

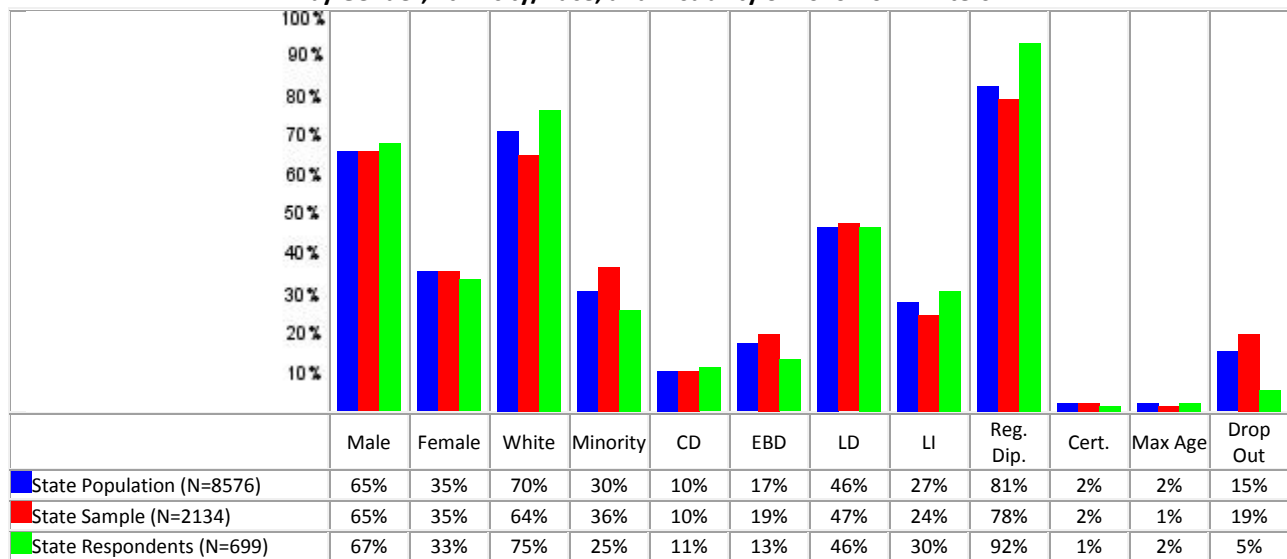
## 2012 Wisconsin Statewide Post High School Outcomes Survey Report of 2010-2011 Exiters with Disabilities

This report focuses on youth with disabilities who exited their secondary education placement during the 2010-2011 school year and had exited for at least one calendar 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, 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 the state Population of exiters (all youth with disabilities who exited during 2010-11), the State Sample (a representative sample of approximately 1/5 of district exiters in the state), the State Responders (former students or parent/guardian who responded to the outcomes interview).

**Comparison of State Population, State Sample, and State Respondents  
by Gender, Ethnicity/Race, and Disability of 2010-2011 Exiters**



Minority” “presents a combined view of the racial/ethnic subcategories of American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian and two or more races reported. “Low Incidence” presents a combined view of the disability areas of autism, deaf/blind, hearing impairment, orthopedic impairment, other health impairment, speech and language disability, traumatic brain injury and visual impairment. Exit reasons include a regular diploma, certificate of attendance, reaching the maximum age of eligibility for services, and dropping out.

Attempts were made to contact all former students who exited their educational placement during the 2010-2011 school year. Of the 2134 available former students, 699 interviews were successfully completed, representing 33% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 69% were the former student
- 29% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 1% identified themselves as someone else

1435 Interviews could not be completed because:

- Contacted: 9% declined to answer interview questions
- Contacted: 1% unresolved language, comprehension or communication barrier
- Contacted: <1% former student was unavailable and no other responder was available (e.g. jail, military, work)

- No Contact: 51% unable to find phone number lost number moved and no forwarding number
- No Contact: 38% no answer (after multiple attempts)
- No Contact: 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, 69% of the respondents continue to live with their parent(s) or custodial guardian.
- 27% of respondents report living independently. Of those, 7% live alone, 7% live with another family member, 11% respondents live with a spouse or roommate and 2% are in the military.
- During the last year of high school, 45% of respondents report they planned to live independent of their parents one year after exiting high school.
- 71% 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.

- 87% 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
- 56% have a valid driver's license; another 3% have a suspended license; 28% do not have a license but planned to obtain one, 6% do not have a valid license and do not plan to obtain one, and 7% 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.

6% 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 ([see additional responses at the end of this report](#))

Respondents report the following Independent Living Services:

- Working with Care Wisconsin, and Curative workshops.
- Social Services - W2 and WIC program.
- Independent Living Center-cooking and cleaning.
- Adult foster home and work in a sheltered industry.
- Community Health Partnership.
- Adult services agency provides a job coach and take him on community outings.
- Family Care; scheduling appointments and providing transportation to all out of town appointments.

