -- |
| Odessa | 101 | 2.14 | 2 | 2.2 | 1.75 | 2.5 | 2 |
| Okanogan | 171 | -- | -- | -- | -- | -- | -- |
| Olympia | 113 | -- | -- | -- | -- | -- | -- |
| Omak School District | 171 | 1.5 | 1 | 1.5 | 1.25 | 1.5 | 1.31 |
| Onalaska | 113 | -- | -- | -- | -- | -- | -- |
| Onion Creek | 101 | -- | -- | -- | -- | -- | -- |
| Orcas Island | 189 | 2 | 1.83 | 2 | 2.11 | 2 | 2 |
| Orchard Prairie | 101 | -- | -- | -- | -- | -- | -- |
| Orient | 101 | -- | -- | -- | -- | -- | -- |
| Orondo | 171 | -- | -- | -- | -- | -- | -- |
| Oroville | 171 | -- | -- | -- | -- | -- | -- |
| Orting | 121 | -- | -- | -- | -- | -- | -- |
| Othello | 123 | -- | -- | -- | -- | -- | -- |
| Palisades | 171 | -- | -- | -- | -- | -- | -- |
| Palouse | 101 | -- | -- | -- | -- | -- | -- |
| Pasco | 123 | -- | -- | -- | -- | -- | -- |
| Pateros | 171 | -- | -- | -- | -- | -- | -- |
| Paterson | 123 | -- | -- | -- | -- | -- | -- |
| Pe Ell | 113 | -- | -- | -- | -- | -- | -- |
| Peninsula | 121 | 1.5 | 1.14 | 1.17 | 1.08 | 0.75 | 1.1 |
| Pioneer | 113 | -- | -- | -- | -- | -- | -- |
| Pomeroy | 123 | -- | -- | -- | -- | -- | -- |
| Port Angeles | 114 | 1.3 | 1 | 1.33 | 0.85 | 1 | 0.9 |
| Port Townsend SD #50 | 114 | 2.7 | 1.86 | 3 | 1.69 | 2 | 1.81 |
| Prescott | 123 | -- | -- | -- | -- | -- | -- |
| PRIDE Prep | 101 | -- | -- | -- | -- | -- | -- |
| Prosser | 123 | -- | -- | -- | -- | -- | -- |
| Pullman | 101 | 2 | 2.5 | 2 | 2.44 | 2.5 | 2.43 |
| Puyallup School District | 121 | 3 | 2.83 | 3 | 3 | 2.5 | 2.86 |
| Queets-Clearwater | 114 | -- | -- | -- | -- | -- | -- |
| Quilcene School District | 114 | 1.8 | 1.57 | 1.83 | 1.23 | 1.5 | 1.38 |
| Quillayute Valley | 114 | 1 | 1 | 1.5 | 0.67 | 1.5 | 0.71 |
| Quincy | 171 | 1.5 | 1.83 | 1.5 | 1.67 | 1.5 | 1.71 |
| Rainier | 113 | -- | -- | -- | -- | -- | -- |
| Rainier Prep | 121 | -- | -- | -- | -- | -- | -- |
| Raymond | 113 | -- | -- | -- | -- | -- | -- |
| Reardan-Edwall | 101 | 3 | 2.33 | 3 | 2.56 | 3 | 2.57 |
| Renton | 121 | 1.75 | 2.5 | 3 | 2.11 | 3 | 2.15 |
| Republic and Curlew | 101 | 0.78 | 0.29 | 0.8 | 0.23 | 0.25 | 0.35 |
| Richland | 123 | -- | -- | -- | -- | -- | -- |
| Ridgefield | 112 | 2.2 | 1.71 | 2 | 2 | 2 | 2.14 |
| Ritzville | 101 | -- | -- | -- | -- | -- | -- |
| Riverside | 101 | -- | -- | -- | -- | -- | -- |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|---------------------------------------|-------|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Riverview School District | 121 | 2 | 1.33 | 2 | 1.56 | 2 | 1.5 |
| Rochester School District | 113 | 2.2 | 1.71 | 2.33 | 2.15 | 2.5 | 2.29 |
| Roosevelt | 112 | -- | -- | -- | -- | -- | -- |
| Rosalia | 101 | -- | -- | -- | -- | -- | -- |
| Royal | 105 | -- | -- | -- | -- | -- | -- |
| San Juan Island | 189 | 2.4 | 2.14 | 2.67 | 2.08 | 2.25 | 2.15 |
| Satsop | 113 | -- | -- | -- | -- | -- | -- |
| School for the Blind | Other | 2.3 | 1.86 | 2.33 | 1.77 | 2.5 | 1.76 |
| Seattle | 121 | 0.8 | 0.71 | 0.83 | 0.62 | 0.75 | 0.62 |
| Sedro-Woolley | 189 | 1.9 | 1.29 | 1.83 | 1.38 | 2 | 1.38 |
| Selah | 105 | -- | -- | -- | -- | -- | -- |
| Selkirk | 101 | 2.3 | 0.71 | 2.67 | 1.23 | 2.25 | 1.43 |
| Sequim | 114 | 2.4 | 1.86 | 2.5 | 1.54 | 2.25 | 1.76 |
| Shaw Island | 189 | -- | -- | -- | -- | -- | -- |
| Shelton | 113 | -- | -- | -- | -- | -- | -- |
| Shoreline | 121 | 1.4 | 1 | 1.17 | 1.15 | 1.25 | 1.14 |
| Skamania | 112 | -- | -- | -- | -- | -- | -- |
| Skills Centers | Other | -- | -- | -- | -- | -- | -- |
| Skykomish | 121 | 1.5 | 1.17 | 2 | 0.89 | 2.5 | 1 |
| Snohomish | 189 | -- | -- | -- | -- | -- | -- |
| Snoqualmie Valley | 121 | 1.25 | 0.33 | 1 | 0.67 | 1 | 0.57 |
| Soap Lake | 171 | 1 | 1 | 1 | 0.78 | 1 | 0.86 |
| SOAR Academy | 121 | -- | -- | -- | -- | -- | -- |
| South Bend | 113 | -- | -- | -- | -- | -- | -- |
| South Kitsap | 114 | 2.9 | 2.57 | 3 | 2.54 | 3 | 2.67 |
| South Whidbey S. D. NWESD (189) | 189 | 1.75 | 2 | 1.5 | 1.78 | 2 | 2 |
| Southside | 101 | -- | -- | -- | -- | -- | -- |
