

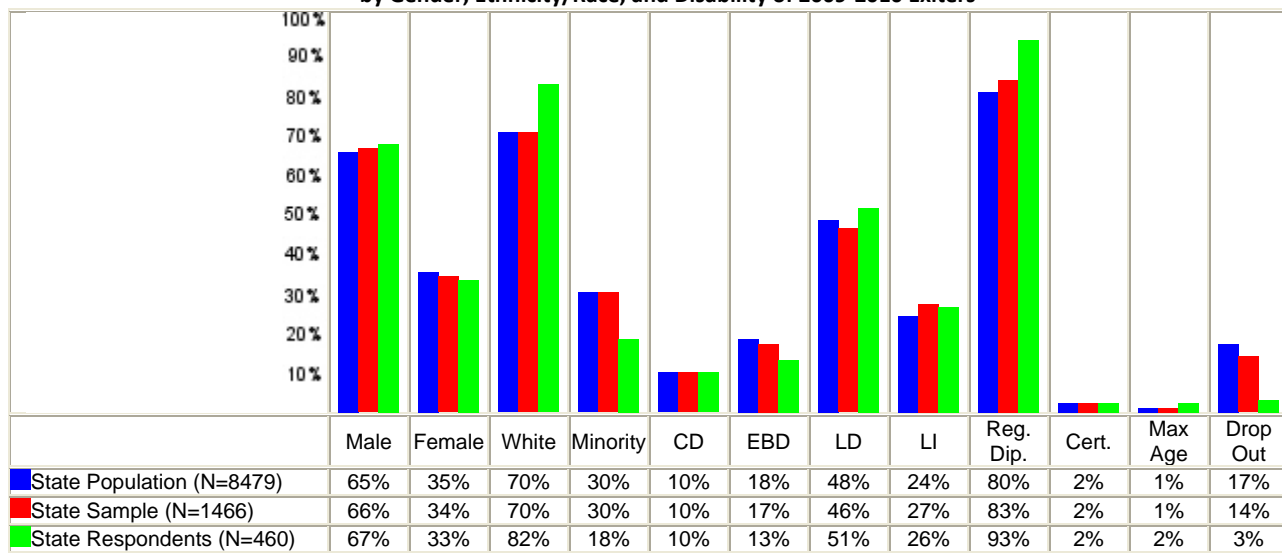
2011 Wisconsin Statewide School District Post High School Outcomes Survey Report of 2009-2010 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2009-2010 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around independent living, participation in higher education, other postsecondary education, and competitive employment, and other employment. The outcomes for youth with disabilities for each area are provided in this report.

Survey Respondents

This table shows the comparison of students with disabilities who exited their secondary placement in the state, with disabilities who exited their secondary placement in the district, and those former district students who responded to the outcomes interview.

**Comparison of State Population, State Sample, and State Respondents
by Gender, Ethnicity/Race, and Disability of 2009-2010 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2009-2010 school year. Of the 1466 available former students, 460 interviews were successfully completed, representing 31% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 79% were the former student
- 20% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 0% identified themselves as someone else

Interviews could not be completed because:

- 15% declined to answer interview questions
- 1% unresolved language, comprehension or communication barrier
- 1% former student was unavailable and no other responder was available (e.g. jail, military, work)
- 44% unable to find phone #, lost *, moved and no forwarding #
- 39% no answer (after multiple attempts)
- 1% other

Outcomes by Survey Area

Independent Living

The independent living section contains responses to questions about students' residential arrangements and general community participation, including engagement in activities outside the home, residential independence, and social 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.

Living Arrangements

Respondents were asked several questions related to their living arrangements. Nationally, 73% of youth with disabilities live with a parent up to two years after exiting high school (NLTS2, 2005).

- One year after exiting high school, 73% of the respondents continue to live with their parent(s) or custodial guardian.
- 23% of respondents report living independently. Of those, 3% live alone, 6% live with another family member, 13% respondents live with a spouse or roommate and 1% is in the military.
- During the last year of high school, 43% of respondents report they planned to live independent of their parents one year after exiting high school;
- 70% of respondents report they are living as they planned to while in high school.

Social/Community Participation

Respondents were asked to identify how often they participated in social activities and the types of social activities in which they participated. The NLTS2 (2005) results indicate that nationally 28% of youth with disabilities participate in community groups and 20% volunteer or participate in community service activities.

- 85% of respondents report participating in a leisure time activity such as going to a movie, theater, concert or sporting event within the past six months.
- 63% have a valid driver's license; another 3% have a suspended license; 18% do not have a license but planned to obtain one, 7% do not have a valid license and do not plan to obtain one, and 9% report being medically restricted from obtaining a driver's license.
- 16% of respondents indicate getting a ride to a social event is a barrier to their participation.

Adult Agencies/Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school.

9% of respondents report working with someone from an Independent Living Center or Health and Human Services to help them with things like shopping, transportation or scheduling appointments. The following are some of their responses

(additional responses at the end of this report):

Respondents report the following Independent Living Services:

1. Takes classes and does therapy at CP center.
2. I work with DVR and they organize and provide things to help with my visual disability.
3. Hippo-therapy and life skills coach.
4. Services from CHP.
5. Case manager helps arrange supportive work, the Friendship Crew, and other support as needed.

22% of respondents report working with someone from an Employment Agency such as DVR on things like finding a job, helping them with things like transportation to work or college, driver's training, or paying for classes or books.

Respondents report the following Employment Agency Services *(additional responses at the end of this report)*:

1. She was working with DVR but it was too overwhelming for her. Now she is with Reach and they help her with job stuff there.
2. I work with DVR and they help me with trying to find employment.
3. Help finding a job.
4. DVR and QPS.
5. DVR helps me find a job.

Difficulties Related to Independent Living Outcomes

Respondents were asked what problems or difficulties, if any, they have had in areas such as finding housing, getting together with friends, or doing things they enjoy since leaving high school. The following are some of their responses (*additional responses at the end of this report*):

1. Money for fun.
2. Finding housing.
3. Lack of free time.
4. She has problems finding a job.
5. Not capable of holding a job.
6. High School did not prepare me for life after high school.

Respondents were asked what problems or difficulties, if any, they have had in living as they planned to after high school. The following are some of their responses (*additional responses at the end of this report*):

1. Jobs are tight right now.
2. I am trying to get a different place.
3. I planned to go on to college and receive a college education after high school.
4. Would like to move out in the country.
5. I just did not get a job.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. NLTSS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

- “Higher Education” is the percentage of youth who have been enrolled on a full or part-time basis in a community college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school.
- “Other Postsecondary Education or Training” is the percentage of youth who have been enrolled on a full or part-time basis in an education or training program which is less than a 2 year program (e.g. Job Corps, adult education, workforce development program, vocational or technical school) for at least one complete term at any time in the year since leaving high school. Postsecondary education may also include a formal apprenticeship or short-term training program, adult education or job training.
- “Enrolled” means continuous attendance for at least one complete term.
- “One complete term” includes attendance for a semester, quarter, summer, between semester, inter-terms, online courses, credit bearing independent study, short-term education and training programs, workforce development programs, e.g. month-long resume writing class or a 10-week welding class.

Participation in Higher Education and Other Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type

55% of respondents attend or have attended some type of higher education or other typed of postsecondary education or training.

- 42% respondents have participated in a higher education program.
- 10% of respondents have participated in another type of postsecondary education or training program.
- 31% attend or have attended postsecondary training full-time (12 or more credits or hours).
- 11% attend part-time (fewer than 12 credits or hours).
- 5% have completed some type of postsecondary education or training.
- 8% have attended a postsecondary education or training program, but discontinued before completing.

"Duplicated" means the former student may have participated in more than one thing. For example, the former student may be going to a technical college and working full-time. Indicator 14 only considers an "Unduplicated" count, or participation in one thing. For example, if the former student is attending a 4 year college, employment is not counted. On a district level, it is important to consider all of the postsecondary activities in which youth participate.

This table reviews the major postsecondary outcomes of respondents by gender, ethnicity/race, disability, and exit reason. Be cautious when interpreting low incidence, maximum age, certificate of attendance and drop out data. These categories are generally small in number so can represent wide variation.

Duplicated Percentage of 2011 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education Program by Gender/Race, Ethnicity, Disability and Exit Type (N=460)						
	Any Postsecondary Education	2-Year College	4-Year College	Technical College	Vocational or Short-Term Ed.	Job Training/ Apprenticeship
Total	55%	8%	13%	22%	3%	3%
Male	53%	7%	11%	24%	2%	2%
Female	60%	10%	18%	19%	5%	4%
White	55%	8%	13%	23%	3%	3%
Minority	53%	7%	16%	19%	5%	2%
Cognitive Disability	22%	4%	2%	7%	0%	0%
Emotional Behavioral Disability	46%	7%	10%	16%	3%	0%
Learning Disability	61%	9%	15%	24%	3%	4%
Low Incidence	61%	10%	16%	27%	3%	2%
Regular Diploma	57%	9%	14%	24%	3%	2%
Cert. of Attend. (incl. HSED)	22%	0%	0%	0%	0%	11%
Maximum Age	11%	0%	0%	0%	0%	0%
Drop-out (incl. HSED)	47%	0%	0%	7%	0%	7%

Additionally, 2% participated in a high school completion certification (e.g. GED, adult basic education) and 2% participated in a Humanitarian program.

Respondents report the following "Other" types of postsecondary education:

1. Accelerated program as Dental Assistant, completed program.
2. Curative. They learn different things, and go out into the town and learn how to do different things and sometimes have workshops.
3. Summer class this year at UWM.
4. CNA program.
5. CNA program as well as fire-fighting program.
6. Post-high school program for autistic kids in Minnesota where they continue to learn living/job skills.
7. I took an online class.
8. Upgrading program Goal through Fox Valley Tech.
9. Completed a program for childcare training. I am a full time student on-line for a Business degree (Phoenix).
10. They offer a course in local volunteer work and I took and completed that.
11. Online program, it was alright.

8% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:

- 13% Did not want to continue their education/training.
- 16% Can't afford to continue their education/not enough financial aid to continue.
- 16% Working full-time/plan to return after earning enough money to go to postsecondary education.
- 0% No postsecondary opportunities/none close to home.
- 8% Don't have the necessary skills/qualifications to enter postsecondary education.
- 3% Unable to find transportation to school/no car/can't get to campus.