19% 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. The following are some of their responses ([see additional responses at the end of this report](#)):

Respondents report the following Employment Agency Services:

- 90-day job training for hospitality training.

- DVR – helped finding a job and resume writing.
- DVR – helped me with college; talking about school and finding a job.
- Department of Workforce Development
- DVR - Financing for college.
- The Job Center for help in finding a job; resume work.

### 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 (*see additional responses at the end of this report*):

- Just finding a nice place.
- Cannot get driver's license; unable to pass test and therefore cannot find a job.
- Making good choices.
- Work is more important than hanging out with friends
- Not having any friends; not knowing how to socialize.
- Just getting together with friends because of time tables.
- Trying to get money together for college, and wanting to move to a different city to go to college. Having trouble finding a job.

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 (*see additional responses at the end of this report*):

- Planned on living at home.
- Have no plans for the future.
- Was not able to find a job; just gave up at this time.
- No money to live on own, have no job; He did want to leave home, no job.
- Tried live on his own but he did not make it.
- Trying to find what she wants to do in her future.

## Outcomes Reporting and Reporting Measures

This report provides two types of reporting.

1. Indicator 14 only considers an "**Unduplicated**" count, or participation in one type of activity within the year of leaving high school. Respondents are counted in only one category, and in the highest category. For example, if the former student completed one term at a 2-year technical college and is working full-time, only participation in the higher education program is counted and reported. If the former student is participating in a short-term vocational program and also working full-time, only competitive employment is counted and reported. The hierarchy of reporting criteria includes:
  - a. "**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.
  - b. "**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
  - c. "**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
  - d. "**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.
2. "**Duplicated**" means the former student may have participated in or are participating in more than one type of activity within the year of leaving high school. On a district level, it is important to consider all of the postsecondary activities in which youth participate. Data provided in this report are Duplicated unless otherwise specified.

### Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. "Higher Education" is the percentage of youth who have been enrolled on a full- or part-time basis in a community or technical 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 for at least one complete term at any time in the year since leaving high school in an education or training program, for example the Job Corps, adult education, workforce development program, or vocational or technical school which is less than a 2 year program. Postsecondary education may also include a formal apprenticeship or short-term training program, adult education or job training. NLTS2 (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.

**Participation in Higher Education and Other Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type**  
 46% of respondents attend or have attended some type of higher education or other type of postsecondary education or training.

- 35% respondents have participated in a higher education program.
- 9% of respondents have participated in another type of postsecondary education or training program.
- 26% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 9% attend part-time (fewer than 12 credits or hours).
- 4% have completed some type of postsecondary education or training.
- 6% have attended a postsecondary education or training program, but discontinued before completing.

This table presents 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 may represent wide variation between survey-years.

<b>Duplicated Percentage of 2012 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education Program by Gender/Race, Ethnicity, Disability and Exit Type (N=699)</b>						
	<b>Any Postsecondary Education</b>	<b>2-Year College</b>	<b>4-Year College</b>	<b>Technical College</b>	<b>Vocational or Short-Term Ed.</b>	<b>Job Training Program or Apprenticeship</b>
<b>Total</b>	<b>46%</b>	<b>7%</b>	<b>11%</b>	<b>18%</b>	<b>3%</b>	<b>4%</b>
<b>Male</b>	<b>43%</b>	<b>7%</b>	<b>10%</b>	<b>18%</b>	<b>3%</b>	<b>4%</b>
<b>Female</b>	<b>52%</b>	<b>7%</b>	<b>14%</b>	<b>19%</b>	<b>4%</b>	<b>4%</b>
<b>White</b>	<b>48%</b>	<b>6%</b>	<b>12%</b>	<b>21%</b>	<b>3%</b>	<b>4%</b>
<b>Minority</b>	<b>39%</b>	<b>9%</b>	<b>8%</b>	<b>10%</b>	<b>5%</b>	<b>4%</b>
<b>Cognitive Disability</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>1%</b>	<b>5%</b>
<b>Emotional/Behavioral Disability</b>	<b>29%</b>	<b>5%</b>	<b>4%</b>	<b>15%</b>	<b>1%</b>	<b>4%</b>
<b>Specific Learning Disability</b>	<b>54%</b>	<b>8%</b>	<b>13%</b>	<b>21%</b>	<b>4%</b>	<b>4%</b>
<b>Low Incidence</b>	<b>55%</b>	<b>8%</b>	<b>14%</b>	<b>21%</b>	<b>4%</b>	<b>4%</b>
<b>Graduated with a diploma</b>	<b>48%</b>	<b>7%</b>	<b>12%</b>	<b>20%</b>	<b>3%</b>	<b>4%</b>
<b>Exited with certificate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Reached maximum age</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Dropped Out</b>	<b>24%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>5%</b>	<b>5%</b>

Additionally, 1% participated in a high school completion certification (e.g. GED, adult basic education) and 1% participated in a Humanitarian program.