| Spokane | 101 | -- | -- | -- | -- | -- | -- |
| Spokane International | 101 | -- | -- | -- | -- | -- | -- |
| Sprague | 101 | -- | -- | -- | -- | -- | -- |
| St. John | 101 | 0.8 | 1.14 | 0.83 | 0.77 | 0.75 | 0.81 |
| Stanwood-Camano | 189 | 2 | 1.57 | 2.4 | 1.5 | 1.67 | 1.59 |
| Star | 123 | -- | -- | -- | -- | -- | -- |
| Starbuck | 123 | -- | -- | -- | -- | -- | -- |
| Stehekin | 171 | -- | -- | -- | -- | -- | -- |
| Steilacoom Historical School District | 121 | 1.5 | 1.5 | 1.5 | 1.56 | 1.5 | 1.57 |
| Steptoe | 101 | -- | -- | -- | -- | -- | -- |
| Stevenson-Carson | 112 | 1.2 | 0.43 | 0.83 | 0.54 | 0.5 | 0.57 |
| Sultan | 189 | 1.5 | 0.67 | 1 | 0.67 | 1 | 0.86 |
| Summit Public School: Olympus | 121 | -- | -- | -- | -- | -- | -- |
| Summit Public School: Sierra | 121 | -- | -- | -- | -- | -- | -- |
| Summit Valley | 101 | -- | -- | -- | -- | -- | -- |
| Sumner | 121 | -- | -- | -- | -- | -- | -- |
| Sunnyside | 105 | 2.75 | 2.83 | 2.5 | 2.33 | 2 | 2.5 |
| Suquamish Tribal Education Department | 114 | -- | -- | -- | -- | -- | -- |
| Tacoma | 121 | -- | -- | -- | -- | -- | -- |
| Taholah | 113 | -- | -- | -- | -- | -- | -- |
| Tahoma | 121 | 1.5 | 1.83 | 1.5 | 1.56 | 1.5 | 1.71 |

Table 4. Summary Table of Pre-Employment Transition Services Availability by LEA Using QuIST Composite Score

| LEA | ESD | JobEx Composite | WrkBsd Composite | CounsEnr Composite | WrkRdns Composite | SlfAdvcy Composite | Comb Composite |
|----------------------------------|-------|-----------------|------------------|--------------------|-------------------|--------------------|----------------|
| Tekoa | 101 | 2 | 2.14 | 1.83 | 1.92 | 2.25 | 1.95 |
| Tenino | 113 | -- | -- | -- | -- | -- | -- |
| Thorp | 105 | 1.25 | 1.33 | 2 | 0.78 | 2 | 1.07 |
| Toledo | 113 | -- | -- | -- | -- | -- | -- |
| Tonasket | 171 | -- | -- | -- | -- | -- | -- |
| Toppenish | 105 | 2 | 2.17 | 2 | 1.78 | 2 | 1.93 |
| Touchet | 123 | -- | -- | -- | -- | -- | -- |
| Toutle | 112 | 2 | 1.43 | 2 | 1.46 | 2 | 1.57 |
| Trout Lake | 112 | -- | -- | -- | -- | -- | -- |
| Tukwila | 121 | 0.5 | 0 | 1 | 0 | 0 | 0.18 |
| Tumwater | 113 | -- | -- | -- | -- | -- | -- |
| Unaffiliated Tribal Schools | Other | -- | -- | -- | -- | -- | -- |
| Union Gap | 105 | -- | -- | -- | -- | -- | -- |
| University Place School District | 121 | 3 | 3 | 3 | 2.89 | 3 | 2.93 |
| Valley | 101 | -- | -- | -- | -- | -- | -- |
| Vancouver | 112 | 2.8 | 2.29 | 3 | 2.54 | 3 | 2.57 |
| Vashon Island School District | 121 | 2.25 | 1.5 | 2 | 1.56 | 2 | 1.79 |
| WA State CCDHL | Other | -- | -- | -- | -- | -- | -- |
| Wahkiakum | 112 | 2.4 | 2.14 | 2.5 | 2.15 | 3 | 2.1 |
| Wahluke | 105 | 3 | 1.67 | 3 | 2 | 2.5 | 1.83 |
| Waitsburg | 123 | -- | -- | -- | -- | -- | -- |
| Walla Walla Public Schools | 123 | 2 | 1.86 | 2 | 1.82 | 1.67 | 1.88 |
| Wapato | 105 | 1.75 | 1 | 2 | 1 | 1.5 | 1.08 |
| Warden | 171 | -- | -- | -- | -- | -- | -- |
| Washington Military Department | 113 | -- | -- | -- | -- | -- | -- |
| Washougal School District | 112 | 1.9 | 1 | 1.5 | 1.36 | 1.25 | 1.42 |
| Washtucna | 101 | -- | -- | -- | -- | -- | -- |
| Waterville | 171 | -- | -- | -- | -- | -- | -- |
| Wellpinit | 101 | -- | -- | -- | -- | -- | -- |
| Wenatchee | 171 | 1.9 | 1.43 | 1.5 | 1.58 | 2.25 | 1.55 |
| West Valley | 105 | 2 | 1.5 | 1.5 | 1 | 1 | 1.43 |
| West Valley (Yakima) | 101 | -- | -- | -- | -- | -- | -- |
| White Pass | 113 | -- | -- | -- | -- | -- | -- |
| White River | 121 | 2 | 1.67 | 2 | 1.56 | 1 | 1.57 |
| White Salmon | 112 | 1.22 | 1.29 | 1 | 1 | 0.75 | 1 |
| Willbur | 101 | 1.67 | 1 | 1.8 | 0.9 | 0.67 | 1.11 |
| Willapa Valley | 113 | -- | -- | -- | -- | -- | -- |
| Wilson Creek | 171 | -- | -- | -- | -- | -- | -- |
| Winlock | 113 | -- | -- | -- | -- | -- | -- |
| Wishkah Valley | 113 | -- | -- | -- | -- | -- | -- |
| Wishram | 112 | -- | -- | -- | -- | -- | -- |
| Woodland | 112 | -- | -- | -- | -- | -- | -- |
| Yakima | 105 | -- | -- | -- | -- | -- | -- |
| Yelm | 113 | -- | -- | -- | -- | -- | -- |