- 0% Have not received necessary services from community agencies/on waiting list for services.
 - 5% Homemaker/family obligations.
 - 3% Health or disability-related problems prevent going to postsecondary education.
 - 32% Cite another reason they discontinued their postsecondary education program.
- 63% of respondents report it was their main goal to begin postsecondary education or training after leaving high school.
 - 64% report participating as they had planned.
- 44% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons:
 - 15% Did not plan to go on to postsecondary education/did not want to continue their education.
 - 12% Can't afford to go to school / not enough financial aid at this time.
 - 33% Working full-time/earning money to go to postsecondary education/training.
 - 0% No postsecondary opportunities/none close to home.
 - 1% Don't have the necessary skills/qualifications to enter postsecondary education.
 - 1% Unable to find transportation to school/no car/can't get to campus.
 - 0% Have not received necessary services from community agencies/on waiting list for services.
 - 2% Homemaker/family obligations.
 - 12% Health or disability-related problems prevent going to postsecondary education.
 - 22% Cite another reason they have not participated in postsecondary education.

Disability Disclosure

Self-determination is defined as acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference. Disclosing one's disability type to those who can provide needed accommodations is an activity of self-advocacy.

- 40% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training.
- 9% of youth disclose their disability to a teacher on-campus.
- 2% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS.
- 40% of youth disclose their disability to no one at their place of postsecondary training.

Accommodations and Assistive Technology

43% use some type of accommodation or assistive technology.

Types of Accommodations and Assistive Technology Utilized

1. Extended test time.
2. Extended time on tests.
3. Testing room.
4. Computer.
5. More time for tests.

Difficulties Related to Postsecondary Education and Training Outcomes

Respondents were asked what problems or difficulties, if any, they have had participating in postsecondary education or training as they planned while in high school. The following are some of their responses (*additional responses at the end of this report*):

1. Did not plan to attend postsecondary school.
2. Saving money.
3. Applying to Black Hawk Tech School for Fall Semester.
4. The work he is doing now is good.
5. She became pregnant.

Employment

Two outcomes of employment were considered, Competitive and Other. On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

- “Competitive Employment” is the percentage of youth who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days at any time in the year since leaving high school. This includes the military, supported employment, or working in a family business (e.g. farm, store, fishing, ranching, catering) if all the criteria of ‘competitive employment’ are met.
- “Some Other Employment” is the percentage youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g. farm, store, fishing, ranching catering, etc.).
- “90 days” (means the same as 3 months) of continuous or cumulative employment in one or multiple jobs, at any time since leaving high school; a youth who was employed but out on paid sick leave (e.g. worker’s comp, health insurance) counts as paid employment; unpaid leave or a short-term lay-off is not included.
- “20 hours per week” can be: (a) at least 20 hours per week for 90 cumulative days, (b) 20 hours or more per week for 90 cumulative days, or (c) an average of 20 hours per week 90 cumulative days; these hours can include all the jobs the youth works during the week.

Employment by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

Duplicated Percentage of 2011 Employment Outcomes by Gender, Ethnicity/Race Disability and Exit Type					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
	N = 460	n = 367	n = 367	n = 367	n = 367
Total	69%	74%	89%	35%	26%
Male	70%	76%	90%	36%	29%
Female	68%	70%	86%	32%	18%
White	74%	74%	88%	36%	27%
Minority	47%	73%	92%	29%	17%
Cognitive Disability	61%	36%	71%	32%	25%
Emotional Behavioral Disability	59%	73%	87%	18%	18%
Learning Disability	81%	83%	91%	42%	29%
Low Incidence Disability	75%	65%	91%	27%	21%
Regular Diploma	70%	75%	92%	36%	27%
Cert. of Attendance (incl. HSED)	56%	67%	50%	0%	0%
Max. Age of Eligibility	89%	25%	25%	0%	0%
Drop-out (incl. GED)	33%	67%	67%	33%	11%

80% of respondents are or have been employed in the year following high school.

An additional 20% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment".

- 69% have been employed for 90 consecutive or cumulative days in the year following high school.
- 10% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school.

- 18% of respondents report they have not been employed since leaving high school.
- 49% of respondents have been competitively employed, meaning they have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 90 days at any time in the year since leaving high school.

Employed respondents work in the following settings:

- 95% of respondents work in a community-based setting.
- 2% **Military / Service**.
- 4% **Supported Employment** setting (paid work in the community but can also include on-the-job training or assistance at work).
- 6% **Self-employment** or working in a family business.
- 3% In an **Institutional or Residential** setting.
- 2% **Sheltered Employment** (a setting where most workers have disabilities).
- 0% **Other**.

Length of Employment

Of the youth with disabilities who are currently employed,

- 33% have been employed more than one year
- 17% have been working seven to 12 months
- 41% have worked one to six months
- 8% have been working less than one month

Hours Worked

- 43% of the employed respondents work 35 or more hours per week
- 31% of the employed respondents work between 20 and 34 hours per week
- 7% of the employed respondents work between 16 and 19 hours per week
- 16% of the employed respondents work less than 16 hours per week

Rate of Pay

- 4% of the employed respondents earn less than minimum wage
- 27% of the employed respondents earn minimum wage
- 34% of the employed respondents earn between minimum wage and \$10.00 per hour
- 24% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 4% of the employed respondents earn above \$15.00 per hour

Employment Assistance

Respondents were asked questions regarding those individuals or agencies that primarily helped them seek or obtain employment, and assistance once employed.

Of those respondents who are currently employed:

- 43% found their own jobs
- 39% had help from family or friends
- 7% had assistance from an adult service agency such as DVR, Human Services, Job Service or a Workforce Development Center
- 6% had assistance from someone from their previous high school
- 4% had assistance from someone else

Respondents report they actually talked to the following agencies about job opportunities since leaving high school:

- 12% an employment agency such as a job service, workforce or economic development center, or the Job Center.
- 17% Division of Vocational Rehabilitation (DVR).
- 2% Health and Family/Human Services/Social Services.
- 12% Someone from their former high school, such as a teacher or guidance counselor.
- 62% Talked to no one about employment opportunities.

Of those respondents who are or were employed, 8% report they asked for accommodation or other help from their employer because of their learning difference, disability or other special need. Of those who requested accommodation or other help from their employer, 73% received that request

Unemployment

10% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 4% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 10% Full-time student/going to school
- 23% Unable to find work/lack of employment opportunities
- 0% Don't have the necessary skills or qualifications to work/disability prevents working
- 2% Unable to find transportation to work/no car/can't get to work
- 0% Have not received necessary services from community agencies / on waiting list for services
- 4% Homemaker/family obligations
- 6% Health or disability-related problems prevent working
- 0% Would lose benefits SSI benefits
- 13% Laid off/recently dismissed
- 33% Cite another reason they are currently unemployed

18% of respondents report that they have not worked at any time within one year of leaving high school. Unemployed respondents report they have not worked for the following reasons:

- 2% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time.
- 20% Full-time student/going to school.
- 41% Unable to find work/lack of employment opportunities.
- 1% Don't have the necessary skills or qualifications to work/disability prevents working.
- 1% Unable to find transportation to work/no car/can't get to work.
- 0% Have not received necessary services from community agencies / on waiting list for services.
- 2% Homemaker/family obligations.
- 9% Health or disability-related problems prevent working.
- 1% Would lose benefits SSI benefits.
- 2% Laid off/recently dismissed.
- 14% Cite another reason they have not been employed since high school.

Difficulties Related to Employment Outcomes

Respondents were asked what problems or difficulties, if any, they have had becoming or staying employed as they planned while in high school. The following are some of their responses (*additional responses at the end of this report*):

1. Working more than planned.
2. Medical conditions not able to work.
3. He is currently in school.
4. No, I planned on going to college.
5. She became pregnant.

High School Experiences and Employment IEP Planning

- 51% of respondents report they had a paying job in the community when they graduated from high school
- 44% of youth maintained that job for more than one year following high school exit
- 52% of respondents had the intention in high school to begin employment following graduation
- 63% report they are employed as they planned while in high school

What Helped Youth Reach Their Goals

Respondents were asked what happened in high school to help them meet their goals. The following are some of their responses (*additional responses at the end of this report*):

1. Case manager was awesome; supportive.
2. He was involved in musicals, cross country, and swim. The swim really helped because he is a lifeguard now.

3. I made friends which helped me to reach my goals.
4. The support from the teachers wanting me to graduate.
5. Help from school guidance counselor. Everyone helped him stay on straight path.

Summary

View of Respondents by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2009-2010 school year by gender, ethnicity/race, disability and exit reason. It includes a count of all of the activities in which youth are engaged.

Duplicated Percentage of 2011 Respondents Who Participate in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=460)				
	Higher Education	Competitive Employment	Other Postsecondary Ed	Other Employment
Statewide - Unduplicated Count	42%	28%	3%	10%
Statewide- Duplicated Count	42%	49%	10%	20%
Male	41%	52%	8%	17%
Female	43%	42%	15%	26%
White	42%	52%	10%	22%
Minority	41%	35%	11%	12%
Cognitive Disability	13%	17%	4%	43%
Emotional Behavioral Disability	30%	44%	5%	15%
Learning Disability	46%	63%	13%	18%
Low Incidence Disability	50%	35%	10%	20%
Regular Diploma	44%	51%	10%	19%
Cert. of Attendance (incl. HSED)	0%	22%	22%	33%
Max. Age of Eligibility	0%	11%	0%	78%
Drop-out (incl. HSED)	7%	27%	33%	7%

17% of respondents report they have not participated in any postsecondary education or training or employment in the year following high school.

1% of respondents report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program.

Indicator 14 Percentages for the 2011 Post High School Outcomes Survey of 2009-2010 exiters.