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

- Pre college course...better study habits.
- He completed a "Project Success" program at UW Oshkosh through the Dept. Learning department.
- Taking online classes with University of Phoenix
- I send my art work to a school and they grade it and send it back for an art degree.

6% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:

- 25% Did not want to continue their education/training
- 5% Can't afford to continue their education/not enough financial aid to continue
- 7% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 5% Don't have the necessary skills/qualifications to enter postsecondary education
- 5% 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
- 16% Health or disability-related problems prevent going to postsecondary education
- 34% Cite another reason they discontinued their postsecondary education program

61% of respondents report it was their main goal to begin postsecondary education or training after leaving high school

- 44% report participating as they had planned.

53% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons

- 13% Did not plan to go on to postsecondary education/did not want to continue their education
- 6% Can't afford to go to school / not enough financial aid at this time
- 37% Working full-time/earning money to go to postsecondary education/training
- 0% No postsecondary opportunities/none close to home
- 4% Don't have the necessary skills/qualifications to enter postsecondary education
- 2% 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
- 14% Health or disability-related problems prevent going to postsecondary education
- 21% 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.

- 50% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 6% of youth disclose their disability to a teacher on-campus
- 6% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS
- 36% of youth disclose their disability to no one at their place of postsecondary training

### **Accommodations and Assistive Technology**

45% use some type of accommodation or assistive technology.

#### Types of Accommodations and Assistive Technology Utilized

- Computer assistance.
- Extended testing time given.
- Computer ... help with writing disability...has a disability coach.
- Extended test time.
- A computer, calculator and extended time in the classroom.
- Kurzweil-reads my books, accommodation card, more time on my 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 ([see additional responses at the end of this report](#)):

- Disability does not allow her to participate in any further education.
- Can't because does not have a social security number.
- He was home schooled and has no desire to work or go to school at this time.
- Realized she wasn't "college ready".

- Lack of funds, had other interests.

## Employment

Two outcomes of employment were considered: "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 military employment, and supported employment or a family business if all the criteria of 'competitive employment' are met. "Some Other Employment" is the percentage of 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.). 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).

### 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.

<b>Duplicated Percentage of 2012 Employment Outcomes By Gender, Ethnicity/Race Disability and Exit Type</b>					
	<b>Paid Employment Over 90 Days</b>	<b>Works 20+ Hours/Week</b>	<b>Earns Min. Wage or Greater</b>	<b>Received a Raise</b>	<b>Receive Benefits</b>
<b>Total</b>	67%	76%	91%	37%	23%
<b>Male</b>	68%	81%	91%	39%	24%
<b>Female</b>	65%	64%	91%	34%	19%
<b>White</b>	71%	79%	91%	39%	25%
<b>Minority</b>	55%	65%	90%	30%	15%
<b>Cognitive Disability</b>	59%	52%	68%	22%	16%
<b>Emotional/Behavioral Disability</b>	58%	76%	94%	28%	27%
<b>Specific Learning Disability</b>	78%	86%	93%	43%	25%
<b>Low Incidence Disability</b>	74%	65%	93%	36%	18%
<b>Graduated with a diploma</b>	69%	75%	92%	39%	23%
<b>Exited with certificate</b>	57%	75%	50%	0%	25%
<b>Reached maximum age</b>	64%	63%	50%	0%	13%
<b>Dropped Out</b>	39%	95%	90%	14%	10%

79% of respondents are or have been employed in the year following high school.

- 67% have been employed for 90 consecutive or cumulative days in the year following high school
- 11% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school
- 20% 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.
- An additional 18% 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".

Employed respondents work in the following settings:

- 95% of respondents work in a community-based setting.
- 3% Military / Service

- 3% 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
- 1% In an Institutional or Residential setting
- 3% Sheltered Employment (a setting where most workers have disabilities)
- 1% Other

### **Length of Employment**

Of the youth with disabilities who are currently employed,

- 33% have been employed more than one year
- 18% have been working seven to 12 months
- 37% have worked one to six months
- 11% have been working less than one month

### **Hours Worked**

- 45% of the employed respondents work 35 or more hours per week
- 30% of the employed respondents work between 20 and 34 hours per week
- 8% of the employed respondents work between 16 and 19 hours per week
- 13% of the employed respondents work less than 16 hours per week

### **Rate of Pay**

- 5% of the employed respondents earn less than minimum wage
- 27% of the employed respondents earn minimum wage
- 40% of the employed respondents earn between minimum wage and \$10.00 per hour
- 21% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 3% 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:

- 36% found their own jobs
- 44% had help from family or friends
- 8% had assistance from an adult service agency such as DVR, Human Services, Job Service or a Workforce Development Center
- 7% had assistance from someone from their previous high school
- 3% had assistance from someone else

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

- 16% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 18% Division of Vocational Rehabilitation (DVR)
- 5% Health and Family/Human Services/Social Services
- 16% Someone from their former high school, such as a teacher or guidance counselor
- 55% Talked to no one about employment opportunities

Of those respondents who are or were employed, 5% report they asked for an accommodation or other help from their employer because of their learning difference, disability or other special need. Of those who requested an accommodation or other help from their employer, 74% received that request.