| Zillah | 105 | 2.75 | 2.17 | 2.5 | 1.89 | 2 | 2.07 |

Note: Composite scores were calculated for each LEA using the average score of completed QuIST items that aligned with a Pre-Employment Transition Services Domain (see QuIST Indicators ALIGNED TO Pre-Employment Transition Services). The number of items that an LEA responded to varied greatly and without a clear pattern (i.e., there was a lot of missing data and the reason is unknown). These results should be interpreted with caution; 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time]. *Data were not available for all LEA'S and "--" is indicated where not available.

TABLES 5 AND 6: SUMMARY OF THE NEED FOR ADDITIONAL PRE-EMPLOYMENT TRANSITION SERVICES BY LEA, ESD AND STATEWIDE

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|------------------------|-----|-------------------------------|---|--|---|------------------------|------------------------|
| Aberdeen | 113 | 164 | -- | 1.82 | 51-75% | 39 | 82 |
| Adna | 113 | 25 | -- | 1.82 | 51-75% | 6 | 13 |
| Almira | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Anacortes | 189 | 80 | -- | 1.55 | 51-75% | 19 | 40 |
| Arlington | 189 | 220 | 2.57 | -- | 76-100% | 0 | 53 |
| Asotin-Anatone | 123 | 26 | -- | 1.37 | 26-50% | 13 | 19 |
| Auburn | 121 | 562 | 1.9 | -- | 51-75% | 135 | 281 |
| Bainbridge Island | 121 | 232 | 0.36 | -- | 0-25% | 174 | 232 |
| Battle Ground | 112 | 593 | 2.1 | -- | 51-75% | 142 | 297 |
| Bellevue | 121 | 1058 | 0.81 | -- | 26-50% | 518 | 783 |
| Bellingham | 189 | 635 | 2.43 | -- | 51-75% | 152 | 318 |
| Benge | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Bethel | 121 | 858 | 1.19 | -- | 26-50% | 420 | 635 |
| Bickleton | 105 | <10 | -- | 1.48 | 26-50% | 5 | 7 |
| Blaine | 189 | 109 | 1.14 | -- | 26-50% | 53 | 81 |
| Boistfort | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Bremerton | 114 | 244 | 0.95 | -- | 26-50% | 120 | 181 |
| Brewster | 171 | 41 | 1.81 | -- | 51-75% | 10 | 21 |
| Bridgeport | 171 | 37 | -- | 1.62 | 51-75% | 9 | 19 |
| Brinnon | 114 | <10 | -- | 1.63 | 51-75% | 2 | 5 |
| Burlington-Edison | 189 | 142 | 1.94 | -- | 51-75% | 34 | 71 |
| Camas | 112 | 306 | -- | 1.74 | 51-75% | 73 | 153 |
| Cape Flattery | 114 | 27 | -- | 1.63 | 51-75% | 6 | 14 |
| Carbonado Historical | 121 | <10 | 1 | -- | 26-50% | 5 | 7 |
| Cascade | 171 | 50 | 1.48 | -- | 26-50% | 25 | 37 |
| Cashmere | 171 | 38 | 1.95 | -- | 51-75% | 9 | 19 |
| Castle Rock | 112 | 93 | 2.19 | -- | 51-75% | 22 | 47 |
| Centerville | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Central Kitsap | 114 | 573 | 2.93 | -- | 76-100% | 0 | 138 |
| Central Valley | 101 | 661 | -- | 1.56 | 51-75% | 159 | 331 |
| Centralia | 113 | 150 | -- | 1.82 | 51-75% | 36 | 75 |
| Chehalis | 113 | 227 | 2.19 | -- | 51-75% | 54 | 114 |
| Cheney | 101 | 170 | 1.79 | -- | 51-75% | 41 | 85 |
| Chewelah | 101 | 36 | 2.9 | -- | 76-100% | 0 | 9 |
| Chimacum | 114 | 57 | 1.67 | -- | 51-75% | 14 | 29 |
| Clarkston | 123 | 118 | -- | 1.37 | 26-50% | 58 | 87 |
| Cle Elum-Roslyn | 105 | 40 | 1.07 | -- | 26-50% | 20 | 30 |
| Clover Park | 121 | 399 | 1.2 | -- | 26-50% | 196 | 295 |
| Colfax | 101 | 34 | 1.6 | -- | 51-75% | 8 | 17 |
| College Place | 123 | 37 | 0.86 | -- | 26-50% | 18 | 27 |
| Colton | 101 | <10 | 0.6 | -- | 26-50% | 5 | 7 |
| Columbia (Stevens) | 101 | 14 | 1.5 | -- | 51-75% | 3 | 7 |
| Columbia (Walla Walla) | 123 | 44 | -- | 1.37 | 26-50% | 22 | 33 |
| Colville | 101 | 70 | 1.67 | -- | 51-75% | 17 | 35 |
| Concrete | 189 | 18 | -- | 1.55 | 51-75% | 4 | 9 |
| Conway | 189 | <10 | -- | 1.55 | 51-75% | 2 | 5 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|----------------------------------|-----|-------------------------------|---|--|---|------------------------|------------------------|
| Cosmopolis | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Coulee-Hartline | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Coupeville | 189 | 55 | 1.85 | -- | 51-75% | 13 | 28 |
| Crescent | 114 | 14 | -- | 1.63 | 51-75% | 3 | 7 |