Indicator #14 is an unduplicated, hierarchical count of the activities in which youth with disabilities are engaged within the year of leaving their postsecondary education program. The data is first counted in discrete categories, then "rolled-up" and reported as Indicator 14 data. The discrete categories are:

1. Higher Education

- Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training

2. Competitive Employment

- 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage

or greater AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment

3. Other Postsecondary Education or Training

- Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment

4. Other Employment

- 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program

5. Not Engaged

- Never participated in higher education or other postsecondary education or training; never been competitively employed or otherwise employed; (c) have been underemployed; (d) have missing data elements

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2011 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=460)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Ed	4. Other Employment
Statewide	42%	28%	3%	10%
Male	41%	30%	3%	8%
Female	43%	23%	5%	15%
White	42%	30%	3%	11%
Minority	41%	17%	6%	5%
Cognitive Disability	13%	13%	4%	39%
Emotional Behavioral Disability	30%	28%	2%	8%
Learning Disability	46%	37%	3%	6%
Low Incidence Disability	50%	16%	4%	9%
Regular Diploma	44%	29%	3%	9%
Cert. of Attendance (incl. HSED)	0%	22%	22%	33%
Max. Age of Eligibility	0%	11%	0%	78%
Drop-out (incl. HSED)	7%	20%	20%	0%

Indicator #14 reports the following three data points as an unduplicated count and percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- **Higher Education: 42%** (191) have been enrolled in higher education within one year of leaving high school.
- **Higher Education plus Competitive Employment: 70%** (320) have been enrolled in higher education or competitively employed within one year of leaving high school, and have not completed at least one term in a higher education program.
- **Higher Education plus Competitive Employment plus Other Postsecondary Education or Training plus Other Employment: 83%** (383) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
- **Not Engaged (under-engaged or missing data points): 17%** (77)
 - *Never any postsecondary education or employment: 2011 = 9.3%*
 - *Missing Data points, less than a full term p.s. ed. completed or under employed 2011 = 7.4%*

INDICATOR 14 REPORTING: Unduplicated Percentage of 2011 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=460)				
	A.	B.	C.	Not Engaged
Statewide	42%	70%	83%	16%
Male	41%	58%	82%	18%
Female	43%	66%	85%	15%
White	42%	72%	86%	14%
Minority	41%	58%	69%	31%
Cognitive Disability	13%	26%	70%	30%
Emotional Behavioral Disability	30%	58%	67%	32%
Learning Disability	46%	83%	92%	8%
Low Incidence Disability	50%	66%	80%	20%
Regular Diploma	44%	73%	85%	15%
Cert. of Attendance (incl. HSED)	0%	22%	67%	33%
Max. Age of Eligibility	0%	11%	89%	11%
Drop-out (incl. HSED)	7%	27%	47%	53%

2009/2010 Wisconsin Exiters District Data Sort Comments

Please Note: Other than spelling and some minor grammatical changes, the below respondent comments as recorded by the interviewers.

6. Does the former student currently work with someone from an Independent Living Center or from Health and Family / Human Services to help them with things like shopping, transportation or scheduling appointments?

- Takes classes and does therapy at CP center.
- I work with DVR and they organize and provide things to help with my visual disability.
- Hippo-therapy and life skills coach.
- Services from CHP.
- Case manager helps arrange supportive work, the Friendship Crew, and other support as needed.
- She has WIC, and Healthy Begins through the courthouse in Waupaca.
- Food share.
- Transportation by cab.
- Life skills training in the community. Community Care is helping me find a place to live in assisted living.
- Western Wisconsin Cares and VARC.
- Follow-up for my daughter, counselor calls every month for work.
- W2, food stamps.
- A social worker from New Hope is helping look for a group home that would be suitable for him.
- Job coaches.
- She has a respite care person who drives her around sometimes.
- Hired personal caregiver through Iris program.
- I get help with personal care and special equipment.
- He works with Family Care to help with employment and they provide someone to stay at the house when we're gone,

and they also help with getting him to doctor appointments.
 Part of long-term support family service. He receives job training.
 Therapist employed by Consumer Direct helps her with daily/living skills, recreation and leisure.
 Family Care helps her with transportation.
 24 hr residential care services, day program, vocational program.
 Does appointments with Aging and Disability.
 My Innovative Services helps with shopping, transportation, scheduling, etc.
 Shopping every Wednesday, Day Center.
 They are helping me find more work.
 I work with Human Services. They help me with laundry, dishes, and sometimes meals. Mostly they checks in to see how I'm doing.
 Community Options – hindering.
 Community Care Central WI is where his case worker is through.
 Community Industries - respite care Community Care Central WI - day services.
 CCW - Community Central Wisconsin helps with my money, trying to gain some independence to move out on my own, and to know what it's like in real life.
 Living assistance and getting a job.
 I help run an independent living center. They help with cross management, SS payments, and work experiences. etc.
 She has a case manager with Adams County helps with anything she needs, equipment, leisure, etc.
 Helps him with shopping and transportation.
 I use DVR.
 Family services receiving getting transportation and working w/goodwill industries.
 Independence First helping her disabled sister.
 Nurse came out last week medical care.
 Case worker.
 Mainly in additional training in life skills and educational skills.

7. Does the former student currently work with someone from an Employment Agency, such as DVR (the Division of Vocational Rehabilitation), the Job Center, Workforce Development Center or other employment agency on things like finding a job, helping them with transportation to work or college, driver's training, or paying for classes or books?

She was working with DVR but it was too overwhelming for her. Now she is with Reach and they help her with job stuff there.
 I work with DVR and they help me with trying to find employment.
 Help finding a job.
 DVR and QPS.
 DVR helps me find a job.
 Career Development Center helped me find a job.
 DVR helped me find another job center called Portal Industries, who help special ed kids find jobs quicker.
 DVR - not sure
 TTI out of Madison helps with quality staffing.
 Job search help.
 I have worked with Job Workforce Center in Jefferson to find a job.
 DVR-placement opportunities.
 DVR helps set future goals and find jobs.
 SWO (Successful Work Options) checks in with employers and helps with issues as needed (such as getting back cut

hours), helps with transportation and supplies.

I was working with DVR, but finished with them in January, and they helped me get a job at Riverside Medical Center.

DVR December worked with DVR helped pay off my school tuition.

She is on the DVR waiting list.

DVR - helped me find a part-time job, looking for a full-time job.

I have a job coach with DVR.

DVR services helps with finding a job.

DVR-support him with technology training before college in his high school senior year. DVR contacts and monitors him now.

I've worked with DVR, to plan for my future.

Assistance with finding a job.

AVR- helped finding employment.

He works with the DVR to help him find a job.

Finding jobs.

Worked with the Job Center for help finding a job.

Has used DVR in the past for job finding help.

I work with DVR for school and finding a job.

Used DVR to find a job.

Workforce Development Center-helps me twice a month, cash benefit and find jobs.

I worked with DVR one time in the winter and summer and they helped me pay for my laptop.

Help to get a job and use tools needed.

I am working with DVR to help find a job.

DVR helps pay for some of my schooling.

Has case manager at DVR, but company is willing to provide accommodations by themselves.

Find part time in community.

She works with DVR to find a job.

DVR through Pantheon (division of training center) helping her find employment.

I work with Workforce Development, and they are just trying to help me get a job right now.

DVR helps pay for classes/books, reimburses family for gas/transportation money.

DVR is helping me to find a job, also receiving workforce help from WCTC.

DVR arranges job shadowing for her as she determines her major and has paid part of her disability fee at college and has provided assistive technology.

DVR: funding towards a computer.

DVR.

DVR-transition to college.

May help for paying with school.

DVR helps pay for double dorm/room cost at college, paid for hand controls in car.

I work with DVR, and they are working with me to help me find a job.

QTA- Helps find factory jobs.

Works with DVR and Community Momentum to help with finding a job, and they provide job coaching services.

Was working with DVR, it provided funding for job coach.

Works with Community Momentum, trying to help her find a job.

She was working with DVR but is now placed.

Work at daycare.

I receive a temporary work experience through the workforce development center.

I work with the Workforce development center, and they helped me get a job.
DVR helps me try to find employment.
Works with Fresh Start.
Vocational services helps train and coach him in jobs. They found a job to suit him and they both shadow and coach him.
CIC helped finding job.
Person at DVR helps me with school.
Is trying to get with DVR.
DVR
DVR is helping me find another job.
I work with DVR to get school up and running, financials, and tutors.
Staff Logics is helping her find a job at Sara Lee.
I work with DVR to help get money for college.
I have DVR for after college help.
Community Industries does his job placement and monitoring.
Working with DVR and Aurora to find a job.
DVR, used for finding a job.
I work with DVR and they help me with finding job opportunities.
DVR-pay for school.
I am working with DVR and they are helping me find jobs.
CHP.
She was working with DVR and they were trying to get her a job.
QTI - a staffing agency in the Madison area.
Remedy out of Portage is helping me find work.
QTI - staffing agency.
Workforce Development is helping me find a job.
DVR and Holiday Health.
SMX temp agency finding work.
I'm working with DVR but I'm not sure what for.
I work with DVR and they help with work, payments for attendant care, tuition, tech, etc.
DVR.
DVR.
DVR is helping me find a job.
DVR.
DVR.
DVR and Iris.
I use DVR for schooling, transportation, and housing.
I work with the job center at home.
Worked with YWCA job training but was injured so did not finish.
DVR to try and find a job.
Looking for a job, DVR helping.
DVR- training for Goodwill.
Working with church to attain a job help.
They help me with planning for work and school. Also with getting grants for school.
Job assistance.
DVR - didn't do very much with them though.

DVR - it was not good though. Now working with Independence First and Life Academy through MCFI.

DVR - find a job for her.

8. What problems or difficulties, if any, has the former student had in areas such as finding housing, getting together with friends, or doing things they enjoy since leaving high school?

Money for fun.

Finding housing.

Lack of free time.

She has problems finding a job.

Not capable of holding a job.

High School did not prepare me for life after high school.

Getting together with friends is difficult, because lots of them are working more than one job to pay for college.

Finding a steady job.

Paying for taxes from government.

Finding land.

Not making enough money.

I've had problems finding a job.

Trouble finding a job.

Disabilities it is harder for him to make friends.

Getting up for work on time.

Lack of money in the family for leisure activities.

Having money.

The only one thing that I can think of is, he had to cover his own portions of health insurance when switching to a new job, and was forced to come off of his parents, which was a financial hardship.

Getting together with people has been difficult.

Money.

Finding an apartment.

Lack of assistance with her disability, no steady employment, poor finances, no health insurance, difficulty with classes.

Getting together with friends has been hard because some have moved out of state; one has a child, so it is difficult to see them.

Lack of income and understanding Social Security (disability benefits).

Finding a place cheap to live.

He does not have a vehicle so it impairs his ability to go places.

Being able to find a job.

I have had a hard time finding a job.

Paying bills.

Finding a job.

Frustrating when friends off of school and I am stuck at work.

Getting together to friends, the social aspect, nothing to do that doesn't cost money, school prevents job to get money.

Trying to stay with friends.

My only problem was getting adjusted to new things, like my new job.

Having difficulty earning enough money.

Transportation.

Can't see my friends anymore.