### **Types of Employment Assistance or Accommodation Utilized**

- Calculator as backup.
- I ask for extra time for tasks.
- A box with a handle for carrying mail.
- Has an assistant to oversee what he does.
- All work is accommodated to her.
- Has a job coach come in twice a week for about 15 minutes.

- Receives assistance when needed with making out lists for work duties.
- Got a sun light for the desk
- Needed assistive devices to work the job
- Has people write for him.

### Unemployment

11% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 3% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 13% Full-time student/going to school
- 28% Unable to find work/lack of employment opportunities
- 1% Don't have the necessary skills or qualifications to work/disability prevents working
- 3% 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
- 1% Homemaker/family obligations
- 6% Health or disability-related problems prevent working
- 1% Would lose benefits SSI benefits
- 10% Laid off/recently dismissed
- 32% Cite another reason they are currently unemployed

20% 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:

- 4% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 18% Full-time student/going to school
- 30% Unable to find work/lack of employment opportunities
- 2% 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
- 1% Have not received necessary services from community agencies / on waiting list for services
- 0% Homemaker/family obligations
- 23% Health or disability-related problems prevent working
- 1% Would lose benefits SSI benefits
- 0% Laid off/recently dismissed
- 18% 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 (*see additional responses at the end of this report*):

- Trying to pursue a volunteer position to lead to a paid position.
- Disability prevents her from working or going on to school.
- Lack of transportation, and no plans for future
- Unable to find a job. Can't find another job.
- Did not find the job that he thought he would have.
- She wanted to work with animals as a vet tech, but never materialized.
- Made bad choices after leaving High School.

### High School Experiences and Employment IEP Planning

- 68% report they had any type of work experience while they were in high school.
- 23% had an unpaid in-school work experience and 9% were paid.
- 18% had an unpaid employment or volunteer position in the community, and 71% had paid community employment.
- 55% report one paid job in the community, 27% report two, 11% report three, 3% report four, and 3% report five or more.
- 49% of respondents report they had a paying job in the community when they graduated from high school.
- 40% of youth maintained that job for more than one year following high school exit

49% of respondents had the intention in high school to begin employment following graduation

- 57% 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 (*see additional responses at the end of this report*):

- Positive reinforcement while in school. Support from teachers. Counselor pushed her to achieve.
- Being able to go business classes after high school.
- Special education teacher and occupational teacher took interest in what she needed and would help her.
- Having a good job history. Finding a job for him.
- Playing sports. Special Olympics. Shop classes. Playing basketball.
- Going through the LD program and having good teachers.
- Prepared for college classes. English classes. Law enforcement classes. Special art class. Photography class.
- Graduated was very positive in her life. Never giving up.
- The independent living class and work experience at sheltered workshop, ability to socialize with people.
- Working with family and support. Goal setting.
- All the teachers motivated her to graduate and want to thank all her teachers for all their help.

## Summary

### View of Duplicated Outcomes for Respondents by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major Duplicated postsecondary outcomes of respondents who exited their secondary education during the 2010-2011 school year by gender, ethnicity/race, disability and exit reason.

<b>Duplicated Percentage of 2012 Engagement by Gender, Ethnicity/Race, Disability and Exit Type (N=699)</b>				
	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Postsecondary Education</b>	<b>Other Employment</b>
<b>Total - Unduplicated Count</b>	35%	30%	3%	11%
<b>Total - Duplicated Count</b>	35%	49%	9%	18%
<b>Male</b>	33%	53%	9%	15%
<b>Female</b>	38%	41%	10%	24%
<b>White</b>	38%	54%	8%	18%
<b>Minority</b>	25%	37%	13%	17%
<b>Cognitive Disability</b>	3%	18%	7%	41%
<b>Emotional/Behavioral Disability</b>	23%	39%	7%	18%
<b>Specific Learning Disability</b>	41%	66%	11%	11%
<b>Low Incidence Disability</b>	42%	39%	9%	19%
<b>Graduated with a diploma</b>	37%	51%	9%	18%
<b>Exited with certificate</b>	0%	29%	0%	29%
<b>Reached maximum age</b>	0%	9%	0%	55%
<b>Dropped Out</b>	3%	37%	16%	3%

Results can reviewed for differences in outcomes, but caution should be used when interpreting outcomes for minority youth, youth with emotional/behavioral disabilities and youth who dropped-out as they are under-represented in the sample.

