

Wisconsin Post High School Outcomes Survey of Individuals with Disabilities

2008 Statewide Summary Report of 2006-07 Exiters

Indicator 14 Year 2

The Wisconsin Department of Public Instruction (DPI) is committed to identifying and responding to the needs of students with disabilities.

To that end, it is necessary to document the post high school outcomes of youth with disabilities and to use that information to make programming and planning decisions to improve education and transition services for students, and to ultimately improve their post high school outcomes.

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WISCONSIN STATEWIDE AND LEA POST HIGH SCHOOL OUTCOMES

The final regulations for the Individuals with Disabilities Education Improvement Act (IDEA 2004) were intended to improve the post high school outcomes of youth with disabilities by requiring state and local education agencies to develop and implement formal procedures and strategies to address this critical period of transition. The Wisconsin Post High School Outcomes Survey (WPHSOS) provides a framework that both the State Educational Agency (SEA) and Local Education Agencies (LEA) can utilize to conduct outcomes studies, identify critical outcomes and needs, and improve the post high school outcomes of future students.

By collecting the outcomes data of youth with disabilities who have left high school, the SEA and LEAs have data that can be utilized in the following ways:

- SEA and LEAs can use outcomes data to address **State Performance Plan (SPP) Indicator #14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.** 20 U.S.C. 1416(a)(3)(B).
- LEAs can conduct an outcomes survey to review local outcomes of youth who have left their educational system.
- LEAs can identify specific areas of weakness, implement effective, research-based transition planning strategies and demonstrate improved outcomes for youth over time.
- LEAs can share outcomes data with adult service agencies and county councils to better plan for needed transition services
- LEAs can examine different outcomes specifically related to gender, ethnicity, disability and exit type (data analysis)
- SEA and LEA surveys can measure desired outcomes by comparing state, local and national data.

SUMMARY OF KEY OUTCOMES FOR 2006-07 EXITERS

Independent Living

- ❖ 70% continue to live at home with their parents
- ❖ 27% live independently
- ❖ 88% participated in a leisure activity in the past 6 months
- ❖ 65% have a valid driver's license

Postsecondary Education and Training

- ❖ 45% are or have participated in postsecondary education or training
- ❖ 22% attend an academic college (2-year or 4-year)
- ❖ 27% attend public technical college

Employment

- ❖ 86% are currently working for pay or have been employed since high school
- ❖ 70% report working for pay at the time of the interview
- ❖ 71% are or have been competitively employed full or part-time
- ❖ 38% are or have been competitively employed full-time

Of those who are or have been employed for pay:

- ❖ 90% are employed in an integrated community setting
- ❖ 50% work more than 35 hours per week
- ❖ 72% work 21 or more hours per week
- ❖ 24% work 20 or fewer hours per week

- ❖ 6% earn below minimum wage, currently \$6.50 per hour
- ❖ 32% earn between minimum wage and \$7.99 per hour
- ❖ 46% earn between \$8.00 and \$12.00 per hour
- ❖ 10% earn above \$12.00 per hour

Of those currently employed:

- ❖ 48% have received a raise since beginning their present job
- ❖ 40% receive benefits from their employer

Indicator #14: 69% of youth who had IEPs and are no longer in secondary school, have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

SURVEY BACKGROUND

The National Longitudinal Transition Study of Special Education Students (NLTS) was mandated in 1983 by the United States Congress to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from high school to early adulthood. The first NLTS (1985 through 1993) included more than 8,000 youth with disabilities from 300 school districts across the nation, representing students in high school special education during the 1985-86 school year. Telephone interviews, surveys of teachers and principals who served them, and analyses of students' school records contributed to a comprehensive look at many aspects of the lives of young people with disabilities. The NLTS was the first study to describe the experiences and outcomes of youth with disabilities nationally during high school and early adulthood. (<http://policyweb.sri.com/cehs/projects/displayProject.jsp?Nick=nlts>)

The second national study (NLTS2) began in 2001 and is a follow-up to the first NLTS. It involves a nationally representative sample of almost 12,000 students who were 13-16 years old and received special education in December 2000. In 2003, more than 7,000 parents and guardians completed phone interviews. The study will follow these students until 2010. Results of the NLTS2 can be viewed at <http://www.nlts2.org> as they become available.

In preparation for this survey, an extensive literature review was conducted to examine similar data collection methods in other states and to ensure similarities in survey design with the NLTS and NLTS2. Additionally, information was gathered from the National Post School Outcomes Center, the DPI Stakeholders Advisory Committee, and the Wisconsin Statewide Transition Summit.

INDICATOR 14 & WPHSOS

Wisconsin's State Performance Plan 1999-2000 through 2004-05

In fulfillment of Individuals with Disabilities Education Act (IDEA '97) outcomes data collection requirements, Wisconsin collected state-wide outcomes data from a random sample of 40% of the successful exiters in 2001 (1999-2000 exiters), 2003 (2001-02 exiters), and 2005 (2003-04 exiters), one year out of high school, and followed the first and second groups of exiters out of high school for three and five years. Additionally, mini-grants were made available to assist local districts in data collection for their own exiters in 2002 (2000-01 exiters), 2004 (2002-03 exiters), and 2006 (2004-05 exiters). Since the beginning of the survey project, the interview questions and data collection methods have changed very little. Previous survey reports are available at www.dpi.state.wi.us/sped/posthigh.html.

Wisconsin's State Performance Plan 2005-06 through 2010-11

The Individuals with Disabilities Education Improvement Act (IDEA 2004) requires the Wisconsin Department of Public Instruction (DPI) to have in place a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of IDEA and describe how the state will improve performance in the 20 Indicators. As part of the SPP, the DPI, with stakeholder input, set measurable and rigorous targets for the Indicators established by OSEP under the priority areas. Using the indicators and targets, the DPI will measure and report on the State's progress in an Annual Performance Report (APR). The State Performance Plan represents the DPI's six-year plan for improving outcomes of youth with disabilities in Wisconsin. In fulfillment of Indicator 14, Wisconsin will collect outcomes data from districts based on a six-year cycle that is aligned with other data collection activities. This means that **over the next six years, each LEA in Wisconsin will collect and report outcomes data once**. Milwaukee Public Schools will be sampled and included annually.

The **Wisconsin Post High School Outcomes Survey** (WPHSOS) assesses the outcomes of youth with disabilities who exited their high school educational placement by earning a regular diploma, certificate of attendance, reaching the maximum age of eligibility for services (21 years of age), or dropping out. The survey assesses former students' participation in independent living activities, postsecondary education or training, and employment, as well as participation in high school employment and IEP planning.

The **Wisconsin Post High School Outcomes Survey Website** (www.posthighsurvey.org) is a tool designed to ensure consistency in data collection and reporting, and was designed to assist LEAs with federal and state outcomes reporting requirements of SPP Indicator 14. Additional data analysis and transition planning tools are available on the website. Information for the survey is collected from the former student and their families or guardians through a telephone interview conducted by St. Norbert College Survey Center, DePere, Wisconsin, between April and June the year after the former student has exited their high school placement. Districts can view and use local outcomes on the website shortly after interviews have been conducted. The reporting requirement is an unduplicated count (reported as a percentage) of exiters who are or have been competitively employed, participating in any type of postsecondary education or training, or both, since leaving high school. DPI collects LEA Indicator 14 data directly from the post high website.