| Creston | 101 | <10 | 0.95 | -- | 26-50% | 5 | 7 |
| Curlew | 101 | <10 | 0.35 | -- | 0-25% | 8 | 10 |
| Cusick | 101 | 19 | 1.86 | -- | 51-75% | 5 | 10 |
| Damman | 105 | <10 | -- | 1.48 | 26-50% | 5 | 7 |
| Darrington | 189 | 31 | 1.75 | -- | 51-75% | 7 | 16 |
| Davenport | 101 | 23 | 1.44 | -- | 26-50% | 11 | 17 |
| Dayton | 123 | 34 | -- | 1.37 | 26-50% | 17 | 25 |
| Deer Park | 101 | 136 | 2.05 | -- | 51-75% | 33 | 68 |
| Dieringer | 121 | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Dixie | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| East Valley (Spokane) | 101 | 200 | 2.81 | -- | 76-100% | 0 | 48 |
| East Valley (Yakima) | 105 | 127 | -- | 1.48 | 26-50% | 62 | 94 |
| Eastmont | 171 | 221 | 0.9 | -- | 26-50% | 108 | 164 |
| Easton | 105 | <10 | -- | 1.48 | 26-50% | 5 | 7 |
| Eatonville | 121 | 79 | -- | 1.43 | 26-50% | 39 | 58 |
| Edmonds | 189 | 1145 | -- | 1.55 | 51-75% | 275 | 573 |
| Educational Service District 112 | 112 | 403 | -- | 1.74 | 51-75% | 97 | 202 |
| Ellensburg | 105 | 123 | -- | 1.48 | 26-50% | 60 | 91 |
| Elma | 113 | 129 | 1.86 | -- | 51-75% | 31 | 65 |
| Endicott | 101 | <10 | 1.9 | -- | 51-75% | 2 | 5 |
| Entiat | 171 | 14 | 2.48 | -- | 51-75% | 3 | 7 |
| Enumclaw | 121 | 231 | 1.46 | -- | 26-50% | 113 | 171 |
| Ephrata | 171 | 98 | -- | 1.62 | 51-75% | 24 | 49 |
| Evaline | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Everett | 189 | 836 | -- | 1.55 | 51-75% | 201 | 418 |
| Evergreen (Clark) | 112 | 1157 | 1.95 | -- | 51-75% | 278 | 579 |
| Evergreen (No. 205) | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Excel Public Charter | 121 | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Federal Way | 121 | 934 | -- | 1.43 | 26-50% | 458 | 691 |
| Ferndale | 189 | 238 | 1.43 | -- | 26-50% | 117 | 176 |
| Fife | 121 | 125 | 1.29 | -- | 26-50% | 61 | 93 |
| Finley | 123 | 41 | -- | 1.37 | 26-50% | 20 | 30 |
| Franklin Pierce | 121 | 346 | 1.95 | -- | 51-75% | 83 | 173 |
| Freeman | 101 | 54 | 1.19 | -- | 26-50% | 26 | 40 |
| Garfield | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Glenwood | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Goldendale | 105 | 39 | -- | 1.48 | 26-50% | 19 | 29 |
| Grand Coulee Dam | 171 | 23 | -- | 1.62 | 51-75% | 6 | 12 |
| Grandview | 105 | 91 | 1.36 | -- | 26-50% | 45 | 67 |
| Granger | 105 | 61 | 2.57 | -- | 76-100% | 0 | 15 |
| Granite Falls | 189 | 138 | 0.93 | -- | 26-50% | 68 | 102 |
| Grapeview | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|---|-------|-------------------------------|---|--|---|------------------------|------------------------|
| Great Northern | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Green Dot Charter | 121 | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Green Mountain | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Griffin | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Harrington | 101 | <10 | 1.16 | -- | 26-50% | 5 | 7 |
| Highland | 105 | 46 | 0.71 | -- | 26-50% | 23 | 34 |
| Highline | 121 | 867 | 2 | -- | 51-75% | 208 | 434 |
| Hockinson | 112 | 80 | 1 | -- | 26-50% | 39 | 59 |
| Hood Canal | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Hoquiam | 113 | 91 | -- | 1.82 | 51-75% | 22 | 46 |
| Inchelium | 101 | <10 | 1.67 | -- | 51-75% | 2 | 5 |
| Index | 189 | <10 | -- | 1.55 | 51-75% | 2 | 5 |
| Institutions | Other | 13 | -- | 1.43 | 26-50% | 6 | 10 |
| Issaquah | 121 | 764 | 1.43 | -- | 26-50% | 374 | 565 |
| Juvenile Detention Centers | Other | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Kahlotus | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| Kalama | 112 | 48 | 0.67 | -- | 26-50% | 24 | 36 |
| Keller | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Kelso | 112 | 221 | 1.2 | -- | 26-50% | 108 | 164 |
| Kennewick | 123 | 591 | -- | 1.37 | 26-50% | 290 | 437 |
| Kent | 121 | 1117 | 1.21 | -- | 26-50% | 547 | 827 |
| Kettle Falls | 101 | 70 | 1 | -- | 26-50% | 34 | 52 |