### View of Unduplicated Outcomes for Respondents by Gender, Ethnicity/Race, Disability and Exit Type - Indicator 14 percentages for the 2012 Post High School Outcomes Survey of 2010-2011 exiters.

The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2010-2011 school year by gender, ethnicity/race, disability and exit reason.

<b>Unduplicated Percentage of 2012 Engagement by Gender, Ethnicity/Race, Disability and Exit Type (N=699)</b>				
	<b>1. Higher Education</b>	<b>2. Competitive Employment</b>	<b>3. Other Postsecondary Education</b>	<b>4. Other Employment</b>
<b>Total</b>	<b>35%</b>	<b>30%</b>	<b>3%</b>	<b>11%</b>
<b>Male</b>	33%	34%	3%	10%
<b>Female</b>	38%	22%	5%	13%
<b>White</b>	38%	31%	3%	12%
<b>Minority</b>	25%	26%	5%	9%
<b>Cognitive Disability</b>	3%	17%	1%	41%
<b>Emotional/Behavioral Disability</b>	23%	32%	2%	13%
<b>Specific Learning Disability</b>	41%	38%	3%	5%
<b>Low Incidence Disability</b>	42%	21%	5%	8%
<b>Graduated with a diploma</b>	37%	30%	3%	11%
<b>Exited with certificate</b>	0%	29%	0%	29%
<b>Reached maximum age</b>	0%	9%	0%	55%
<b>Dropped Out</b>	3%	37%	5%	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:

- A. 35% (242) have been enrolled in higher education within one year of leaving high school.
- B. 65% (451) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 79% (551) 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. (20 U.S.C. 1416(a)(3)(B))

<b>Unduplicated Indicator 14 Reporting Measures by Gender, Ethnicity/Race, Disability and Exit Type (N=699)</b>				
	<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>Not Engaged</b>
<b>Total</b>	<b>35%</b>	<b>65%</b>	<b>79%</b>	<b>21%</b>
<b>Male</b>	33%	67%	79%	21%
<b>Female</b>	38%	60%	78%	22%
<b>White</b>	38%	69%	84%	16%
<b>Minority</b>	25%	51%	64%	36%
<b>Cognitive Disability</b>	3%	20%	62%	38%
<b>Emotional/Behavioral Disability</b>	23%	54%	70%	30%
<b>Specific Learning Disability</b>	41%	79%	87%	13%
<b>Low Incidence Disability</b>	42%	63%	76%	24%
<b>Graduated with a diploma</b>	37%	67%	81%	19%
<b>Exited with certificate</b>	0%	29%	57%	43%
<b>Reached maximum age</b>	0%	9%	64%	36%
<b>Dropped Out</b>	3%	39%	45%	55%

Additionally, 21% of respondents do not meet the criteria of any of the Indicator 14 measures. Of those, 13% report they have never been engaged in in any postsecondary education or employment and 8% report being under-engaged, meaning

they worked less than 90 days, or did not complete at least one term in a postsecondary program, or declined to respond to questions such as salary range.

## 2010/2011 Wisconsin Exiters District Data Sort Comments

*Please Note: Comments have been grouped and summarized and a sample of responses is listed below. The number of comments recorded are noted in Parenthesis ( ) after the statement.*

### 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? (39 Comments)

#### Agencies/Type of Agency

- Adult foster home/Group home
- Care Wisconsin
- Catholic Charities
- Community Health Partnership
- Community Homestead
- Community Living Alliance
- Curative Workshops
- Division of Vocational Rehabilitation (DVR)
- Family Care
- Family Connections
- Food Share
- Health and Family Services
- Human Services/County Services
- Independent Living Center
- IRIS (Include Respect I Self-Direct)
- Lakeland Care District
- Progressive Community Services
- Racine County Aging and Disability
- Sheltered Industry
- Social services
- Western Wisconsin Cares

#### Types of Services

- Adult day services/Adult daycare facility
- Assisted living/Help with personal needs.
- Community care-nurse and caseworker
- Cooking and cleaning
- Food share, health insurance
- Food stamps/ W2 and WIC program
- Help looking for apartments and jobs
- A job coach and community outings
- Transportation/Scheduling appointments and providing transportation to all out of town appointments
- Social worker/case worker

#### Other Comments

- He had a person but now is on his own.
- Did work with a couple of agencies but not now.
- Still waiting to see what services he may be eligible for.

### 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? (134 Comments)

### Agency/Program

- Auroa
- CEO Employment Agency.
- Division of Vocational Rehabilitation (DVR) (39)
- Department of Workforce Development
- Fox Valley Staffing
- Goodwill (2)
- Green valley Enterprises INC.
- Job Center
- WIA (Wisconsin Investment Act)

### Types of Service

- Helped me with college.
- Talking about school and finding a job.
- Summer employment/Finding a job in the community.
- Finding transportation.
- College placement and part-time job placement.
- Paying for supplies for school/All of things related to school, and all things I need/Funding for attending college.
- Accommodations and employment plans (DVR).
- Workforce development-searching for two jobs I had and working on resume/Interviewing for jobs.
- They are helping to find a different job.
- Money for gas/Gas money to get to college classes, working on getting a decent car.