Finding a job to pay for housing.
His expectations. He would like to hang out with friends more than he does.
Social life-work a lot.
Sometimes my friends don't have transportation for us to get together. Lack of time to do some of the things I want to do.
Getting together with friends is hard because of work and school.
Finding housing-harder to find it. Paying rent, have to budget oneself.
Bipolar makes it difficult and he does not understand how to get help, or get appointments with psychiatrist.
Not enough money. Lack of transportation, I don't have a car.
Finding a job has been hard.
I want to find a job so I can get my own apartment.
Hard to find time for school and work.
Can't drive or see very well anymore after stroke.
Making contact with others.
She's autistic, her parents take care of mostly everything for her.
Seeing his friends is hard because of busy work schedule.
He doesn't really have friends in Wisconsin.
Paying insurance.
Finding a good paying job.
Basic school skills in math.
Availability of money would be the main thing, and other than that, nothing really.
Getting together with friends is difficult because they always do things late at night, but caregivers usually won't schedule for the night hours because they have their own lives. Anthony is working on finding balance between his life and theirs.
Very quiet, difficulty with verbalizing things makes her uncomfortable in large groups and with meeting people.
Doesn't have a car.
College is harder.
Majority of young people his age have full time jobs, so it makes it hard for him to have fun with friends his age. Also, not having a driver's license makes it difficult.
Some social relationship trouble, needs some supervision.
Has difficulty earning enough money to live on his own (was already living independently before leaving high school).
Money and bills.
Having funding for staff assistance.
Can't hold a conversation, can't communicate, can't shower, clean herself or cook. Grandparents assist her with daily living.
I have problems finding housing, work, and getting into school.
Lost contact with friends since leaving high school.
Has all-around problems due to lack of transport.
Finding friends has been difficult for him. There are some obsessive compulsive parts of his disability which would keep him isolated if he was not made to socially interact.
Frustrated in employment situation, nothing suitable for him.
Hard to see friends from high school.
Getting a job, because there was such poor planning and programs for the ED kids, especially when compared to the CD kids, who received a job coach, and lots of job training opportunities.
Work.
Not having car or license.
Finding a job has been hard.

Can't afford anything

Finding work has been hard, but I am currently working.

I'm having trouble finding jobs because I have assigned stuff. It was mainly janitor work. I went to DVR, but they never called me back.

No options for transportation, rural areas no choices for employment, housing, etc. Getting a new wheelchair, receiving supplies for tube feeding. Didn't receive nutrition for over a week.

Finding a place to live.

Finding an apartment has been hard.

Her teacher did a wonderful job of preparing her for leaving high school.

My school work in college is a lot different than in high school. They said they would prepare us for college, but I didn't really feel as prepared as I thought I might be.

Doing things with my friends.

I had some difficulty finding housing on my budget.

Finding housing on my budget is hard.

It was hard for me to find a job. It took me nearly all my summer.

Finding work has been hard.

I had a little bit of trouble finding a job.

Finding work has been hard.

Having money, having job does not pay the bills

Trying to find work sucked.

The help is not there like in high school.

Finding housing and getting to school has been hard.

Finding housing on campus was hard, but I haven't had any challenges beyond the norm for students.

No car at school, only problem.

She walks to her friend's house, sometimes gets a ride from her sister.

I had a hard time recently with transportation. It kept me from being able to actively try to get into school.

Finding work has been hard.

Finding an apartment close to my job.

Getting together with friends.

Yes, difficulty getting together with friends because of lack of transportation.

Yes because I have no money.

He was on SSI, so no income at all right now that she is aware is. Transportation is somewhat of an issue also.

Yeah, problems with finding a job and having a place to stay.

Cannot live on her own.

She was renting a house, but it was a foreclosure so she had to move. She's been looking for work, had a temporary job but other than that no luck.

Finding housing.

Is hard of hearing.

How to save money. Getting out of debt.

Nothing really, he is very sociable.

Still trying to find a place to live.

Finding a job.

Finding housing is difficult.

Finding an affordable place to live.

Desires to go to college.

Being self-supported and finding employment

10. What is the main reason the former student discontinued their postsecondary education or training program?

She wasn't doing well in school.
Did not like what she went to college for and is going to enroll in the military soon.
He is going to go into the military now instead of schooling.
I had my daughter and left school. I plan on going back.
Didn't like it.
Didn't know future plans/what he wanted to do yet.
Wasn't able to continue.
Has job that she likes and has job that lets her take classes.
I wasn't sure what I wanted to do; changed my mind.
Too hard for me.
Working full-time.
Did not pass the test.

18. Has the former student participated in any other type of formal education since leaving high school?

Accelerated program as Dental Assistant, completed program.
Curative - They learn different things and go out into the town and learn how to do different things and sometimes have workshops.
Summer class this year at UWM.
CNA program.
CNA program as well as fire-fighting program.
Post-high school program for autistic kids in Minnesota where they continue to learn living/job skills.
I took an online class.
Upgrading program Goal through Fox Valley Tech.
Completed a program for childcare training. I am a full time student on-line for a Business degree (Phoenix).
They offer a course in local volunteer work and I took and completed that.
Online program, it was alright.

20. Is the former student currently using accommodations or assistive technology, such as computers, spelling, magnifier, calculator, shortened assignments or extended work time at their place of postsecondary education or training?

Extended test time.
Extended time on tests.
Testing room.
Computer.
More time for tests.
Extended time on assignments and tests.
Calculator and computer.
Extended work time.
Extensions on homework and research papers.
She got tutoring.
I have 2 Magnifiers, a desk and a hand-held. I also have a note taker.
She uses a computer.

For classes I took tests in a private, quiet room, and used a calculator.
Given extra time on tests and quizzes.
Extended time for tests.
Received as much time as I needed for forklift certification tests.
Longer time on test, note takers and a quiet room to take tests.
Use calculator and notes.
Tutoring, time and half.
Extended work time, testing accommodations, extended test taking.
He has extended work time and can get copies of notes. Sometimes he goes to the help center which might help him with his English classes.
Had Kurzweil which helps read books, also took tests outside of class room, and had a note taker.
I have discs that I put into the computer that read books to me and I have extended time on tests.
Tests are read to her. She can take tests in a separate, quiet room. She has a note taker and has extended time on some assignments and tests.
Extended work time and calculator.
Tutor.
He was able to use computer, given extra time, and use a calculator.
Extended work time for tests; Used a computer, where someone would read to me.
Most of her tests and quizzes are on the computer.
He used a calculator and more time on assignments and tests.
I had longer test time.
Extra time on tests, use of calculator, tests read to me.
Extended time on tests.
Extended work time
IP helps to get notes when needed and able to meet with professor to get review if missed class.
Testing room to take tests and select what I want to take and double time to take it, note taker for classes, there is a writing, math, and learning center when I need help. I use a recorder in classes. Kurzweil program on my laptop.
Uses a calculator.
Extended time on tests.
Extended time on tests.
Extra time on tests and is allowed to use a note taker.
I have extended work time.
I use Kurzweil (student could not spell the name of the program she uses for her textbooks). I can put my text on the computer and it reads to me.
Extended work time for tests.
Computer.
She takes test outside of the class room, has information read to her, and extended time on assignments.
I have extended time on tests and exams.
I have the ability to use accommodations but I am choosing not to use them right now.
Help with math and paper writing. Separate room for testing.
He uses personal tutors and organizers at a company called Project Success.
I have extra time on tests, and I get to go to a special room to take my tests, and am allowed to get notes from a note-taker.
She used extended time.
He uses extended time on exams and a note taker.
He was in a reading program that helped and teachers helped as well.

Entire program is geared towards helping autistic students.
He uses extended work time.
Has extended work time, textbooks on the computer.
Extra time on tests, books on the computer.
Time-and-a-half for assessments, receives copies of class notes, Kurzweil (reading program on computer for dyslexics), Dragon Naturally Speaking (speech recognition) software.
Computers
Academic Resources, but they weren't really helpful and I wasn't able to get testing accommodations.
I had shortened time on tests, and had someone read the questions on the test to me.
Calculator for math and extended time on test.
Computers, text-to-speech, tape recorder in class, time-and-a-half on tests, texts in alternative formats.
Allowed to use calculator when others can't.
Calculator.
I have extended work-time and tutoring.
I had extended work time.
I use assistive software such as Dragon Speak and Clear Read, and I have extended time for tests and school. I have my textbooks on a digital recorder for listening because I read slowly.
I receive extra time on tests, and if I'm in a math class I'm allowed to use a calculator even if it's not necessary.
Calculator, computer.
Videos to help with topics
Extended work time and extended test time.
Laptop and calculator.
Extended time on tests and on projects
Extended work time & scientific calculator.
Extended time on tests, certain accommodations for certain classes (note-takers or recorded lectures).
I have extended time on tests.
I can use a calculator and take tests in a separate room.
Has a speller.
I had time and a half on tests.
I have a sign language interpreter and tutoring.
I use a tape recorder for lectures.
Computer, teacher there to help.
I have note-taking and test taking.
I have extended time on tests, have them read to me, and I use Dragon Naturally Speaking, which types while you talk.
I have an IEP but I don't really know what it is.
I have a note taker.
I have note-taking and Kurzweil and a speaking program called Dragon Naturally Speaking.
I have it so that if I was sick for a few days, I get more time to complete tests and quizzes that I missed.
I have a computer, iPad to take notes in class, live scribe pen, extended test time, moved rooms for inaccessibility, have everything in digital format.
Only a hearing aid
I have a hearing system.
Voice recorder, extended test time.
Using laptop computer.
Calculator, Dictionary.
Helping computer.

Computer.
Computers, magnifier.
He can get whatever he requests, private room for testing, extended test time etc.
it is hard for her to be attentive
Computer, calculator.
Helping computer, electric dictionary.
Extra time on tests, tests read to me if necessary, Kurzweil 3000 computer program.
Magnifier.
She has a note taker.
Calculator, helping computer.
Extended testing time.

21. What is the main reason the former student has not enrolled in a postsecondary education or training program?

Sick of school.
I like working.
I am not really sure yet what I want to do with the rest of my life.
Plans to finish a book she is writing first and then go to a community college.
I own my own business.
Went to work right away.
Reason he did not go on to college was because of transportation issues.
Job status now a days is slim but he plans to go to school in the future.
Making \$16 an hour right now so I really have no need to go to school right now.
Can't really decide what I want to go for in college.
In and out of jail.
She is not ready to start post-secondary education at this time.
He is busy working.
High School was difficult; she is working now and may go in the future.
Because I have a job.
Don't know what I want to do yet.
Mom said he did not think he would be successful.
He did not know what he wanted.
Doing drugs.
I don't know what to take.
Hadn't signed up/planned well enough yet.
She (mom) doesn't believe he had enough preparation from high school to handle further education. And he may not have been ready to leave high school.
I wanted to take a year off and just haven't gotten around to it yet.
Working, soul searching, trying to save money at a job that might be in a career he's interested in.
I had some problems. (would not elaborate)
There was poor IEP programming, and he was not given enough transitioning education. There needs to be stronger programs, like work experience programs, and students need to receive more individualized attention.
I was not good student. I am trying to work a little but it's not happening.
Not sure what he wants to go to college for yet, plans to go in future.
He decided to get a job instead.
Wants to work some, then going in fall.