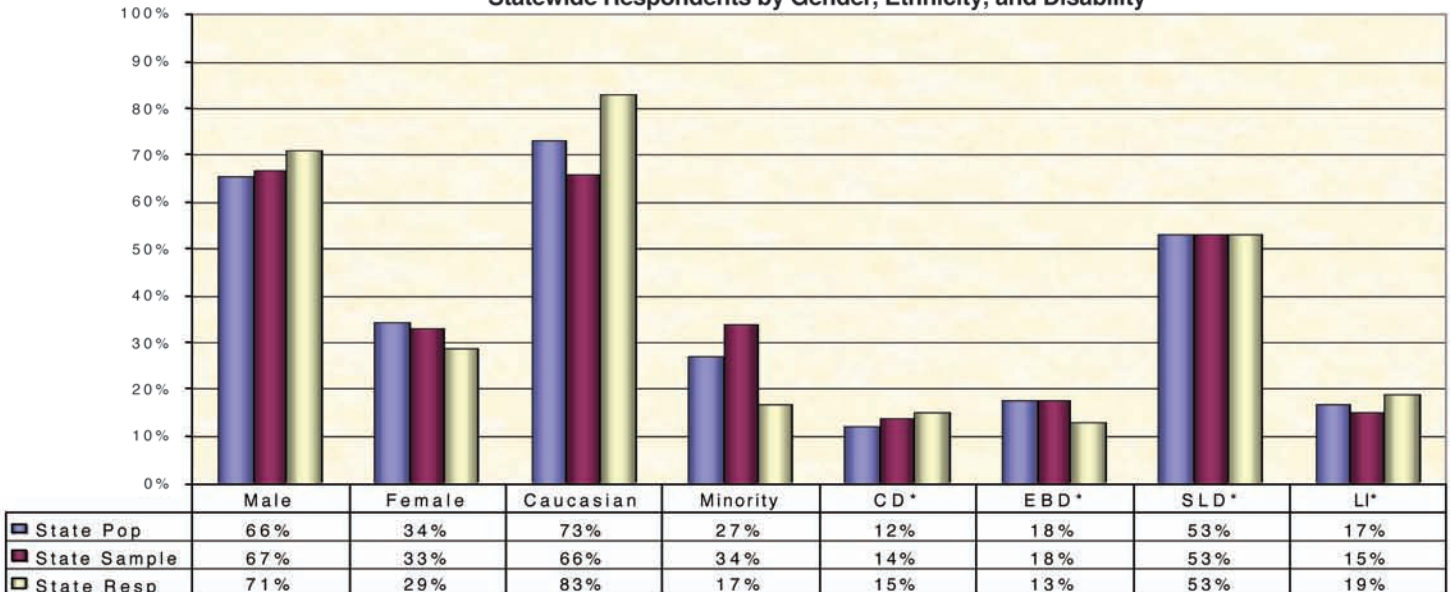
LIMITATIONS OF THE SURVEY

A limiting factor in the survey is the small number of responses for individual items when analyzed by ethnicity and some areas of low incidence disabilities, and those who exited with a certificate of attendance or who reached the maximum age of eligibility for services. Some of these individual cells had fewer than five responses, making it necessary to interpret results with caution. Additionally, caution should be used when interpreting results for Minority exiters and those who dropped out as they are under represented in the results.

SURVEY RESPONDENTS

The following table shows the comparison of the youth with disabilities who exited their secondary placement in the state (Statewide Population), youth in the 80 districts required to participate in the 2006-07 study (Statewide Sample), and those former district youth who responded to the interview questions (Statewide Respondents). Information presented in this report is based on the responses of the Statewide Respondents. For portions of this report, ethnic categories of Asian/Pacific Islander, Black/Not Hispanic, Hispanic, and American Indian/Alaskan Native are combined and grouped "Minority". Similarly, the disability areas of hearing impairment (HI), visual impairment (VI), speech and language impairment (S/L), autism (Autism), deaf/blind (D/B), other health impairment (OHI), orthopedic impairment (OI) and traumatic brain injury (TBI) are combined and grouped as "Low Incidence" (LI). No students with D/B were in the population to be surveyed this year.

2008 Comparison of 2006-07 Statewide Population, Statewide Sample and Statewide Respondents by Gender, Ethnicity, and Disability



*CD Cognitive Disability | EBD Emotional/Behavioral Disability | SLD Specific Learning Disability | LI Low Incidence

State Population n = 8279 | State Sample n = 2007 | District Respondents n = 573

Attempts were made to contact all 2089 former students in the State Sample. Of those, 4% (82) were found to be ineligible to participate and were removed from the State Sample and State Population because youth were still in high school, exited in a different survey year, or returned to the high school setting.

Of the remaining 2007 former students in the State Sample, 59% (1185) were unable to be contacted due to:

- ♦ 37% (752) bad phone number
- ♦ 22% (433) no answer or another reason

41% (822) were contacted:

- ♦ 12% (249) declined to be interviewed or were unavailable to respond to questions
- ♦ 29% (573) responded to the interview

573 interviews were successfully completed. This represents 7% of all 8279 exiters with disabilities in Wisconsin. The margin of error for the total sample is +/- 3% at the 95% confidence level.

The State Sample is representative of the State Population in all areas except minority respondents, which are slightly over represented in the State Sample. The State Respondents are representative of the State Sample in gender and disability but not ethnicity. Within the minority respondents, those identified as American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic

are representative of the State Sample, with respondents identified as Black/Not Hispanic significantly under represented.

2006-07 EXITERS BY EXIT TYPE

06-07 Exit Reason	Statewide Population %	Statewide Sample %	Statewide Respondents %
Diploma	75	74	94
Certificate	2	2	2
Max Age	1	1	1
Drop Out	22	22	3

A higher percentage of youth with disabilities who exited with a regular diploma responded to the survey than did youth who dropped-out. The contact rate is 50% for those who exited with a regular diploma and 12% for those who dropped-out, resulting in a 36% and 3% response rate, respectively. Of those who dropped-out, 84% could not be contacted, but once contacted, only 3% declined to be interviewed. Of exiters with a regular diploma, 50% could not be contacted, but when contacted, 13% declined to be interviewed.

INDEPENDENT LIVING

Independent living assesses residential living arrangements and general community participation, including engagement in activities outside the home, residential independence, and participation in social, recreational and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks. Nationally, 73% of youth with disabilities live with a parent(s) up to two years after exiting high school (NLTS2, 2005).