## **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? (273 Comments)**

### Finding a Place to Live/Finding Housing

- Just finding a nice place to live/Finding housing and a full time job/ Housing/Finding a home.
- Getting a job and keeping the job so he can live in his own.
- Homeless and having troubles with getting help.
- Finding housing and finding a job.
- Group home can only go so far, problem housing from home to group home.
- There are no living facilities for him; we have to buy a house for him.
- They have home health care services for him at age 25.

### Finding or Getting a Job/Financial

- Finding a job/Income/Lack of money.
- Getting a job; it is hard to find a job.
- Working two jobs; trying to complete both/ Working two jobs and going to college.
- Just laid off and needs another job.
- Finding a job has been the most difficult. He has applied at numerous places but doesn't get hired.
- No job = no money = not much fun. No job interviews = feeling of lack of self-worth.

### Independent Living/Daily Living

- Cooking.
- Car always has problems.
- Money management.
- No diploma.
- Learning that work is more important than hanging out with friends.

### Motivation/Personal Difficulties

- Lacks motivation does not want to do anything.
- Problem with decision-making, planning and implementation.
- Criminal record is bad and is having problems/In prison for over a year.
- Raising a child and working two jobs so finding it a little difficult.

- Organizing herself with her life issues.
- Doesn't want to listen to anyone regarding a job, doesn't show up when he does get a job, no motivation.
- Academic grades and not utilizing his supports that were set up in student services at UW-Whitewater.
- Has had some emotional issues, can't seem to move forward.
- Does not want to work at a job.
- Paying for underage fines.
- He is very shy but is working on that aspect and seems to be adapting well.
- Can't work because does not have a social security #
- Mother has not allowed him to get an id, because of no documents; he cannot get it himself.
- Building credit has been difficult so her parents had to co-sign for things.
- Doesn't feel high school really prepared her for college; a lot harder than she thought it would be.
- I did not graduate from high school. I want to finish high school and I do not remember ever hearing about DVR.

#### Social/Recreational

- Getting together with friends/Just getting together with friends because of time tables.
- Doing things I enjoy/Doing things that are fun.
- Getting back with friends/Trouble getting together with friends who are working and going to school.
- Social events are the thing we miss most.

#### Transportation

- Sometimes catching a ride when no one is available; finding what he is looking for-he is visually impaired.
- Transportation/Getting places is a hassle at the moment.
- Don't have money that need for gas.
- Cannot get driver's license unable to pass test and therefore cannot find a job.

#### Disability Related

- Mental health issues/Totally dependent on parents for her care due to mental disability.
- Has social anxiety issues prevents him from living independently. Suffering from autism.
- Does not like crowds.
- Cannot get along with anybody and has difficulty keeping friendships.
- Requires 24 hr. care, due to extreme autism.
- Disability prevents him for going places, cannot walk or dress or make food.

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

(15 Comments)

- Felt he wanted to complete a formal program but the program was not for him.
- Good job offer/Working.
- Moved from area/Relocated.
- Just didn't like it, different than he thought it would be.
- Went to a technical college; didn't like the school or the classes.
- She had a baby so dropped out for a while, but is going back this fall.
- In military.
- Realized she wasn't "college ready".
- Social interaction was difficult for him; he prefers staying at home on his computer.
- Taking a semester break.

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

(4 Comments)

- Pre-college course for better study habits.
- He completed a "Project Success" program at UW Oshkosh through the Dept. Learning department.
- Taking online classes with University of Phoenix
- I send my art work to a school and they grade it and send it back for an art degree.

**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?**

(144 Comments)

- Computer assistance/Computer/Lap top.
- Extended testing time given.
- Disability coach/Tutoring.
- He can use the computer, calculator and extended time in the classroom
- I am using extended test time.
- Key lock instead of a combination lock.
- Extended test taking time, calculator.
- Kurzweil-helps read tests and quizzes/ Kurzweil-reads her books, accommodation card-more time on tests.
- Close circuit television/ E-reader/white cane.
- Help with assignments, tutor/Scribe for notes.
- Notes if needed/Note-takers.
- Extra study skill, calculator, tutoring in English.
- Smart pen, reading assistance/ Pen that records professors speaking.
- Shortened assignments.
- Hearing aids.
- Put lessons on discs; all books were put on tapes.
- Separate room for tests so as not to get distracted/Private room privileges for testing.

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

(79 Comments)

Working/No Plans to Attend

- In the Marine Corps/Going into the military in Jan 2013.
- Working/I have a job/Currently employed.
- Do not know what go for/Do my own thing for a little bit.
- Having trouble finding a school that would be for him.
- No desire to go on to school/Has not found a career path.
- Mostly due to a lack of motivation, was tired of school, needed a break.
- Wanted money more than going to school.