| Kiona-Benton City | 123 | 55 | -- | 1.37 | 26-50% | 27 | 41 |
| Kittitas | 105 | 16 | 0.79 | -- | 26-50% | 8 | 12 |
| Klickitat | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| La Center | 112 | 77 | -- | 1.74 | 51-75% | 18 | 39 |
| La Conner | 189 | 32 | 1.14 | -- | 26-50% | 16 | 24 |
| LaCrosse | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Lake Chelan | 171 | 61 | 2.1 | -- | 51-75% | 15 | 31 |
| Lake Quinalt | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Lake Stevens | 189 | 464 | -- | 1.55 | 51-75% | 111 | 232 |
| Lake Washington | 121 | 1355 | -- | 1.43 | 26-50% | 664 | 1003 |
| Lake Washington Institute of Technology | Other | <10 | 1.1 | -- | 26-50% | 5 | 7 |
| Lakewood | 189 | 83 | 2.58 | -- | 76-100% | 0 | 20 |
| Lamont | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Liberty | 101 | 30 | 1.64 | -- | 51-75% | 7 | 15 |
| Lind | 101 | <10 | 1.21 | -- | 26-50% | 5 | 7 |
| Longview | 112 | 283 | -- | 1.74 | 51-75% | 68 | 142 |
| Loon Lake | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Lopez | 189 | 17 | 0.72 | -- | 26-50% | 8 | 13 |
| Lummi Tribal Agency | Other | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Lyle | 112 | 11 | -- | 1.74 | 51-75% | 3 | 6 |
| Lynden | 189 | 135 | -- | 1.55 | 51-75% | 32 | 68 |
| Mabton | 105 | 30 | -- | 1.48 | 26-50% | 15 | 22 |
| Mansfield | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|-------------------------------|-------|-------------------------------|---|--|---|------------------------|------------------------|
| Manson | 171 | 25 | 1.71 | -- | 51-75% | 6 | 13 |
| Mary M Knight | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Mary Walker | 101 | 25 | -- | 1.56 | 51-75% | 6 | 13 |
| Marysville | 189 | 464 | 1.43 | -- | 26-50% | 227 | 343 |
| McCleary | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Mead | 101 | 435 | 1.29 | -- | 26-50% | 213 | 322 |
| Medical Lake | 101 | 83 | 2.1 | -- | 51-75% | 20 | 42 |
| Mercer Island | 121 | 333 | 1.43 | -- | 26-50% | 163 | 246 |
| Meridian | 189 | 85 | 1.43 | -- | 26-50% | 42 | 63 |
| Methow Valley | 171 | 24 | -- | 1.62 | 51-75% | 6 | 12 |
| Mill A | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Monroe | 189 | 298 | -- | 1.55 | 51-75% | 72 | 149 |
| Montesano | 113 | 68 | -- | 1.82 | 51-75% | 16 | 34 |
| Morton | 113 | 12 | -- | 1.82 | 51-75% | 3 | 6 |
| Moses Lake | 171 | 295 | 1.57 | -- | 51-75% | 71 | 148 |
| Mossyrock | 113 | 26 | -- | 1.82 | 51-75% | 6 | 13 |
| Mount Adams | 105 | 52 | -- | 1.48 | 26-50% | 25 | 38 |
| Mount Baker | 189 | 87 | 1.43 | -- | 26-50% | 43 | 64 |
| Mount Pleasant | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Mount Vernon | 189 | 260 | 2.43 | -- | 51-75% | 62 | 130 |
| Muckleshoot Indian Tribe | Other | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Mukilteo | 189 | 639 | 2.29 | -- | 51-75% | 153 | 320 |
| Naches Valley | 105 | 52 | 0.83 | -- | 26-50% | 25 | 38 |
| Napavine | 113 | 13 | -- | 1.82 | 51-75% | 3 | 7 |
| Naselle-Grays River Valley | 112 | 40 | 2.86 | -- | 76-100% | 0 | 10 |
| Nespelem | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Newport | 101 | 77 | 0.64 | -- | 26-50% | 38 | 57 |
| Nine Mile Falls | 101 | 71 | -- | 1.56 | 51-75% | 17 | 36 |
| Nooksack Valley | 189 | 87 | -- | 1.55 | 51-75% | 21 | 44 |
| North Beach | 113 | 42 | -- | 1.82 | 51-75% | 10 | 21 |
| North Franklin | 123 | 91 | -- | 1.37 | 26-50% | 45 | 67 |
| North Kitsap | 114 | 230 | -- | 1.63 | 51-75% | 55 | 115 |
| North Mason | 114 | 110 | 1.52 | -- | 51-75% | 26 | 55 |
| North River | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| North Thurston Public Schools | 113 | 670 | 0.95 | -- | 26-50% | 328 | 496 |
| Northport | 101 | 11 | 1.76 | -- | 51-75% | 3 | 6 |
| Northshore | 121 | 974 | 2 | -- | 51-75% | 234 | 487 |
| Oak Harbor | 189 | 254 | 1.58 | -- | 51-75% | 61 | 127 |
| Oakesdale | 101 | <10 | 2.25 | -- | 51-75% | 2 | 5 |
| Oakville | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Ocean Beach | 112 | 42 | 2.75 | -- | 76-100% | 0 | 10 |