LIVING ARRANGEMENTS

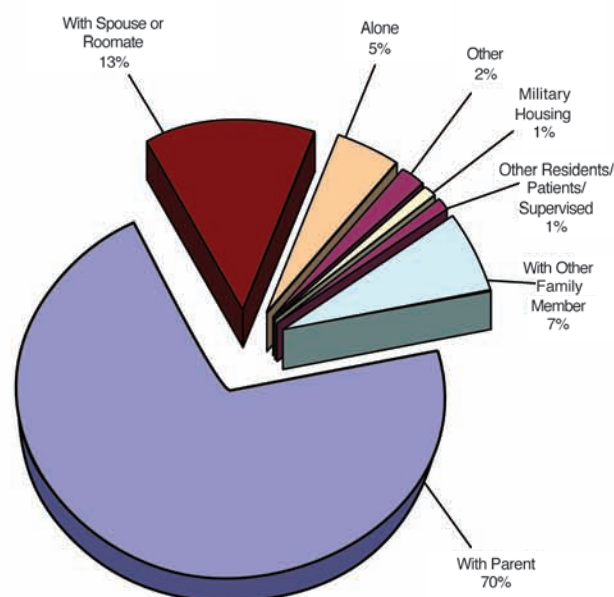
The percentage of youth with disabilities living independently in Wisconsin is similar to youth with disabilities living independently nationally (23%, NLTS2, 2005). Youth with emotional/behavioral disabilities and youth who dropout of high school are the most likely to live independently one year after high school. Youth with cognitive disabilities are most likely to continue to live with their parents.

Living Arrangements One Year after Exiting High School

- 70% Continue to live with their parent(s)
- 27% Report living independently, meaning they are living alone, with another family member, with a spouse or roommate, or are in the military.

06-07 Independent Living	% Living Independently	% Leisure Activities	% Driver's License
Male	26	87	67
Female	29	89	60
Caucasian	26	90	70
Minority	29	77	40
CD	14	80	26
EBD	39	86	58
SLD	30	89	78
LI	19	92	65
Diploma	26	87	68
Dropout	47	93	20
Max Age	0	83	0

Living Arrangements
(n=573)



SOCIAL / RECREATIONAL / DAILY LIVING

88% of youth have participated in a *leisure activity* in the past six months. Youth with cognitive disabilities and minority youth are the least likely to participate in a leisure activity; youth with low incidence disabilities and youth who dropout are the most likely to participate.

Males are slightly more likely than females to have a *valid license*, and Caucasian youth are much more likely to have a valid license than minority youth. Youth with learning disabilities are much more likely to have a valid license than youth with emotional/behavioral disabilities, and youth who exit with a regular diploma are more than three times as likely to have a valid license as youth who dropout.

TRANSPORTATION

- 65% have a valid driver's license
- 3% have a suspended license
- 20% do not have a license but plan to get one
- 4% do not have a valid license and do not plan to obtain one
- 7% report being medically restricted from obtaining a driver's license
- 12% indicate getting a ride to a social event is a barrier to their participation

ADULT AGENCY INVOLVEMENT/SUPPORT SERVICES

4% of respondents report working with someone from an Independent Living Center (ILC) or Department of Health Services (DHS)
 18% report they are working with someone from an adult employment agency

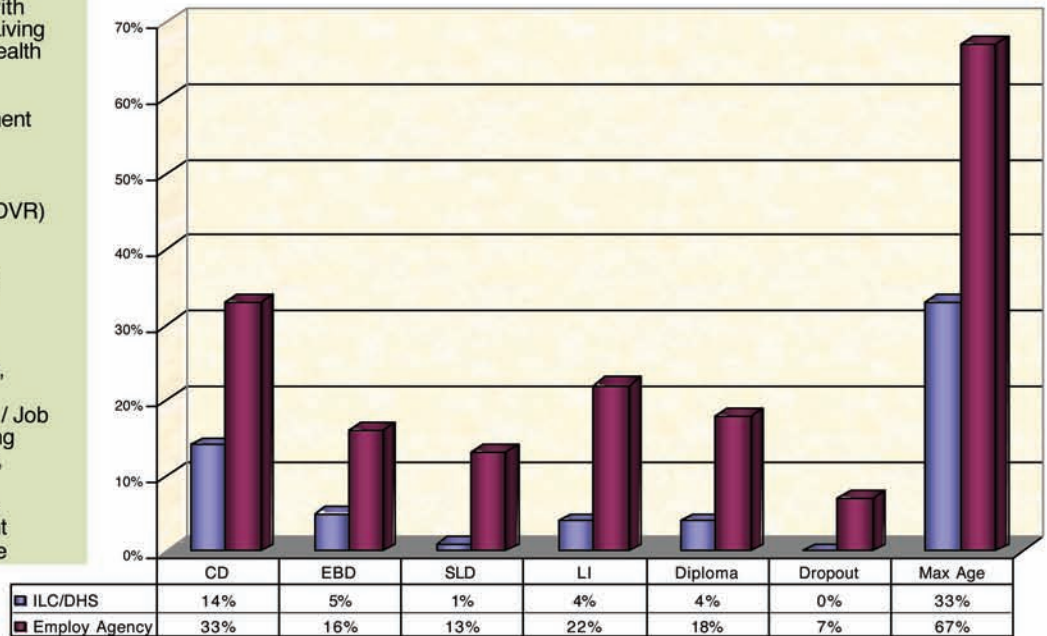
AGENCIES UTILIZED

Division of Vocational Rehabilitation (DVR)
 Dimensions / Renewal Unlimited
 Human Services / DHS
 Job Center / Workforce Development Center

AGENCY SERVICES

Transportation to shopping, activities, appointments, work
 Workforce resources / Job coaching / Job placement interviews and training
 Paid postsecondary education tuition, transportation, books
 Help receiving SSI / Cash assistance
 Adult worker / Supported employment
 Everyday activities / Home health aide

Agency Support by Disability and Exit Type (n=573)



COMMENTS BY FORMER STUDENTS ON INDEPENDENT LIVING

Respondents were asked what, if any, problems or difficulties they have had in participating in activities such as finding housing, getting together socially with friends, or doing things they enjoy since leaving high school. Time, transportation and money are common issues. The following is a sampling of their responses:

- ❖ Finding a place to live / Affordable housing on my own
- ❖ Transportation issues hinder getting a better job / Don't have a license
- ❖ Money problems / Not enough money to move out
- ❖ Doing things I enjoy / Having time to do fun things / Working too much / No time to see old friends
- ❖ High prices of gas / Establishing credit
- ❖ On a waiting list for day care

POSTSECONDARY EDUCATION & TRAINING

Postsecondary education includes any type of formal education program after high school. Former students may be enrolled in a 2-year or 4-year academic college, or a technical training program. Technical college offers training that leads to specific certification in a field of study. Postsecondary training may also include a formal apprenticeship program, vocational education or a short-term training program such as Job Corps. High School completion (General Education Degree), adult education, and job training are not considered formal postsecondary education programs but are included in this study as types of postsecondary school.

TYPES OF POSTSECONDARY EDUCATION

Of the 573 youth who responded to the survey, 259 (45%) are or have participated in some type of postsecondary education or training since leaving high school.