Future Plans to Attend

- He is on a waiting list for welding/Just applied; on 2 year waiting list.
- Plans to attend in the future but has been taking care of his mother who is ill.
- Working; intends to go to college in the fall/Working on it.
- She will be attending this fall. Had some emotional issues and has worked through them enough to attend now.

Personal/Family-Related

- Was in Jail/Is in jail/Incarcerated.
- Needs a job coach and she is not a self-starter/Lack of motivation.
- Afraid he will not succeed/He doesn't have the confidence he needs; feels he's not ready yet.
- I do not have method of transportation. I do not have driver's license.
- Living arrangements fell through at school out of state
- Had a baby.
- Did not have High School diploma.
- Living arrangement isn't the best and other issues to deal with right now like transportation and finding a better job.

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

(25 Comments)

Was a Temporary Job

- Was a temporary job/Was an internship; not working at this time. I have worked other jobs in the past. Just started new job one month ago.

- I found a different job.
- Participated in paid job experiences.

#### Unable to Find Work

- Actively looking for a job.
- Had problems finding a job but just started at a hotel within the last month.
- Unable to find work due to his disabilities; no one wanted to hire him.
- I just got a job and started this week.
- Initially unable to find a job, then took CNA class and is now working in his field.
- I am with a temp agency and do jobs as they are offered to me.
- She just needs some direction; hasn't worked with any agencies yet.
- Was working with DVR and had a paid work experience in clerical with them; did not pursue or follow through with DVR to seek further employment opportunities and felt she could find work on her own. To date she has not been successful in securing work.

#### Going to School

- Full time school; does not work during the school year.

#### Personal/Family Obligations

- Maternity leave.
- She's not motivated to work.

#### Transportation

- I moved; have to get a method of transportation.
- No license to get there.

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

(17 Comments)

- Help her with cleaning and vacuuming and walking dogs.
- Sheltered industries assist him for the job required.
- a lot of hands on training or someone assisted him on the job, director help and crew leaders help; he is blind
- Calculator as backup.
- Cooking and cleaning classes for independent living.
- Extra time for tasks
- A box with a handle for carrying mail.
- Has an assistant to oversee what he does.
- All work is accommodated to her.
- Has a job coach come in twice a week for about 15 minutes, again through the Portal agency.
- Receives assistance when needed with making out lists for work duties.
- Got a sun light for the desk.
- Needed assistive devices to work the job.
- Put hearing impaired on name tag.
- Transportation is funded by IRIS (WI include respect I Self-Direct).
- Job Coach.
- People write for him.

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

(25 Comments)

#### Transportation

- States he does not have a car and does not want to depend upon public transportation.

#### Unable to Find a Job

- Unable to get job training,

- Working with an agency
- She needs help finding a job. Her father is going to help her to reapply to DVR
- Has gone on interviews but no one is hiring her.' looking for a job and going to school
- Try helping to finding a job

#### Not Looking/No plans

- Going to school part time and not working/Going to school.
- I haven't searched for a job/Not trying, not motivated.
- Was trying to figure out what I wanted to do.

#### Personal Difficulties/Family Obligations

- Was in Jail and no employment opportunities/In jail at the time of the survey/Presently in prison.
- His criminal record prevents him from getting a job.
- Staying home to take care of his ill mother/Due to family health issues.
- Birth of baby and unable to find employment.
- Stated he does not have a social security # and does not know where to get one.
- Does not understand English very well and has no job opportunities at present.

### **38. Is the former student currently living as planned after leaving high school?**

(167 Comments)

#### Moved/Plans Changes

- Was living in another state; changed job and now living at home.
- Moved out of the state; moved in a house not an apartment.
- Getting ready to move out of state.
- Trying to find what she wants to do in her future.
- Moved to Florida with parents.
- Planning on living in college, but I moved back.
- Discharged from the army with a health issue.
- Tried live on his own but did not make i.t

#### Lack of Money/Job

- No money for housing.
- He wanted to get a job, has not found a job yet/ Need to get a job and find a place to live.
- Have no job cannot get one because does not have social security #.
- Don't have a job and no transportation...still living with guardian.
- Need a job to move out and live independently.
- Was not able to find a job, just gave up at this time.
- No one to help pay rent/No money to live on own, have no job.
- Financial reasons for now/Doesn't have enough money.
- Cannot afford to live alone/Price of living on your own/Money is tight and cannot afford own place.
- He figured he would have his own apartment but that hasn't happened, living with a friend and his friend's mother.

#### Personal Difficulties/Family Obligations

- Went to jail and a lot of things got messed for him/ Messed up his life/Incarcerated.
- Legal troubles.
- Made bad choices after leaving high school.
- Homeless, because of OCD, hard to employ.
- Needed to help out at home. Mother was having some problems (she did not specify what) and she did not feel comfortable leaving home at this time.
- Had a child.
- Mom wants him to get a better car before you move out and want him to save money.