| Ocosta | 113 | 34 | -- | 1.82 | 51-75% | 8 | 17 |
| Odessa | 101 | <10 | 2 | -- | 51-75% | 2 | 5 |
| Okanogan | 171 | 39 | -- | 1.62 | 51-75% | 9 | 20 |
| Olympia | 113 | 471 | -- | 1.82 | 51-75% | 113 | 236 |
| Omak | 171 | 269 | 1.31 | -- | 26-50% | 132 | 199 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|----------------------|-------|-------------------------------|---|--|---|------------------------|------------------------|
| Onalaska | 113 | 25 | -- | 1.82 | 51-75% | 6 | 13 |
| Onion Creek | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Orcas Island | 189 | 18 | 2 | -- | 51-75% | 4 | 9 |
| Orchard Prairie | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Orient | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Orondo | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Oroville | 171 | 36 | -- | 1.62 | 51-75% | 9 | 18 |
| Othello | 123 | 132 | -- | 1.37 | 26-50% | 65 | 98 |
| Palisades | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Palouse | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Pasco | 123 | 598 | -- | 1.37 | 26-50% | 293 | 443 |
| Pateros | 171 | 22 | -- | 1.62 | 51-75% | 5 | 11 |
| Paterson | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| Pe Ell | 113 | 14 | -- | 1.82 | 51-75% | 3 | 7 |
| Peninsula | 121 | 370 | 1.1 | -- | 26-50% | 181 | 274 |
| Pioneer | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Pomeroy | 123 | 19 | -- | 1.37 | 26-50% | 9 | 14 |
| Port Angeles | 114 | 206 | 0.9 | -- | 26-50% | 101 | 152 |
| Port Townsend | 114 | 50 | 1.81 | -- | 51-75% | 12 | 25 |
| Prescott | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| PRIDE Prep | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Prosser | 123 | 108 | -- | 1.37 | 26-50% | 53 | 80 |
| Pullman | 101 | 115 | 2.43 | -- | 51-75% | 28 | 58 |
| Puyallup | 121 | 1149 | 2.86 | -- | 76-100% | 0 | 276 |
| Queets-Clearwater | 114 | <10 | -- | 1.63 | 51-75% | 2 | 5 |
| Quilcene | 114 | 16 | 1.38 | -- | 26-50% | 8 | 12 |
| Quillayute Valley | 114 | 317 | 0.71 | -- | 26-50% | 155 | 235 |
| Quincy | 171 | 99 | 1.71 | -- | 51-75% | 24 | 50 |
| Rainier | 113 | 34 | -- | 1.82 | 51-75% | 8 | 17 |
| Rainier Prep | 121 | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Raymond | 113 | 12 | -- | 1.82 | 51-75% | 3 | 6 |
| Reardan-Edwall | 101 | 27 | 2.57 | -- | 76-100% | 0 | 6 |
| Renton | 121 | 625 | 2.15 | -- | 51-75% | 150 | 313 |
| Republic | 101 | 15 | 0.35 | -- | 0-25% | 11 | 15 |
| Richland | 123 | 332 | -- | 1.37 | 26-50% | 163 | 246 |
| Ridgefield | 112 | 112 | 2.14 | -- | 51-75% | 27 | 56 |
| Ritzville | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Riverside | 101 | 68 | -- | 1.56 | 51-75% | 16 | 34 |
| Riverview | 121 | 126 | 1.5 | -- | 51-75% | 30 | 63 |
| Rochester | 113 | 134 | 2.29 | -- | 51-75% | 32 | 67 |
| Roosevelt | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Rosalia | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Royal | 105 | 78 | -- | 1.48 | 26-50% | 38 | 58 |
| San Juan Island | 189 | 25 | 2.15 | -- | 51-75% | 6 | 13 |
| Satsop | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| School for the Blind | Other | 24 | 1.76 | -- | 51-75% | 6 | 12 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|---------------------------------------|-------|-------------------------------|---|--|---|------------------------|------------------------|
| Seattle Public Schools | 121 | 2274 | 0.62 | -- | 26-50% | 1114 | 1683 |
| Sedro-Woolley | 189 | 213 | 1.38 | -- | 26-50% | 104 | 158 |
| Selah | 105 | 157 | -- | 1.48 | 26-50% | 77 | 116 |
| Selkirk | 101 | 13 | 1.43 | -- | 26-50% | 6 | 10 |
| Sequim | 114 | 120 | 1.76 | -- | 51-75% | 29 | 60 |
| Shaw Island | 189 | <10 | -- | 1.55 | 51-75% | 2 | 5 |
| Shelton | 113 | 276 | -- | 1.82 | 51-75% | 66 | 138 |
| Shoreline | 121 | 503 | 1.14 | -- | 26-50% | 246 | 372 |
| Skamania | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Skills Centers | Other | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Skykomish | 121 | <10 | 1 | -- | 26-50% | 5 | 7 |