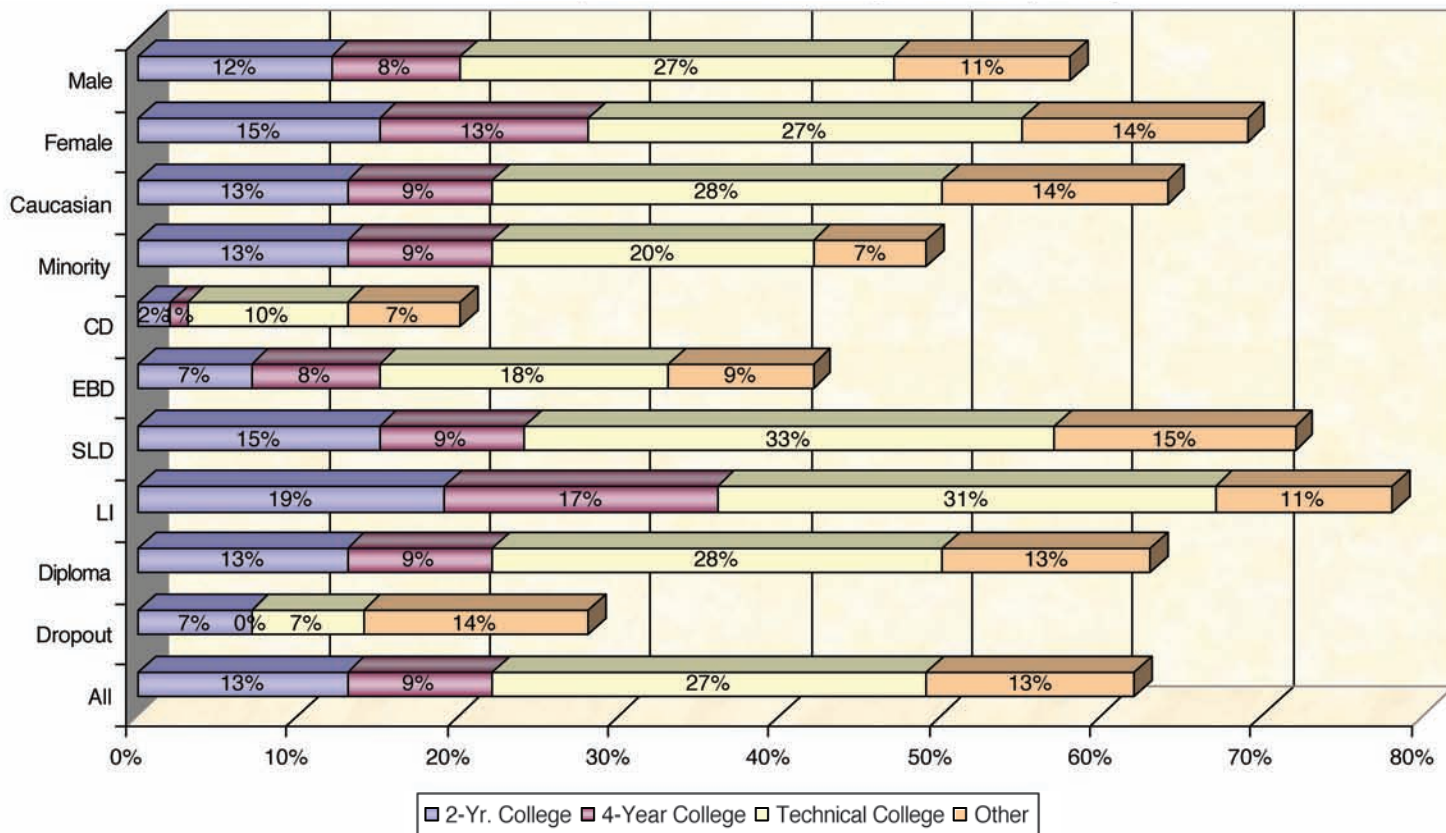
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| 13% 2-year college | 27% Full-time (12 or more credits) |
| 9% 4-year college or university | 8% Part-time (fewer than 12 credits) |
| 27% Technical college | 3% Completed a program |
| 3% Vocational /short-term/apprentice | 7% discontinued before completing |
| 8% H.S. completion (Gen Ed Degree) | 54% have not attended any type |
| 2% Any other type | |

NLTS2 (2005) data indicate that among youth with disabilities out of high school up to 2 years, 21% enrolled in 2 year programs, 10% in 4 year programs and 6% enrolled in technical/vocational/business programs. Nationally, youth in the general population (40%) are twice as likely as youth with disabilities (19%) to attend a post secondary school in 2003.

POSTSECONDARY EDUCATION BY GENDER, ETHNICITY, DISABILITY AND EXIT TYPE

45% of former students are attending or have attended some type of postsecondary education programs. Many youth participate in more than one type of further education, as indicated by the 350 “yes” responses for the 259 who attend or have attended postsecondary education or training. A higher percentage of female youth and Caucasian youth participate in postsecondary education than male youth and minority youth. As many minority youth participate in 2 and 4 year college as Caucasian youth. Youth with learning disabilities and youth with low incidence disabilities represent the greatest majority of youth participating in all types of postsecondary education. Youth with cognitive disabilities and those who dropout attend least.

Participation in Postsecondary Education (n=259)



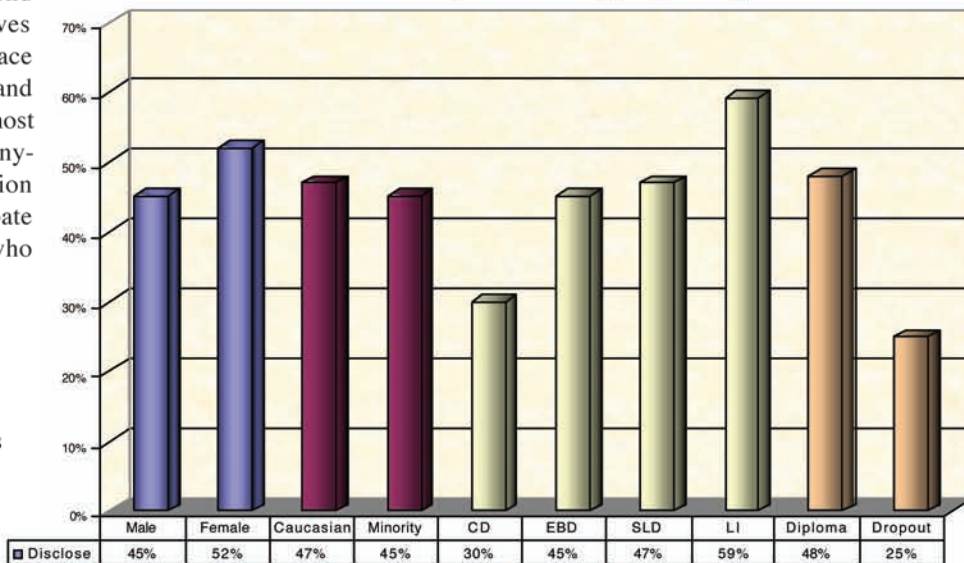
SELF-ADVOCACY AND DISCLOSURE

An average of 48% of young adults who attend postsecondary education identify themselves as having a disability to someone at their place of postsecondary education. Female youth and youth with low incidence disabilities are most likely to disclose their disability status to anyone at their place of postsecondary education or training. Few youth who dropout participate in postsecondary education. Few of those who do disclosed their disability.