The college he wants to go to is in Illinois and he needs a car and license to be able to go there.
Tried working could not find a job, not get around to it.
Joined the Army after high school.
She became a wild child.
Needs to get rid of pre-requisites first. Another Math and English. Waiting for a response from the military-Marines.
Lack of funds.
Not deal with schooling.
Jed has no plans to go onto school.
Not sure of a career goal.
Disability and financial.
Looking for a job, needed an ID.
Figure out what want to do.
Joined the military
I am planning to attend but waiting to be enrolled.

23. What is the primary reason the former student has worked less than 90 days within the year of leaving high school?

I am a summer school teacher and that program only lasts about 30 days.
The job required being a people person and she did not like it so she quit.
Had work-experience through Portal for 8 weeks only.
Graduation in house of correction he was credit short.
Family issues have prevented her from finding a job.
He works during the summer and goes to school in fall.
He had some anxiety issues that prevented him from working right away.
I did three job site observations to see how much I could handle in terms of tasks and hours.
My work closed down.
I traveled the US for a year in a touring Christian youth band.
Temporary work; have not worked 90 days.
Did not go back to the job seasonal job.
Just got the job.
A lack of opportunities; had a 2 month temporary job with (Wal-Mart) which ended last March.
Joined the military.
Just stopped working.

24. Which of these describes where the former student's job is?

She works in the cafeteria at her college.
QPS employment agency.
Did farm work until he fell and was paralyzed for 7 weeks. Currently unemployed.
Self-employed; DJ and landscaping businesses.
I have a paid on-campus job.
Milwaukee work force.

26. Which of the following best describes the former student's usual hourly wage?

It is piece work.

Babysitting.
Piece work.
Farms don't pay very well.
He does assembly line work and is paid by the piece.
Piece work.
Easter Seals, \$0.75/hr.
Commission, 4% of time-shares sold.
10 cents for the state program to get children with disabilities together.
I was a paid intern and was paid in stipend form. If it was broken down to hourly it would be less than min wage.
Piece work.
Not sure is paid by piece work.
\$6.50 an hour.
\$25.00 a day.

32. Did the former student receive the accommodations or other help they requested from their current employer?

She needs someone with her all the time to guide her.
Help with reading and writing.
She writes in a note book and shows to supervisor before documenting information.
More detailed instructions.
She receives longer time to clean rooms as a hotel housekeeping person.
Asks for no real labor work, only office type work.
Company has provided enlarged computer screens, straight path to certain areas for delivery of paperwork (visual impairment).
He is given choices for what he does and how he does it. They are supportive.
Everybody does low-dexterity factory work with special supervisors, assistance, etc.
1 on 1 staff.
Monitored closely.
The employer agreed to help him get some of his school stuff together.
Need help in funding for the welding program.
He has a shadow to keep him on track - weekly and semiweekly frequency.
I asked for extra help.
I have an adjustable desk screen, a reader, and a flex schedule.
Depends on the product they assemble.
Received money from him-employer.

33. What is the primary reason the former student has not worked since leaving high school?

I can hold a job for less than \$10,000 a year, Bone marrow transplant last June 2010. I receive SSI benefits.
She has problems getting there and is bad at interviews.
Helping my brother with his niece, hard to find a job.
She works on the family farm and is not sure about jobs out there that would allow her to work for them.
Has too many law charges on his record that prevent him from getting hired.
The IEP plan looks good on paper, but it is weak and poor, and programs need to be more active in giving special ed students the help they need. They are falling through the cracks.
Traveling and unable to find job.

She became a wild child. She applied for a job and got it but never went because she was too scared.
Wanted to go into the Navy.
Needed ID.
Got in trouble with the law.
Disability, but would be able to, hoped DVR would be able to help but they didn't, hoping Life Academy helps him find a job.

38. Is the former student currently living where they planned to live after leaving high school?

Jobs are tight right now.
I am trying to get a different place.
I planned to go on to college and receive a college education after high school.
Would like to move out in the country.
I just did not get a job.
Well I work full-time now, so living at home works fine for me.
Not enough money.
If he had more money he would be living alone instead of with his parents.
I plan on moving out in the future.
I plan on moving out within a few years.
In a house, living in Wisconsin.
Like to live on his own.
He is not living where he wants to now because of money.
Money.
Want to live in Arizona, but need money.
He applied for a rental unit and he was not accepted to move in, but soon he will go to school.
Like to live in my own place, in Edgerton.
Money
Like to live in an apartment with my girlfriend.
Didn't go to the 4year college stayed around.
Not making enough money.
Family issues.
Like to live with one of his friends.
She cannot afford living alone.
He would like to live in Florida and not with his parents.
By not being able to work more hours affects the affordability of moving.
Wants to move out at some point.
No because her parents have not figured out a place for her to live yet.
I would like to live anywhere but Wisconsin.
Didn't really plan to move out, but decided to go for it with friends.
Didn't plan on living in North Dakota.
Planned to be at college, but it didn't work out, not enough drive to do it.
Wants to get his own place and move out.
Just really didn't get independent enough as I would have like to and wasn't able to support myself.
Anywhere in Milwaukee.
I want to live in an apartment complex.
Couldn't get a steady job and provide for myself.

I want to eventually move out.
Moving out at end of month to go to school.
I like to live on my own, take care of me and my kid.
Thrown out of house because of drug use.
I wanted to move out and live on my own, but I don't have the money to move out.
Planning to move out eventually.
Not going to school yet.
She was planning to move out, and then had stroke and lost vision.
Plans to move out at some point.
Been busy with a lot of stuff, so I don't have the time.
Wants to get his own house.
Availability of money.
Wanted to live near college by himself, but dropped out of college and came back to live at home.
Moved out with boyfriend, but then broke up and is now living alone.
Like an apartment.
I guess stuff just came up, so I wasn't able to.
He would rather be living on his own or away from parents, but not everything can go as planned.
Hoping to get into the military.
She has medical problems, and it's too expensive to move out.
I am still living at home.
I still plan to by the end of this year.
Not sure where he wants to live, just doesn't want to live with parents for whole life.
Wanted to move out, but didn't plan well enough.
Like to have an apartment by himself.
Moving out in a couple of weeks.
I am not making enough money to live by myself.
Wanted to move out, but doesn't have money or job.
Can't afford.
I got irritated with living with family.
Job got eliminated, and couldn't find another one for a while.
Didn't move yet.
In an institution; mother refused to reveal what type/where it was.
I am still living at home.
Easier to live at home
I would liked to have moved out and started school.
Moved back home.
I didn't get married or find a girl to settle down with.
I never made it out.
He is trying to save money to go to college.
I was living away with my parents, but it didn't work out to live with my cousin so I came back to live at home.
Living with boyfriends' parents since 17, but hopes to move out eventually.
Saving up money and eventually move out.
He doesn't have full time work at the moment.
I am planning on it but not in my budget.
In a different town on my own, Florida.

Somewhere there is more work and extra things to do in the community.
 I still have parent loans for school.
 Wanted to live on her own, but at least with her parents for now.
 I'm still living at home.
 Because I got pregnant and stuff, so I wanted to save money for my baby.
 Can't afford an apartment yet.
 Planned on living together with a friend, it didn't pan out.
 Go to Alaska.
 I'm still living at home.
 Did not want to live with parents
 Mom made go to school (college).
 Planned on living by myself.
 I wanted to get a job, go to school and have a license.
 Don't have a job.
 Mother completed survey. She's sure he had planned on being in his own place, but without SSI that's changed.
 My own house, apartment in Milwaukee, WI.
 Planned on having a good job and working on getting my own place.
 Financial things got in the way.
 She has not been able to live in a stable home like she had planned, she's living with a family member, and she can't afford school like she had planned either.
 Goal was to live on his own.
 Wanted to live his own.
 Wanted to have own place.
 Having problems with health issues.
 Get a good job and move and live in her own.
 I wanted to live in an apartment by myself.
 I wanted to be in college in Chicago.
 Not enough money.
 Financial.
 Until I find a house for me and my boyfriend.
 Economics, reality.

40. Has the former student participated in postsecondary education or training as they planned while they were in high school?

Did not plan to attend postsecondary school
 Saving money.
 Applying to Black Hawk Tech school for Fall Semester.
 The work he is doing now is good.
 She became pregnant.
 Wanted to find work and later return to college.
 He wanted to get a heavy operator license but did not do that.
 I decided not to pursue training anymore.
 Needed time to study to pass the entrance test for tech. school.
 He is not going at this time but may go to college in the future.
 His disability.

Did plan on attending college.
Did not plan on going on to college.
Transportation issue.
He plans to go to school in the future.
Money.
Not enough money.
She wanted to take a break from school.
Not yet, money.
I have just been putting it off.
Did not plan on going on to college.
Did not know what wanted to do.
She was going to attend full time but had too much remedial work to do.
This is because I wanted to change my majors, and didn't really like the program I was originally in.
In jail not currently going to college.
She did not have time to go school.
He is going to the Marine Corp within the next month.
He is looking into information about post-secondary education.
Found out it was a lot harder than she thought. Gas prices are too high to go to school and not have a job.
No because of work.
Couldn't finish education at Brookfield East; went to Ladlake for a year and a half, tried to go to tech college but it was way too difficult for him.
Because the money was very good.
Was planning to go to Marquette, but just chose to go with 2-year tech.
Money is the issue.
I had to drop-out due to emotional problems.
Job training is too expensive.
No, because I changed my major, and what I wanted to do for my career.
Did not know what wanted to do.
Plans to go to culinary school in future.
Too much homework and struggled with grades pissed me off.
Not a way to get around to school or find transportation.
He did not plan on going to college.
His disability.
Didn't like the program.
Thought about it, but never seems to be able to figure it out or go forward with it.
I was failing my classes. It was costing me money to fail.
I don't know what I like or what I want to take.
School is too expensive.
She was planning to go to college, and then had stroke and lost vision.
His disability.
Signing up for college, starting in the fall.
Did not plan on going to college.
Didn't know about Minnesota program previously, but he is now enrolled there.
Money.
Could not afford it.