| Snohomish | 189 | 660 | -- | -- | 26-50% | 323 | 488 |
| Snoqualmie Valley | 121 | 326 | 0.57 | -- | 26-50% | 160 | 241 |
| Soap Lake | 171 | 12 | 0.86 | -- | 26-50% | 6 | 9 |
| SOAR Academy | 121 | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| South Bend | 113 | 26 | -- | 1.82 | 51-75% | 6 | 13 |
| South Kitsap | 114 | 485 | 2.67 | -- | 76-100% | 0 | 116 |
| South Whidbey | 189 | 71 | 2 | -- | 51-75% | 17 | 36 |
| Southside | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Spokane | 101 | 1387 | -- | 1.56 | 51-75% | 333 | 694 |
| Spokane International | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Sprague | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| St. John | 101 | <10 | 0.81 | -- | 26-50% | 5 | 7 |
| Stanwood-Camano | 189 | 222 | 1.59 | -- | 51-75% | 53 | 111 |
| Star | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| Starbuck | 123 | <10 | -- | 1.37 | 26-50% | 5 | 7 |
| Stehekin | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Steilacoom Hist. | 121 | 108 | 1.57 | -- | 51-75% | 26 | 54 |
| Steptoe | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Stevenson-Carson | 112 | 47 | 0.57 | -- | 26-50% | 23 | 35 |
| Sultan | 189 | 104 | 0.86 | -- | 26-50% | 51 | 77 |
| Summit Public School: Olympus | 121 | 12 | -- | 1.43 | 26-50% | 6 | 9 |
| Summit Public School: Sierra | 121 | 18 | -- | 1.43 | 26-50% | 9 | 13 |
| Summit Valley | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Sumner | 121 | 523 | -- | 1.43 | 26-50% | 256 | 387 |
| Sunnyside | 105 | 207 | 2.5 | -- | 76-100% | 0 | 50 |
| Suquamish Tribal Education Department | 114 | 11 | -- | 1.63 | 51-75% | 3 | 6 |
| Tacoma | 121 | 1270 | -- | 1.43 | 26-50% | 622 | 940 |
| Taholah | 113 | 10 | -- | 1.82 | 51-75% | 2 | 5 |
| Tahoma | 121 | 383 | 1.71 | -- | 51-75% | 92 | 192 |
| Tekoa | 101 | <10 | 1.95 | -- | 51-75% | 2 | 5 |
| Tenino | 113 | 49 | -- | 1.82 | 51-75% | 12 | 25 |
| Thorp | 105 | <10 | 1.07 | -- | 26-50% | 5 | 7 |
| Toledo | 113 | 49 | -- | 1.82 | 51-75% | 12 | 25 |
| Tonasket | 171 | 25 | -- | 1.62 | 51-75% | 6 | 13 |

Table 5. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by LEA

| LEA | ESD | Potentially Eligible Students | Actual Combined Composite of QuIST Indicators | Estimated Combined Composite of QuIST Indicators Using ESD Average | Estimated Rate that Potentially Eligible Students have Access to Pre-ETS (using combined composite) | Lower Estimate of Need | Upper Estimate of Need |
|--------------------------------|-------|-------------------------------|---|--|---|------------------------|------------------------|
| Toppenish | 105 | 128 | 1.93 | -- | 51-75% | 31 | 64 |
| Touchet | 123 | 14 | -- | 1.37 | 26-50% | 7 | 10 |
| Toutle Lake | 112 | 27 | 1.57 | -- | 51-75% | 6 | 14 |
| Trout Lake | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Tukwila | 121 | 75 | 0.18 | -- | 0-25% | 56 | 75 |
| Tumwater | 113 | 286 | -- | 1.82 | 51-75% | 69 | 143 |
| Unaffiliated Tribal Schools | Other | <10 | -- | 1.43 | 26-50% | 5 | 7 |
| Union Gap | 105 | <10 | -- | 1.48 | 26-50% | 5 | 7 |
| University Place | 121 | 260 | 2.93 | -- | 76-100% | 0 | 62 |
| Valley | 101 | 12 | -- | 1.56 | 51-75% | 3 | 6 |
| Vancouver | 112 | 995 | 2.57 | -- | 76-100% | 0 | 239 |
| Vashon Island | 121 | 94 | 1.79 | -- | 51-75% | 23 | 47 |
| WA State CCDHL | Other | 40 | -- | 1.43 | 26-50% | 20 | 30 |
| Wahkiakum | 112 | 28 | 2.1 | -- | 51-75% | 7 | 14 |
| Wahluke | 105 | 57 | 1.83 | -- | 51-75% | 14 | 29 |
| Waitsburg | 123 | 16 | -- | 1.37 | 26-50% | 8 | 12 |
| Walla Walla Public Schools | 123 | 269 | 1.88 | -- | 51-75% | 65 | 135 |
| Wapato | 105 | 84 | 1.08 | -- | 26-50% | 41 | 62 |
| Warden | 171 | 52 | -- | 1.62 | 51-75% | 12 | 26 |
| Washington Military Department | 113 | 21 | -- | 1.82 | 51-75% | 5 | 11 |
| Washougal | 112 | 156 | 1.42 | -- | 26-50% | 76 | 115 |
| Washtucna | 101 | <10 | -- | 1.56 | 51-75% | 2 | 5 |
| Waterville | 171 | 23 | -- | 1.62 | 51-75% | 6 | 12 |