Those who attend postsecondary education disclose their disability to:

- 31% a counselor/advisor on campus
- 15% their classroom teacher on campus
- 2% a disability specialist off campus
- 49% no one

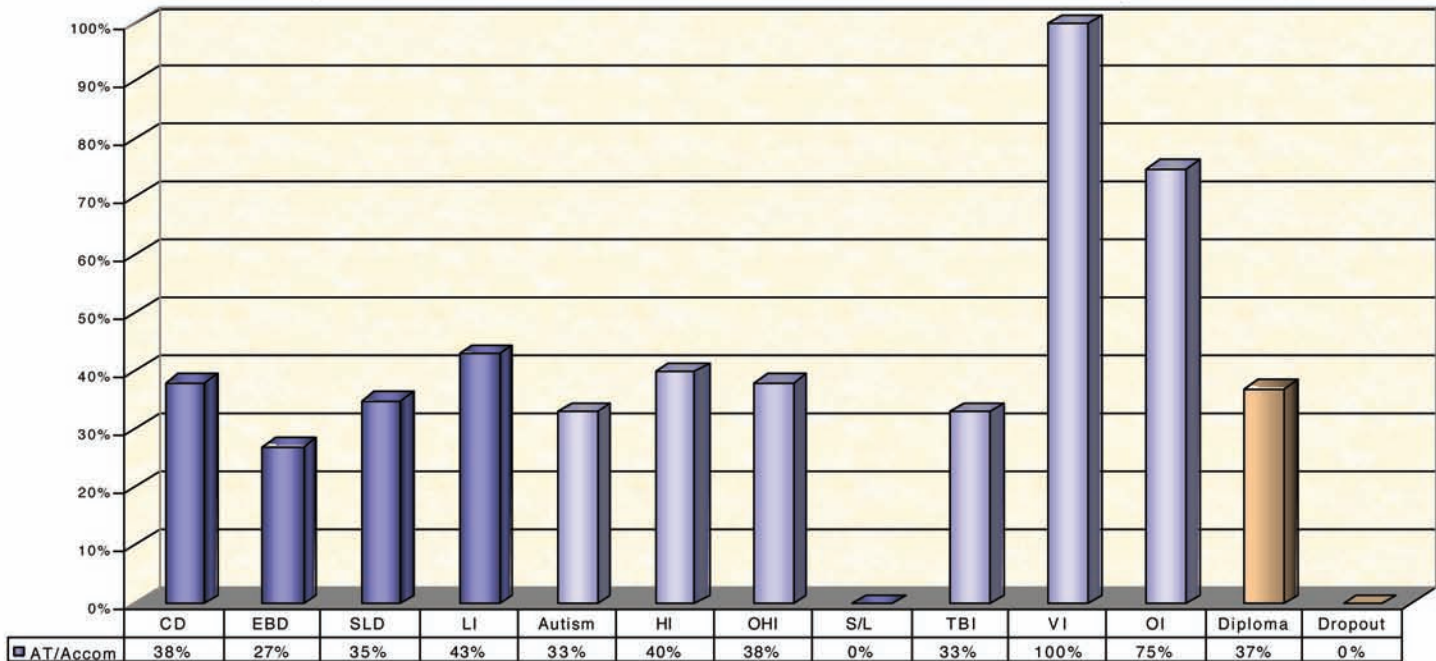
Percentage Who Disclose Their Disability by Gender, Ethnicity, Disability and Exit Type (n=259)



ACCOMMODATIONS & ASSISTIVE TECHNOLOGY (AT)

Of the 259 youth with disabilities participating in postsecondary education, 36% report using some type of accommodation or assistive technology (AT) device. Youth with EBD and youth who dropout are least likely to use AT or accommodations. Data in relation to youth with specific types of low incidence disabilities should be interpreted cautiously as the numbers for each type of disability are small and can therefore vary widely given many individual factors. Few youth who dropout participate in postsecondary education (27%), and those who go on do not use accommodations or AT.

Percentage Who Use Accommodations/AT at Their Place of Postsecondary Education (n=259)



Postsecondary Accommodations / AT

Tests and books on tape and on-line
 Calculators / Laptop for note taking / Computer
 Seating in front of the class
 Extended time on tests and assignments
 Note takers / Notetaking / Reader / Scribe

Quiet room for tests / Help from teacher after class
 Test administered verbally / Shorter tests
 "Project Success" / Closed Captioning
 Kurzweil / Trio Program / Visual Basic 2008

NON-PARTICIPATION IN POSTSECONDARY EDUCATION OR TRAINING

7% (9% nationally) of the former students *discontinued* because:

- 20% could not afford to continue
- 15% are working full-time
- 15% have health or disability issues
- 12% do not have the necessary skills
- 10% did not want to continue
- 2% have home-maker/family obligations
- 2% are unable to find transportation
- 0% did not receive necessary services / on wait list

54% of youth with disabilities *have not attended* because:

- 13% could not afford to go
- 16% are working full-time
- 13% have health or disability issues
- 5% do not have the necessary skills
- 30% did not want to / plan to go
- 6% have home-maker/family obligations
- 2% are unable to find transportation
- 1% have not received necessary services / on wait list

RESPONSES BY FORMER STUDENTS ON POSTSECONDARY EDUCATION OUTCOMES

Respondents were asked what, if any, problems or difficulties they have had getting into or participating in postsecondary education or training as they planned since leaving high school. Lack of finances and delayed entry are key issues. The following is a sampling of the responses:

- ❖ Health problems hindered attending
- ❖ Disability prevents participation / Didn't try
- ❖ Plan to attend after I earn enough money
- ❖ Will try later / Will start in the Fall
- ❖ Didn't plan to attend / Working instead
- ❖ Didn't know what I wanted to do when I left H.S. / No plans
- ❖ Time, money, transportation
- ❖ In the military / Military first
- ❖ Adjusting to speed of college education

EMPLOYMENT

Two outcomes of employment were considered: (1) whether the former student held competitive paid employment outside the home and (2) the compensation and benefits the youth received for their work. For this study, **competitive employment** is identified as working in an integrated community setting, full-time (35 hours or more per week), and earning minimum wage or more since leaving high school.

TYPES OF EMPLOYMENT

86% (494) of youth with disabilities are or have been employed for pay at some time since exiting high school, with 90% of those employed in an integrated community setting. The following table indicates the majority of youth works full-time and has been employed 1-6 months at their current job. Previous surveys indicate that most youth with disabilities are employed in food service, retail/sales, and factory/production.