Wasn't initially planning on going to college, but became bored and decided to go for it.
Because I am still at home, and don't really have the money for school.
Left college, decided didn't want to use money for plans he wasn't sure about.
Was attending small liberal arts college in Boston which was supposed to have superior and excellent disability program, but was unhelpful and she is now transferring to UW-Whitewater.
Worked at childcare, got CNA cert., didn't like it, went back to childcare and still working on that and going to MATC in Jan. for business or HR
I might be going in the fall.
I haven't really found a career field that truly interests me yet.
He would probably have wished to go onto some sort of further education or training, but he most likely wouldn't be capable or be able to handle it all on his own.
Thinking about military as a backup.
Wanted to go to tech school for cooking but lost interest, switched over to Globe and studying business management.
No GED.
I had some problems. (would not elaborate)
I never really thought I would go back to school, but now I've realized that's the only way to make it, so I've decided to go back starting next fall.
I didn't have enough money to continue.
Dropped out of tech college because he didn't get the help he should have, didn't ask for accommodations or help. Made it really difficult.
He did not plan to go to college.
Not enough money.
Got married, husband is in navy and stationed out of San Diego, didn't get to finish full college program (finished CNA, though).
I tried applying at Green Bay but it went wrong, so I decided not to go.
Joined AIT/army reserves, wasn't able to go to school.
Didn't realize what I wanted to do. (major in)
I'm still figuring out what I want to do.
I realized minimum wage doesn't cut it.
She has turned in applications for several schools, but is waiting to hear about being accepted.
I planned to take a year off, but am having trouble going because of money.
No money.
I had planned to stay at a four year college but it didn't work out that way.
Had to drop out of tech college because of lack of money.
Dropped out of tech college after 2 weeks, mom's not sure why. Not motivated enough?
Just didn't know what to do.
I left school. It wasn't cutting it.
Planned on working.
I got too caught up with paying bills and stuff.
I'm planning on going back.
He wanted to but his disability prevented it.
It too hard.
He is saving money for college.
Did not plan on it.
I got a back injury and could not continue going to school.
Planned to take a year off, then go to school.

Hopefully early next year to attend college.
Tried technical school, but was too difficult with my writing disability.
Joined the Army.
School was very hard for him and he didn't care to go on to further schooling.
I had planned on going to tech school for mechanics and body work but decided not to go into that field after getting some job experience.
I'm planning on going.
Started Job Corp., but did not finish.
I'm saving money to go.
He is planning on going to the Police Academy.
I didn't like Tech school, but will be getting some training in the future with my current job.
I wasn't thinking about future schooling, I was really just focusing on my studies during my last year at high school.
No money to pay for school.
Did not plan on college.
I am working.
Finance issues.
Going to work.
I finished my program.
Because it's hard to go, no driver's license. She does have her temporary license.
There was no opportunity for me at the time that I graduated high school.
Disability.
I'm still saving to go.
Likes where he works.
Want to but money situation is tight. Wanted to get out on his own for a while. He is finding out what the real world is like so he would like to go to school at some point.
My father died of lung cancer and I had to go back home to help take care of him. I plan to go back.
I wanted to stay home and care for my baby.
Don't have the time right now.
Wanted to go to a 4 year school, but did not get enough in scholarships.
Could not afford it.
have not found a goal in education.
Planned to take year off but mom made me go to school(college).
I would like to go to college.
I did not pass the test to get in.
Had a child.
Need diploma.
Was going to find a job then start school.
Got in trouble with law, could not get a job, decided to go to school.
Financial.
Disabled; has use of only one hand
Application fees and other costs related to going to school. Had wanted to go to MATC for either welding or cosmetology.
He is disabled, needs 24 hr care.
Find a full time job.
Needed to find a career.
Would have to be with special education.

States school is not for her.
He is in the military.
Saving up to go school.
Due to lack of finances.
Finances.
Unable to keep going to school because of money...not knowing what career is best

42. Is the former student currently working as they planned while they were in high school?

Working more than planned.
Medical conditions not able to work.
He is currently in school.
No, I planned on going to college.
She became pregnant.
Planned to get a job a few months ago, but not able to find one.
I was working, then I moved and do not have a job yet.
Got fired, trying to look again.
She does not work because of school.
Poor job market + cruddy economy has made it hard for me to find a job, even though I'm looking.
I've had trouble finding a job.
Working in a factory, I would work at McDonalds right now, looking for a job.
Transportation issue.
Money.
Lack of opportunities in area of study.
I am working full time and not part time like I planned and I am not going to school yet but am enrolled for the fall.
She planned to attend school full-time and work part-time.
She wanted to work part-time and go to school part-time after high school.
Not as many hours as he would like.
No because he said it's a hassle planning a job with a budget.
I am looking for a job now.
It has been very, very busy lately.
Was never able to create good plan for post-high school life.
Got a good job out in North Dakota.
She cannot find a job at this time.
School schedule is weird - preventing job.
She is working until she moves to California.
I am looking for a full-time job.
I am still in the process of searching for a job right now.
It's hard to get a job.
Because during Christmas time it was too much at his job, and he was let go from his job, and has not been able to find a job since.
Got fired from work.
Can't find part time work.
Had job where Mom managed but place closed down, then found another job, but having trouble finding work since.
No car, but going to wait until I get my license back.
Can't find a job.

I planned to work in a hospital, but that hasn't worked out yet.
Lost my job because the company was sold to another owner.
Haven't been able to find a job.
Unable to find a job yet.
School didn't work out
Be a full-time mom.
He plans to work part time and take care of his child, but he does not have a job.
Can't find full time employment.
He planned to go into auto mechanics and study it but needed a sponsor and but was unable to locate a sponsor so he had to relocate his education path.
I would have wanted to work part time in the summer, but I stay at home with my younger brother to help out my parents while they go to work.
Accident stopped her from being an ultrasound technician.
Got laid off.
She can't find a job.
I am unemployed.
Like to do office work of some nature.
He expected to work part-time.
Want him to find a place where he would feel comfortable and people would accept him for his disability, haven't found that yet.
I haven't been able to find a job.
I'm working full-time to raise money to go to school in the future.
Hasn't found full-time job yet.
He would like to be working more full-time, but again, not everything can go the way he expected or wished.
Still looking for a job.
He is detained in jail, on a parole hold.
The old job was construction/factory labor, but found a new job (much better) selling timeshares.
Now I am working much more than what I had originally planned. I didn't work at all when I went to UW-GB, but now I work more hours, since I transferred to UW-Milwaukee.
I'm working more, now that I discontinued education.
I'm still looking for a job.
Not back on the State program yet.
Looking for work.
There was not really a specific goal set, and even if there was, there was no training or preparation set for Collin to give him the ability to be able to apply for / work at jobs.
Got married, husband is in navy and stationed out of San Diego, found new job and starts next month.
Was laid off from his job, still looking for another one.
Focus on school and unable to find anything.
My job was part time and I just lost it because the company shut down.
Hasn't been able to find a job yet.
Wanted to just go to school, but needed to get a job to pay for stuff while there.
I switched departments where I work and I am now only part time.
Haven't found full time job.
He is trying to find a job.
Unable to find full-time job.
I would lose SSI and don't think that it would be a good idea. Maybe working a part time job, like two hours would be

best for me.

I had to because I'm pregnant.

Going to school full time.

I'm only working part time.

Not able to find a job.

I'm still looking for a job and am trying to go part time.

Not enough effort on my part.

I'm still looking for a job.

She is not working full-time because she is at home caring for a baby.

The job I was working at was only temporary (through a temp agency). I didn't always have transportation to my job, so I was let go.

I am working full-time, and going to school part-time.

Looking for work.

I was working and going to school part-time until I got a back injury. I'm unable to work at this time.

It is hard to find a job. I've been applying, but haven't been hired.

I'm working more than I thought I would.

Looking for work.

I left my previous job because I was not getting enough hours. I'm still looking and applying for jobs, haven't found anything yet.

He has two part time jobs.

I'm only working part time.

Looking for a job.

I just got laid off.

It's been difficult to find a job, I've applied, but haven't gotten anything yet.

Will be starting job at the animal shelter soon, has been volunteering for the last three months.

I would like to be a vet tech.

I'm trying to work full time.

Looking for work.

Be a full-time Fire Fighter.

Working too many hours at new job. His goal was school, not just work. He is almost working full time now.

Working with college classes.

Planned to be full time in school.

Never got a job, still looking.

Wasn't sure about working and going to school.

No, went to school mom stated that I had to go.

Wanted to join Navy but did not pass test.

Working with DVR to try and find work.

Nobody will hire me.

Had a child.

He was on SSI, so he did not plan on working.

Looking for work.

Can't find work.

Can't find a job.

Got in trouble with the law so I could not get a job.

She would really like to work full time now being school isn't working out, that way she could save money for school.

Wanted a full time job not school.
Looking for work.
Training him how to do things with their hands.
Cannot find a job right now due to some health issues.
Wanted to work full time and live her own.
Currently looking.
Plan is to get degree.
After a while I decided to go to school instead.
I just have not found another job.
I would rather have a full time job.
Can't find a job.
Disability prevent from working
Unable to find work, trying to at this time.
Catching strays off the street.
Pay is not enough to live ...needs a career

43. Thinking about the things the former student is doing now, what is something positive that happened while they were in high school to help them reach their goals?

Case manager was awesome; supportive.
He was involved in musicals, cross country, and swim. The swim really helped because he is a lifeguard now.
I made friends which helped me to reach my goals.
The support from the teachers wanting me to graduate.
Help from school guidance counselor. Everyone helped him stay on straight path.
They were teaching her living skills, social skills, getting along with people, and to be able to do social things.
Liked playing football. Did not like school very much.
Student helpers that help special needs students.
He had a couple favorite classes that help reach his goals.
He learned how to get a job during high school and that helped reach his goals.
Favorite classes were entrepreneur and marketing.
Taught about finding jobs and stuff.
Math was my favorite class.
My employability class helped me find jobs.
Being in boy scouts helped me do the right thing and learn about other people.
School work program helped him achieve goals.
Getting valid driver's license.
Teachers that helped you push for your goals.
My Special Ed/English teacher called to check up on me and let me do what I wanted.
A counselor helped her a great deal with her learning disabilities.
Friends and good teachers and therapy. Community experiences were also very helpful.
I enjoyed gym class.
I had some pretty like good people to look up to in high school like my teachers, but I didn't really enjoy high school.
My English teacher ignored me on my bad days.
Teachers helped reach goals.
Great art teacher and great special education teachers that helped her.
The teachers were vevr supportive of me. and didn't push college on me. They were open and willing to listen to what

I wanted to do.