| Wellpinit | 101 | 22 | -- | 1.56 | 51-75% | 5 | 11 |
| Wenatchee | 171 | 381 | 1.55 | -- | 51-75% | 91 | 191 |
| West Valley (Spokane) | 105 | 181 | 1.43 | -- | 26-50% | 89 | 134 |
| West Valley (Yakima) | 101 | 210 | -- | 1.56 | 51-75% | 50 | 105 |
| White Pass | 113 | 35 | -- | 1.82 | 51-75% | 8 | 18 |
| White River | 121 | 169 | 1.57 | -- | 51-75% | 41 | 85 |
| White Salmon Valley | 112 | 65 | 1 | -- | 26-50% | 32 | 48 |
| Wilbur | 101 | 14 | 1.11 | -- | 26-50% | 7 | 10 |
| Willapa Valley | 113 | 15 | -- | 1.82 | 51-75% | 4 | 8 |
| Wilson Creek | 171 | <10 | -- | 1.62 | 51-75% | 2 | 5 |
| Winlock | 113 | 48 | -- | 1.82 | 51-75% | 12 | 24 |
| Wishkah Valley | 113 | <10 | -- | 1.82 | 51-75% | 2 | 5 |
| Wishram | 112 | <10 | -- | 1.74 | 51-75% | 2 | 5 |
| Woodland | 112 | 134 | -- | 1.74 | 51-75% | 32 | 67 |
| Yakima | 105 | 527 | -- | 1.48 | 26-50% | 258 | 390 |
| Yelm | 113 | 246 | -- | 1.82 | 51-75% | 59 | 123 |
| Zillah | 105 | 45 | 2.07 | -- | 51-75% | 11 | 23 |

Note: Composite scores were calculated for each LEA using the average score of completed QuIST items that aligned with a Pre-Employment Transition Services Domain (see QuIST Indicators ALIGNED TO Pre-Employment Transition Services). The number of items that an LEA responded to varied greatly and without a clear pattern (i.e., there was a lot of missing data and the reason is unknown). These results should be interpreted with caution; 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].

Table 6. Summary Table of the Estimated Numbers of Potentially Eligible Students with Disabilities who Need Pre-Employment Transition Services by ESD and Statewide Total

| QuIST Indicator Composite Score by Pre-Employment Transition Service | Educational Service District | | | | | | | | | State Total |
|--|------------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|--------------------------|---------------------------|---------------------------|------------------|
| | ESD 101 (n = 32 of 62) | ESD 105 (n = 12 of 25) | ESD 112 (n = 15 of 31) | ESD 113 (n = 4 of 44) | ESD 114 (n = 10 of 16) | ESD 121 (n = 28 of 41) | ESD 123 (n = 2 of 23) | ESD 171 (n = 12 of 29) | ESD 189 (n = 23 of 35) | (n = 141 of 308) |
| <i>Potentially Eligible Students with Disabilities</i> | 4,688 | 2,256 | 5,091 | 3,696 | 2,512 | 18,742 | 2,668 | 2,102 | 7,922 | 49,814 |
| <i>Combined Composite Score from LEA's within ESD</i> | 1.56 (SD = 0.62) | 1.48 (SD = 0.63) | 1.74 (SD = 0.67) | 1.82 (SD = 0.53) | 1.63 (SD = 0.85) | 1.43 (SD = 0.63) | 1.37 (SD = 0.54) | 1.62 (SD = 0.43) | 1.70 (SD = 0.55) | 1.58 (SD = .62) |
| <i>Summed Lower Estimates of Need from Table 5</i> | 1,197 | 885 | 1,100 | 1,018 | 537 | 7,505 | 1,199 | 607 | 2,359 | 16,468 |
| <i>Summed Upper Estimates of Need from Table 5</i> | 2,337 | 1,432 | 2,377 | 1,932 | 1,153 | 12,216 | 1,848 | 1,110 | 4,484 | 29,885 |

Note: Composite scores were calculated for each LEA – and summarized in this table by ESD and in a State Total – using the average score of completed QuIST items that aligned with a Pre-Employment Transition Services Domain (see QuIST Indicators ALIGNED TO Pre-Employment Transition Services). Estimates at the ESD level include averages of the LEA's within that ESD who completed the QuIST. Similarly, estimates at the State level, only includes averages of the LEA's within the state who completed the QuIST. The number of items that an LEA responded to varied greatly and without a clear pattern (i.e., there was a lot of missing data and the reason is unknown). Furthermore, not all LEA's within an ESD completed the QuIST, the percentage of those that did varied, and there is not yet evidence to suggest these scores summarized at the ESD level are representative of all LEA's within the region. These results should be interpreted with caution; 0 = Almost Never [occurs 25% or less of the time]; 1 = Sometimes [occurs 26%-50% of the time]; 2 = Frequently [occurs 51%-75% of the time]; and 3 = Almost Always [occurs more than 76% of the time].