Employment Statistics of Former Students with Disabilities (n=494)

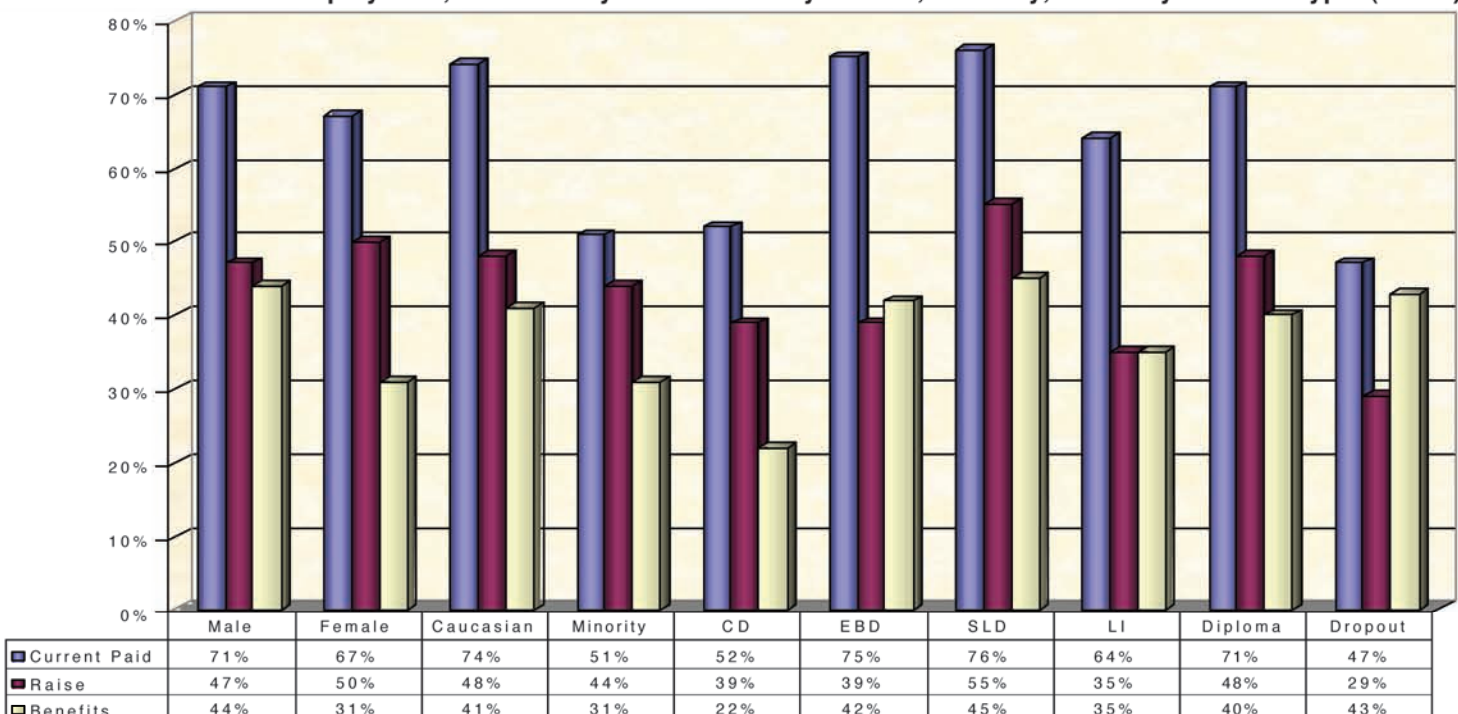
Integrated Employment Setting	%	Hours Worked per Week	%
Integrated Community Setting	87	Greater than 34 hours	50
Military / Service	3	21 - 34 hours	22
Supported Employment	1	16 - 20 hours	10
Other	1	Less than 16 hours	14
Non-Integrated Employed	%	Length of Employment	%
Home / Day Care	3	Less than one month	9
Sheltered Care	2	1 - 6 months	36
Institutional / Residential	2	7 - 12 months	21
		Greater than 12 months	31

NLTS2 (2005) data indicate that Nationally, 40% of youth with disabilities were employed at the time of the interview (70% had been competitively employed sometime since they had been out of high school for up to two years) which is an increase from 55% in 1987 (NLTS 2005).

EMPLOYMENT BY GENDER, ETHNICITY, DISABILITY AND EXIT TYPE

70% of youth were employed at the time of the survey, 48% have received a raise and 40% have received benefits. A higher percentage of male youth are employed and have benefits than female youth. Caucasian youth are employed at a higher rate than minority youth and are as likely to have received a raise but are less likely to have benefits. Youth with CD and LI are as likely to be employed, receive a raise and have benefits. Youth who dropout were the least employed at the time of the survey and least likely to receive a raise.

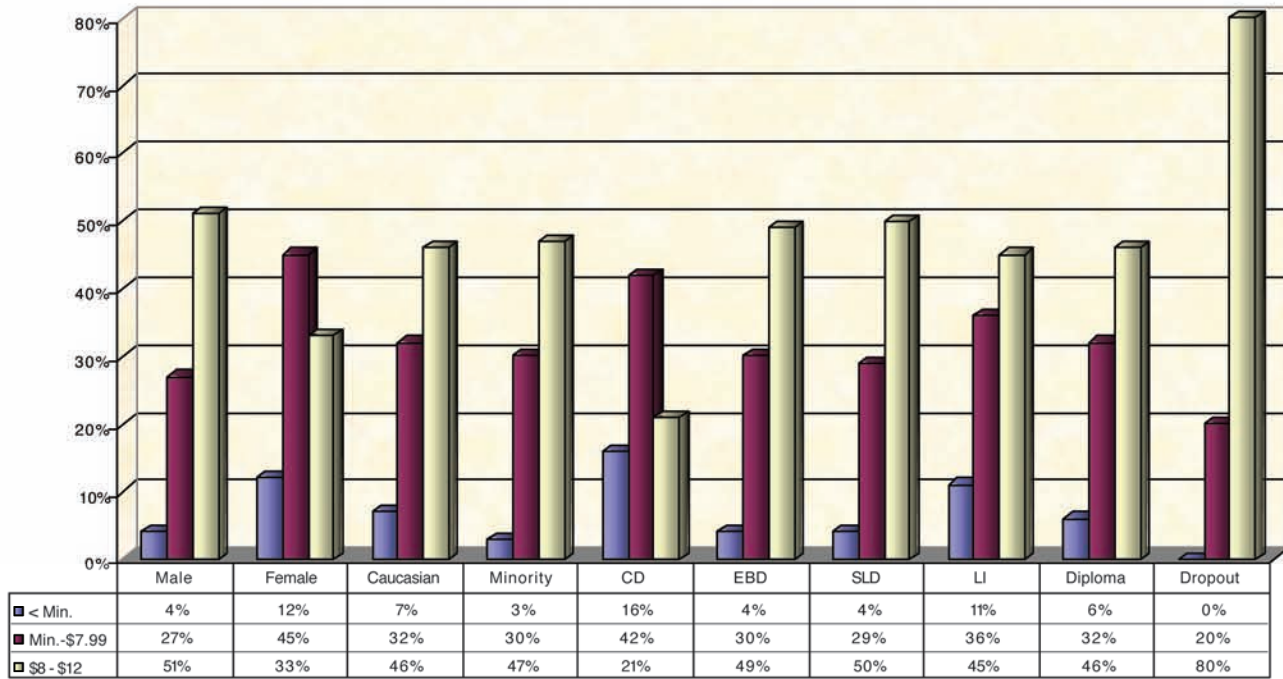
Current Employment, Raise in Pay and Benefits by Gender, Ethnicity, Disability and Exit Type (n=494)



WAGES BY GENDER, ETHNICITY, DISABILITY AND EXIT TYPE

6% of employed youth earned below minimum wage, 32% earned between minimum wage and \$7.99, 46% earn between \$8 to \$12, and 10% earn more than \$12 per hour. A higher percentage of males than females earn between \$8 and \$12. A higher percentage of female youth earns less per hour than male youth, possibly because more females attend postsecondary education. Caucasian youth and minority youth are paid equally. A significantly higher percentage of youth with cognitive disabilities earn below minimum wage than any other disability area.