My teacher.

Support from school and staff to push for scholarships to go to a university instead of a technical school.

She was a part of special education program that had a great work training program.

She graduated which helped.

He had a favorite Advisor that took him and his brother under his wing and helped him reach his goals.

Working down in the early childhood room at my school, and having teachers there to help me out. They gave me encouragement to pursue what I wanted.

Sociology teacher was really encouraging.

The culture department, liked to work outside. They got him into landscaping.

Teachers telling me I could do it.

Being in the charter school helped to form him. liked the different setting.

She had a lot of teachers and friends who pushed her to where she wanted to go and encouraged her to help reach her goals.

Teachers inspired her by the way they taught her and helped reach her goals.

I liked cheerleading, because it made me a more positive person.

Liked his teachers a lot and how they taught, which helped reach his goals.

Special ed teachers were a good encouragement.

The Career Development Center helped me learn what is expected on the job and how to be a good worker.

Best decision was taking two metalworking classes in high school; they taught me to use welding equipment and make stuff from pretty much nothing.

His goal was to graduate.

Study habits. They taught me how to take notes, take breaks when needed, accumulate knowledge and prepare for tests.

The staff worked with him. They prepared him for functioning with his disability.

Teachers were very supportive and helped get what I wanted and get through school and on to college.

I had great teachers, and good encouragement from teachers.

Graduating.

Gym was my favorite class.

Friends and staff helped reach his goals.

Work experience-working on the farm.

They went rock climbing he liked. He likes the outdoors.

Teacher that really helped, easier to reach goal.

Probably graduating. I didn't like high school.

He liked social-studies class.

Wrestling really helped me.

Help and support from the teachers to finish my homework, to study and work hard. Helped get my work ethic where it is at today.

Doing the work co-op and his shop classes has helped him to be able to do the job he has now. The classes helped give him experience, and he was also able to get references for jobs he was applying for.

Lots of encouragement from his teachers.

High school helped her get a job and reach goals.

Favorite class was shop.

The teachers taught me about how to get help if I need it.

taking classes to help with the job

Help from teachers, intro to comm.

I was told I was going to be shipped off to Macca (kids horrible through school place), wanted to stay and work on things that he needed to work on.

I really liked how my teachers would help me if I needed help on something, like giving me extra time if I needed it.

Learn how to deal with people, different personalities.

She was finally identified as a special needs student at the beginning of her sophomore year. This enabled her to receive special help.

Taking tech-ed classes.

Assistant teacher program was helpful. Community work program prepared me for the workforce and volunteering was helpful.

I just had a lot of positive reinforcement from the coaching staff and teaching staff. I played football and wrestling and would have had less ambition without those experiences.

Being part of Air Force Junior ROTC helped with leadership skills, confidence, and to put on job resumes.

Started a cheerleading team when I was a sophomore, which led me to be a cheerleader for the Milwaukee Bucks now and is something I enjoy doing.

He worked with guidance department and a coach at school.

My teacher developed jobs and helped greatly with setting up work and volunteer opportunities to fill her time during the day.

Her mother helped push her to pursue goals.

Help from teachers and getting to school on time helped reach his goals.

Graduating was something that helped.

Being able to transfer credits to tech-school helped.

Mother wasn't sure, nothing about high school really excited him.

Understanding her studies and getting homework done help reach her goals.

Some great teachers in the school who got him involved with forensics, which helped with his autism.

Classes like metals, etc.

I really enjoyed being in Band from middle school and through high school.

Welding classes.

Graduating was very helpful for me, and I was able to do so with support from my teachers.

He said working a lot and saving for school helped reach his goals.

Getting the help I needed was the most important thing in high school.

She got her diploma at least, helped with "little one" to have alternative school, close to teachers there.

Metals class helped decided what I wanted to do.

He graduated.

My auto shop class it helped me help my friend out with his truck.

A teacher who helped me with controlling my anger and making sure I got thing done.

Some of his teachers were helpful and able to ascertain his problems, but the administration was incredibly unhelpful.

His entire school experience was awful; he had behavioral problems from a young age and was supposed to be diagnosed earlier, but never was. After being expelled in 7th grade, he was unable to find a different school for 3 months. Switched schools a lot, never really recovered, and hated his entire time in high school. Mom believes that school district needs to do a better job in differentiating between children with behavioral problems and those with physical disabilities, and wanted more help in getting him on the right path with mentors, better counseling, etc.

Although he was a smart student and described as a good kid with oppositional defiance and anger issues, he never really received the help he needed and wasn't able to deal with the academic difficulty of college, and is now adjusting to life as an adult. Both he and mother felt shunned and ignored by those they asked help from while dealing with the school district.

There wasn't really anything positive in high school for me, it was a bad experience.

Psychology class helped determine field of study.

The help I had from all the teachers.

While in high school had a part-time job with present employer.

Special ed teacher was the only positive.

Staying driven

Art classes.

Helping me out with getting in to WTC (Waukesha Technical College).

Creative writing.

I took some shop classes while I was in high school, like with auto mechanics and welding. This helped me become interested in what I went to school for.

Able to participate in Youth Options course and complete some college courses early.

Well, students helped me with my homework, and helped me with getting things out of my backpack and stuff like that.

Very fortunate with school. Special Ed teacher was a great influence, helped set goals. All teachers were great at assisting him to become more functional in adult living (ex. cooking class, P.E. classes, etc.)

Studying hard and doing classwork. The school had opportunities to be on any sport team she wanted to be on and in any clubs. Had fun with teachers.

School was all right, nothing stuck out.

Got a job through DVR and helped reach his goals.

Teachers were helpful and encouraged me.

One of his teachers was really nice and supportive and helped him with things.

The staff was really helpful.

Sports opportunities were really helpful.

My favorite classes were Math and Algebra.

He meets a lot of friends and gained self-confidence which helped reach his goals.

Having great teachers to be there for me and talk to me about what I might want to do after high school.

American Literature class had someone with the capacity for analysis leading the lectures, so it was a good class. Teacher was high-quality unlike 90% of the others. He's a smart guy.

Classes and help from teachers.

Nothing really stuck out, all the teachers and stuff were OK.

Math class was easy.

Communicating with people.

Good teaching.

When I graduated from high school, I got a free year at MATC

Special Ed teacher helped with math to prepare for college and get a good grade.

Being around friends. My integrative class and the librarian.

Independent living skills and check writing.

Teachers were very good with him. The Special Ed. teachers were exceptional.

His job in the cafeteria was very beneficial. There could have been more help in preparing him for transitioning from high school.

Softball and cheerleading allowed me to be energetic and have fun.

My basketball coach helped me through a lot, was a main part of influencing me to continue playing basketball at the next level.

The classes that I needed, like Algebra, History and Art.

Having a lot of friends. Having a lot of support.

Graduating early.

He made a lot of friends.

Terrible high school experience.

High school prepared me for college. The classes were more spread out and difficult like in college.

Building Trays was a big help, shop classes, math classes.

I had a Special Ed. teacher who pushed me to keep doing what I needed to do.
Playing football for 3 years.
I graduated.
Getting the grades that I worked for helped him reach his goals.
FFA.
High school pretty much all sucked.
Teachers helped a lot compared to old school.
He discovered he liked auto mechanics and engine repair and wasn't sure if he was going to finish high school but because he like the subject so much it motivated him to finish high school.
He said working hard, good grades, and being on time helped him finish school and reach his goals.
I received a lot of support from teachers and friends to continue my education.
Nothing - school coddled him. He learned if he didn't do it someone else would do it for him.
The environment of high school. I really liked high school, the people and the teachers.
I wouldn't have graduated without my home-study teacher because I was home all of her senior year. Also, the co-op program helped me find a job, and the company kept me on even after the accident.
His high school aide helped him get into New Hope. He sees other students from high school which helps his confidence.
The teachers that I have had.
The Guidance Department helped me choose a college and how to make the right decisions. Many of the teachers were very helpful, they steered me in the right direction.
I didn't really like school that much, gym class was OK.
She had good grades which helped reach goals.
Going to and participating in class was helpful.
I learned everything I needed to learn.
School was overall a very good experience, she enjoyed it a lot.
The teachers-they are very good with one on one help and talking with the parents.
An aide program at school helped him throughout high school and to complete high school.
He met a student that helped influence him and helped reach his goals.
Special ed department as a whole was helpful, but teachers/benchmarks kept changing every year, making it difficult.
My special ed/biology teacher helped me a lot. She was very nice.
Graduating. I spent two years of home schooling, which was very helpful.
Entire High School experience helped push him forward. The Marine Recruiter guided him to reach his goal of becoming a Marine.
My shop teacher always taught me new things that were close to what my interests were for after I left high school.
His involvement in robotics club helped him reach his goals.
Learning to push himself
Nothing really helped or stuck out.
I took an automotive fundamentals class, which helps me out a lot in the job I am currently working at, which is at a car dealership.
After school clubs. Teachers gave me advise
My health teacher talked to me about things, cheered me up, encouraged me to go to college, and made me feel that I could do well there.
The teachers in high school gave me so many options on where I could go to college or further training after I graduated. I really appreciated the help and guidance.
Nothing in high school really helped me.
Person with WIA in Rhinelander was phenomenally helpful. Special Ed program was probably actually a dis-service. She was coddled a bit too much and had her hand held too tight. couldn't handle independence and challenge of

college.

Working hard and making sure I get good education. Finance class was helpful.

Curly-haired counselor gave advice and was really flexible.

General high school experience helped me learn.

Good counselors.

Graduating early was helpful.

He enjoyed his welding and machine classes.

Meeting new people was good for me. I knew a lot of people in high school.

Being involved in football, coaches were good. Teachers were great and accommodating.

AP Psych teacher helped me/influenced me to major in psychology.

I finished high school.

I had some teachers that I could easily talk with and get information about college. They answered my questions and made college not sound so scary.

I took a class called Life Skills. It helped me learn how to do job interviews.

Teachers helped with college choices and preparing.

Participating in high school sports was a positive experience.

My counselor encouraged me to find a job, and gave me encouragement in general.

They did help him with filling out job application forms, and learning to advocate for himself.

For me getting a high school diploma was the most important thing and I did that.

Liked his teacher. She helped him at getting better at studying strategies. Didn't have social skills in high school, went through hard times and she helped get through those hard times.

All the support programs worked hard together to get him a job he was interested in and could grow in and provided support to make him independent.

Special ed teacher and aides in 18-21 programs were really good with her and helped her with DLS/rec/leisure/self-help skills.

They put him into correctional facility; he needed a different setting and better instruction.

My special ed teacher helped me to get my homework done and understand it, and achieve my goals.

Special ed department helped me out, kept persevering and taught the material while the other teachers really didn't care and kept going.

Anything he took an interest in he learned well, if he puts his mind at it, he will do it.

Woodworking and welding classes helped me.

Participation in sports, Co-op he was involved in, his technical teachers were very helpful, especially one in particular. He is really doing well.

The teachers were great and there was not a lot of homework.

Working outside the home and participating in Special Olympics has been great for her.

I like my teacher; I could go to her with any questions.

So many things. They transitioned him into his day plan fully. They fully implemented the program to move him into innovated care.

Had a lot of support from basketball coach and special needs teacher who helped me during study hall.

School helped with going to work and registering her for list to get into state program.

I received really good help from all of my teachers. They made it so much easier for me to learn, and they made sure I had everything I needed to make it outside of high school.

I showed up every day and graduated.

I had one teacher who really pushed us to reach our goals, and my goal was to get my license, which I did get, so that was good.

One of my teachers helped me get through many things, I guess.

Taking a lot of shop classes.

In some of my classes I learned how to budget my money.

I figured out which area of study I wanted to go into.

After I got kicked out of high school, I went to an alternative high school and got back on track. That was the most positive thing for me.

I had lots of great teachers, but my special ed and music teachers were really inspirational and helped me to get involved in things which would help me with my future.

The teachers told us we could be the best we could be, and that we can do well. They gave me a lot of positive reinforcement and support.

The teachers and the aides. The principal was a particularly driving force which helped me a lot.

Talking to the teachers. Getting more information on how to get into programs that I need.

One teacher from the HS helped me to learn more about transportation and living independently.

The school and parents took a team approach to his care. He is very complex and so we all had to think outside the box. As his parents, we pushed what was customary to do for these students to be able to make the programs work effectively for our son. We all made sure his program was very individualized. We ultimately tried to create building blocks for next steps of his life.

Football.

Math class helped remember a lot of stuff.

It was a struggle for him to get through high school at all. The only positive thing was the ability of his ED teacher to advocate for him.

Teacher helped me a lot with my math and life skills.

My special needs teacher made sure that I got all my homework done on time.

Nice teachers helped me and encouraged me a lot.

Science class.

There was just one teacher.

Friends helped me out.

Youth option paid for some college and to leave high school early and go to college.

One teacher really helped me out. She was the main thing that helped me in the special education program.

Baseball was the best thing because it got me a free ride to college.

Many teachers who pointed me in the direction I am going.

Taking woods and metals classes helped with my job.

I had some really good teachers and I liked being in the orchestra.

Liked her Study Skills class, helped her a lot!

Special education teachers helped me with my work, got me on the right track.

Study skills/IEP person helped me a lot with a lot of a different stuff.

My college writing teacher taught me about writing and helped me to become a better writer.

Good advice from the teachers and they said "as long as you go to class and give it your all, you will do well". Good advice for me.

The school definitely provided me with good, well-rounded education.

All my teachers were very helpful. My bio teacher was especially good in helping me to find what I needed and took extra time to help me out if I was confused.

Sports really helped me through high school. I played golf.

Making the Dean's List was positive.

He was the manager for the basketball team for 4 years. He knew everyone and that really helped with his self-esteem.

The experience I had with teachers was good, because they pushed me to be the best I can be.

Shop class.

I could talk to people.

Special ed teacher helped with school and graduating.

My special ed teachers were big supporters.
Help from teachers.
My special ed teacher and my librarian were really easy to talk to or go to for help.
Getting pushed to stay in high school helped.
Special ed teacher helped her; anytime she was upset, she could talk to her and she kept her out of trouble. Definitely helped her graduate.
I had a lot of friends in high school. I had some good goals but I didn't reach all of them. I wish I was still in school because I am learning things now I didn't know then. I wasn't a good graduate type person.
Received all therapy he needed and socializing. Worker to take care of his one-on-one needs. As soon as school ended there was nothing for him. Emotional behavior disability, seclusion and restraint should not be part of IEP. There are other options. Nothing but legalized abuse. Please don't use on any student. Very lucky that we did not have these things, but find it an archaic practice. Should not be used on any student. Not appropriate, no tracking, no notification to parents or state. State has no guidelines whatsoever. They should look at these things. Glad made it through school.
I had a really good resource teacher.
The accommodations from special ed really helped me out, as well as having good teachers and good friends.
I got a lot of motivation from my teachers; they pushed me to keep doing what I needed to do.
My teacher always encouraged me to keep going; she said that I will eventually reach my goals.
One teacher was someone that I knew I could always talk to about problems.
The exposure to different opportunities for kids.
A counselor helped me out a lot in high school.
All my extracurricular activities really helped me.
My automotive class really helped because it kept my transportation running.
Assisting the special education department was great for me. It was something I always wanted to do.
The support system he had at school with the guidance department, his IEP teachers, and all of his teachers were great to work with. Parents need to be proactive and keep noses in what is going on at the school. Someone who cared on the outside helped motivate the teachers be even better.
I was just trying to get out of high school and think positively about the future.
The teacher's support was great.
Case manager helped. Helped with class selection so he had classes that fit individual needs for after high school, make sure had all credits, and could graduate.
The people that he worked with were the most positive thing for him. He still considers them his friends.
Filling out job applications was a positive thing.
The support of teachers helped me know what was good to do and they helped me realize how hard job finding is and stuff.
Special classes that he needed help with along the way.
There were a lot of teachers who inspired me to go to college.
Being with his friends helped encourage to do work.
My teachers always pushed me.
High school helped get him ready for the real world.
Her teachers believed in her enough to tell her that she was smart enough and that she could do whatever she wanted to do.
I took a child care class that I enjoyed because I liked working with children, and I learned a lot.
I learned to study hard and get good grades.
I always had the support from teachers, staff, and my buddies to do what I wanted to do. And they provided me with the resources to help me do what I want to do, and helped me focus on my goals.
I learned a lot that helped me.
My Woods teacher. I did well in his class - he helped me a lot.

I had good friends.
I liked art and science.
I got accepted to college.
Weight lifting was my favorite class.
My teacher was very a helpful, positive reinforcement and my mentor.
The athletic activities were the best experiences in school.
My Special ed/Eng./reading teacher helped me with English and math too.
My teacher helped me a lot.
Getting my work done was a good thing.
My teacher was a wonderful person. Very supportive, very helpful, I knew I could always go to her if I needed something.
Taking those survey to figure out what you are good at and not.
I switched to this school my junior year and coming here made it a little bit easier to succeed and get better grades. There were smaller numbers, more focus, and I had a better environment easier to understand things.
The teachers were great.
The hands-on training is great part of school (Woods Class). It is neat that the school offers LD students the extra help they need.
I had good teachers who helped me get through school.
I joined the wrestling team.
The teachers helped me.
I really loved having my special needs teacher. She helped with everything and without her I would not be the person I am today.
The teachers influencing us and the positive vibe I got were good for me.
I really appreciated the guidance counselors and the help I got with different school and programs.
Friendship thing-hands on learning approach.
I had a lot of friends that encouraged me and helped me.
She made some good connections with teachers.
Some of the programs were good.
I did go to independence first and I did a day thing where you go to a certain place where you live and I really liked it.
Everything about school has helped me.
Math.
I Eagle Scout award.
Making a resume.
My teachers were on my back the whole time.
A few Mock Interviews prepared me for real interviews; construction class helped me in real world.
I think that out of everything (it's hard to pick just one part), the most positive thing was that they offer a job shadow program and going out to local colleges. I went browsing out at the local colleges, and it helped me decide which college I wanted to go to. I was going to go to Moraine Park in Fond du Lac and ended up going to Globe after doing the visits there and learning more about both of their programs.
My grades that they are really high A's and B's.
My special education teacher was very nice, I liked her.
I liked the classes.
Math-the material they taught us really helped out.
I graduated.
Realizing how important it is to stick up for myself. The support network I built for myself gave me greater confidence.
A lot of things, but chemistry teacher was a big influence as well as his guidance counselor. He does wish his high school would have given an equal push towards technical school, not just a 4 yr. college.

My friends were great.
Her teacher was really good, just had the one.
I like law classes.
I was confident in my plans and that I would reach my goals someday.
They brought the actual Jigs to school so she could work on it.
I really liked sports and the teachers.
Raising cattle.
Liked wood working class, had an interest in construction. Working for a construction related company now.
Having good teachers and supportive friends really helped me.
My teachers. We would talk about personal stuff and everything, and that was encouraging for me.
Had many supportive teachers. My drafting class led me to the career I want to pursue.
Sports, lots of friends, Supportive teachers.
I was a part of the wrestling team and that taught me discipline.
Liked the welding/metal fab program. Looking for welding job now.
Math was my favorite class.
Joining clubs like AFS was a positive thing for me.
Getting a driver's license at this time.
Program she was in at University Wisconsin Milwaukee.
Mom states he matured realizes that education is important.
Yes, a counselor at school (female) that helped him reach his goals (she was through DVR).
Research assignments my senior year of high school.
Getting into DVR, a program that helped to guide me.
The extra time they gave me.
Just graduating from high school.
Helpful teachers at school.
A teacher helped with everything, she was kind of like a guidance counselor.
His counselor was real good to him and he really enjoyed basketball.
Math was my favorite class.
Yes, Science class.
English / Language teacher, she always helped me to try and get to college.
My teacher was very helpful in the middle school application.
The college class she took was very helpful to her.
My Teacher from Vincent High School helped him a lot.
My teacher helped me out.
All he wanted is to graduate.
Classmate helped out reach your goals.
Teachers spent extra time with me.
My counselor.
Mother completed survey. His IEP was really helpful, a "Men at Large" class was very good as well, thinks it helped him make the honor roll.
He was learning how to work with his hands not his mind.
looking for a job and staying focused
She graduated from high school
He liked high school. He helped others.
Teacher helped us a lot with college and making and setting and goals for ourselves.

Played sports while in high school.

I loved school. I wanted to be a psychiatrist or a veterinarian, but in high school I found that it would be difficult. Now I want to join the military.

The environment and the teachers. My career class.

When I found out about DVR.

Administrator helped me.

He had a chance to meet with an Army Recruiter, he is now actually thinking about going into the Navy.

My geography teacher was always available and always encouraging.

My special ed math teacher really helped me out a lot.

Graduated was a great accomplishment.

A teacher was pretty good with him.

Never felt she really belonged in school she always felt stupid.