Rate of Pay by Gender, Ethnicity, Disability and Exit Type (n=494)



EMPLOYMENT ASSISTANCE

Of those employed:

- 44% found their own jobs
- 36% had help from family or friends
- 6% had assistance from someone in the community, such as a job placement person from DVR or other adult service agency
- 7% former high school personnel

The greatest majority of youth with disabilities found their own job or talked to a family member, friends, or someone their family knows about needed employment. This indicates the importance family and friends have in guiding and advising youth with disabilities even after high school, and the need to connect youth with those agencies who can assist them in locating post high school employment. The percentage of youth who talked to DVR about needed employment increased from 11% last year and 6% the previous year.

HIGH SCHOOL EMPLOYMENT

61% of youth reported they had a paying job in the community when they exited high school. Youth kept those jobs:

- 9% less than one month
- 37% 1-6 months
- 15% 7-12 months
- 37% more than one year

Employment Assistance (n=573)

Any Assistance Finding Employment (other than family/friends/choose all that apply)	% That Actually Talked To
An employment agency (e.g. economic or workforce center, Job Center, job service)	13%
DVR (Dept. of Voc. Rehab)	13%
Health and Human Services	4%
Someone from former high school	15%
Don't Know	4%
No One	61%

Requesting assistance on the job

- 4% requested accommodations/help from current employer
- 69% received the requested accommodation or help

Employment Accommodations

- They accommodate my reading disability
- They showed me how to work everything
- Requested no heavy lifting
- They remind me of the time to return when I go on break
- Assist me more when I feel stressed out / Help me with my anger
- DVR provides an ASL interpreter
- Extra training / Re-direct me when needed

REASONS FOR UNEMPLOYMENT

Reasons for Unemployment	16% Not Currently Employed	14% Not Worked Since HS
Unable to find work / Lack of opportunity	14	22
Full-time students / Going to school	19	9
Health / Disability prevents working	2	28
Laid off / Recently dismissed	28	1
Would lose SSI benefits	0	1
Didn't plan to go / Not looking / Volunteering	5	12
Homemaker / Family obligations	10	4
On a waiting list for services	1	0
Unable to find transportation / No care	4	1
Doesn't have the necessary skills	3	8
Other	11	10

30% of young adults reported they were not employed at the time of the survey, or that they have not worked since exiting high school.

The majority of youth report they are *not currently working* because they were recently laid off or dismissed, or are going to school full-time. Youth report they *have not worked* since leaving high school because their disability prevents them from working, or they are unable to find work.

19% of youth who exited with a regular diploma have not worked because they are unable to find employment compared to 80% of youth who dropout. 1% report they have not worked because they would lose SSI benefits, and represents less than 1% of all exiters in this survey.

RESPONSES BY FORMER STUDENTS ON EMPLOYMENT OUTCOMES

Respondents were asked what, if any, problems or barriers they have had getting or keeping a job or being employed as they planned since leaving high school. The following is a sampling of the responses:

- ❖ I don't mind working this much, but I didn't expect to
- ❖ I planned to go to school full-time and work part-time, but that didn't work out
- ❖ I didn't really give it much thought
- ❖ Her disability prevents her from working and she has a child
- ❖ Helping my mom, not sure what I'm going to do in life
- ❖ She does not have a car or license
- ❖ He's not finding anything that he's qualified for / Still trying to find a job

HIGH SCHOOL TRANSITION PLANNING

61% of former students report they had a paying job in the community when they left from high school
37% kept that job for more than one year after high school

46% planned to live independently after graduation
58% report they are currently living as they planned in high school (28% are living independently)

58% had the primary intention of beginning postsecondary education after graduation (45% are or have attended)
42% report they are attending postsecondary education or training as planned

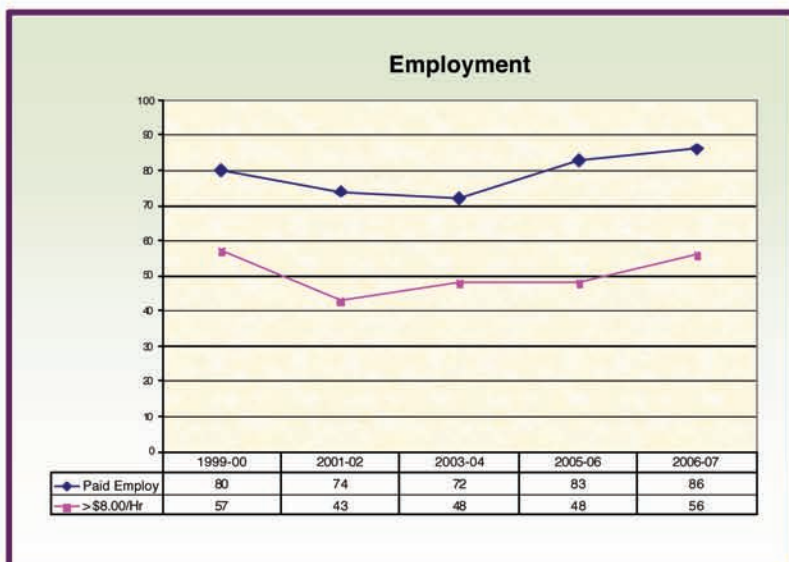
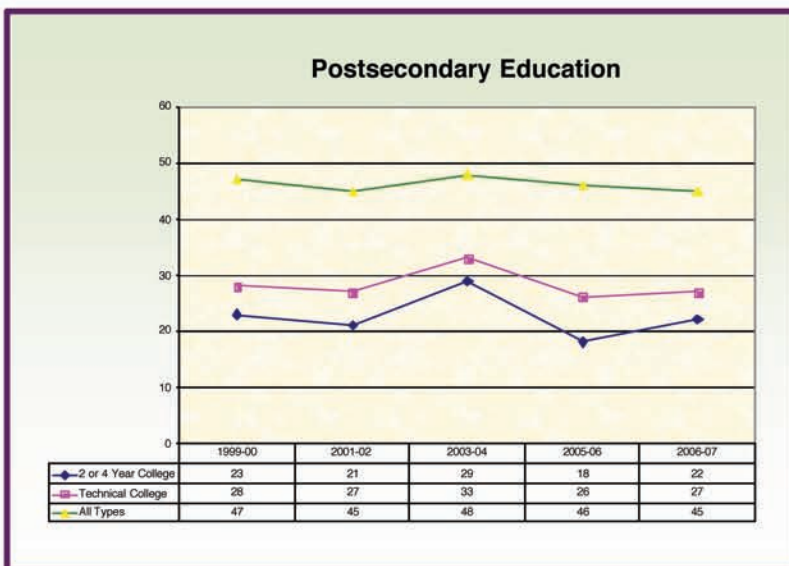
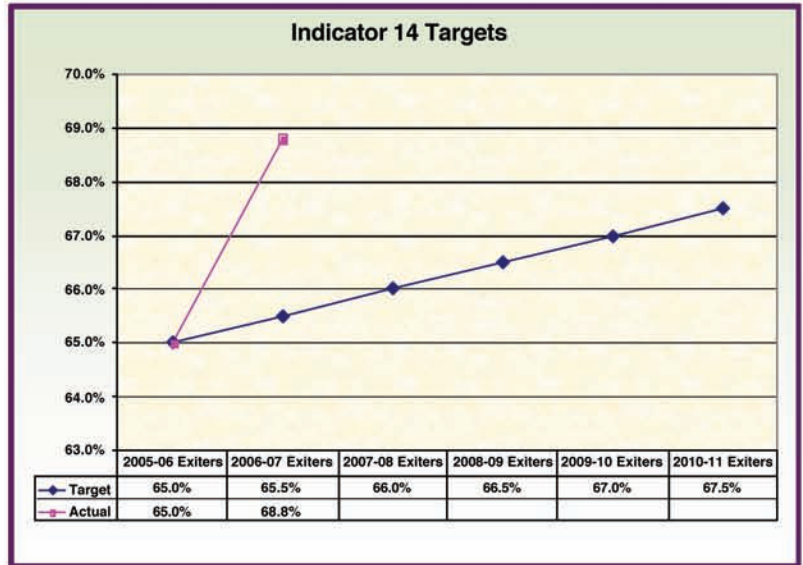
54% had the primary intention to begin full-time employment rather than postsecondary education following high school (48% are working more than 35 hours per week)
61% report being employed as planned

WHAT STUDENTS SAY HELPED THEM REACH THEIR GOALS

- ❖ Staying with what I planned / Teachers kept telling me to keep going because I stayed an extra year in high school
- ❖ My teachers, my Mom and DVR pushed me to work harder
- ❖ Playing basketball / FFA / Sports
- ❖ Graduating high school / Reaching my goals / Staying focused
- ❖ Math class / Carpentry Class / Auto Mechanics / Computers
- ❖ Constant reinforcement to work on basic skills, job applications, etc.
- ❖ Fresh start / Apprenticeship / CNA program
- ❖ Proper guidance from teachers / Taking the right classes
- ❖ Taking a Job Transitions class gave him confidence
- ❖ Deciding on the school I went to
- ❖ Networking and being out in the community
- ❖ Worked on projects to see how it would be in a real office
- ❖ I took a college level class in high school to teach me what to expect in college
- ❖ The recruiters kept him focused and teachers helped motivate him to realize opportunities

WPHSOS SURVEY RESULTS - 2001-2008

These tables review the major post high school outcomes of youth with disabilities who exited high school during the first through the current survey year. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary education or training. Paid employment is working for pay. A consistent percentage of youth participate in postsecondary education or training. The percentage of youth with paid employment declined between 2001 and 2004, but has recovered over the past two survey years.



Possible Areas of Consideration When Reviewing These Data

- ❖ Since participation in postsecondary education is an avenue to higher paying jobs and increased benefits, districts may wish to investigate ways to increase youth participation in a 2 year, 4 year, or technical college program.
- ❖ Since a high percentage of youth continue to not disclose their disability status to any one at their place of postsecondary education, districts may wish to consider student self-advocacy and self-determination as an important part of transition instruction.
- ❖ Since few youth discuss needed employment options with the agencies that can assist them in finding jobs, districts may wish to familiarize students with these agencies as part of the student's transition plan.
- ❖ Since statewide post high school outcomes are not as positive for minority youth and those with emotional/behavioral disabilities as for white youth and youth with other disabilities, districts may wish to review local outcomes in these areas.
- ❖ Local districts may wish to conduct their own outcomes study utilizing the state website to determine local outcomes in non-required survey years, included all district exiters or consider longitudinal outcomes surveying.

WPHSOS

2008 Statewide Summary Report of 2006-07 Exitters

Indicator 14 Year 2

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Wisconsin Post High School
Outcomes Survey Website:
www.posthighsurvey.org

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SUMMARY

This table reviews the major post high school outcomes for youth with disabilities who exited high school during the 2006-07 school year. Postsecondary education reflects the percentage of survey respondents who are currently attending or have attended some type of postsecondary education or training. Current paid employment indicates the respondent was employed at the time of the interview, and competitive employment indicates the youth was employed in an integrated community setting, full or part-time, and earning minimum wage or greater.

**2008 Summary View of Major Postsecondary Outcomes
by Gender, Ethnicity, Disability and Exit Type (n = 573)**

06-07 Exitters	% Attend Postsecondary Ed / Training	% Any Paid Employment	% Competitive Employment (Full or Part-time)	% Competitive Employment (Full-time)	% Indicator 14
Male	43	88	76	45	72
Female	51	82	59	21	62
Caucasian	47	90	74	40	72
Minority	37	69	56	27	54
CD	15	65	41	14	27
EBD	34	88	74	47	75
SLD	53	92	79	46	79
LI	56	87	69	30	70
Autism	40	73	47	13	47
HI	71	100	57	29	71
OHI	61	93	77	34	75
OI	40	40	0	0	40
S/L	50	100	92	50	92
TBI	57	57	57	0	57
VI	67	100	83	50	83
Max Age	0	50	17	0	0
Diploma	47	87	72	38	70
Dropout	27	67	60	40	60
Total	45	70 / 86*	71	38	69
NLTS2	32	40 / 70*	--	--	--

* = Time of survey / since leaving high school

LINKS TO RESOURCES

Wisconsin Executive Summaries/Final Reports

Wisconsin State Improvement Plan

LEA Special Education Plan

National Post School Outcomes Center

National Secondary Transition Assistance Center

Wisconsin Post High School Outcomes Survey

www.dpi.state.wi.us/sped/posthigh.html

www.dpi.state.wi.us/sped/sig.html

www2.dpi.state.wi.us/leareports/

www.pscenter.org

www.nsttac.org

www.posthighsurvey.org

Wagner, M., Newman, L., Cameto, R. and Levine, P. (2005). *Changes Over Time in the Early Postschool Outcomes of Youth with Disabilities (June 2005). A report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International. (www.nlts2.org/nlts2_textonly/reports/str6_report.html)