#### **40. Has the former student participated in postsecondary education or training as they planned while they were in high school? (347 Comments)**

##### No Plans to Attend

- Does not want to go to school/Never wanted to go to college/Just did not want to go to school.
- Full time job and did apply to additional schooling as yet.
- Did not plan on it, in future perhaps.

##### Planning on Going in Future

- Was working first.
- He is on the waiting list for welding.
- In high school, I did not plan on it, but now I am.
- Because she putting education on hold; needs to grow up.
- He may go in fall/In August I start college/Enrolled in College for the fall/Going in fall.
- Not right now; in next 2 to 3 years going to college after that time.
- Because I decided to wait on attending education/Busy with other affairs at the moment.
- Waiting to start MATC in the fall/Planning to apply to MATC.
- Taking a break/Taking a year off.
- Planning to go on to school in 2 years from graduation.

##### Lack of Money/Job/Lack of Transportation

- Lack of funds; had other interests.
- Money issues.
- Not got the money yet.
- Lack of transportation/Lack of money, lack of interest and lack of transportation/Because of transportation.
- There weren't any programs close to home.
- Need to make money and then afford to go to school/Needs to save money first
- Unable to get license- prevents her from getting a job.

##### Personal Difficulties/Family Obligations

- Paying child support and cannot go on to school at this time.
- Taking care of daughter/Taking care of mother.
- Did not plan on post-secondary education immediately. He knew he would be caring for his mother.
- Had a child
- Family obligations.

##### Working/Doing Other Things

- Presently Marine Corps and training for mechanic/He was going into the army for education and training/He joined the Marines.
- On a mission.
- In basic training-WI Army National Guard.
- Working/Full time work
- Decided not to go.
- Planning to go into the military and no money.
- Has a full time job and is very satisfied.
- Has a full time job now over education
- Found a full time job
- Owns his own farm and at present is the career he wants to pursue/Farm work does not require more schooling...may go in the future.
- Wants to when he completes boot camp program in six months

##### Started but Did Not Continue

- Was unable to handle the education program.
- Grades were bad; had to take a semester off.
- She started to but lost interested/ just dropped out of the program, did like college.
- Having problems in school; found out school is not for him.

- In high school he had planned on going into the National Guard, but then had second thoughts and didn't have the money he needed so he changed his mind. May go on to school down the road.
- Just wasn't what he thought it would be.
- Found it hard to stay in school; not returning this semester.
- Tried but could not do it because of brain injury/lack of help from schools.

#### Unsure of What to Do

- Need to know what she wants to be in her future/Have not decided what career to pursue.
- Did not have the help to find an educational program.
- Working and thinking about going to school.
- Do not know what want to do or how to pay for it.
- No money to go on to school, does not know what kind of school to attend. Still figuring out what she wants to be.
- Not able to start and it is very confusing to proceed with the further education options. Needs help.
- Indecision, and did not have a great plan upon leaving high school.
- Lack of motivation and needs help to get started with postsecondary education.

#### Disability/Health-Related

- Disability does not allow her to participate in any further education.
- Autism did not allow her to continue with further education.
- Not interested due to disability.
- Disability related issues/Disabilities prevent him from further education.
- Feel she is not fit for college has attention deficit and IEP.
- Has a disability that prevents him from working/Has a disability/Has a cognitive disorder.
- Just unable to follow through on the education track
- Due to his mental health situation.
- He broke his leg and could not get around well.
- Because of learning disability had troubles.

#### Other

- More interest in his friends and other interests.
- Just doesn't want to at this time not motivated/Not a motivated person, a musician working in his field of music.
- On waiting list/Waiting list for Diesel mechanic school.
- Class was cancelled/Registration got lost.
- Never got to applying for further education
- Did not have a birth certificate or ID.
- Did not work out as planned. Going to reapply with DVR later this week.
- Incarcerated/In prison at this time.
- Still trying to complete GED/School was difficult, tried to get GED after leaving high school.
- Never followed through to complete high school and apply for postsecondary education
- Did not get a high school diploma.

### **42. Is the former student currently working as they planned while they were in high school? (269 Comments)**

#### No Plans to Work/Did Not Plan to Work/Quit

- I did not plan on working full-time.
- Not interested/I am not really looking for job.
- He just quit work/Quit for better pay and better hours.
- No plans were made.
- Didn't plan on working, but it's actually worked out pretty good. Getting a lot of training in mechanics, volunteer work at the facility he lives in and enjoys his job as well.

#### Unable to Find a Job/Laid-off/Let Go

- Unable to find a job/Still looking for a part-time job/Having trouble finding a job.
- Did not find the job that he thought he would have.
- Can't find a job/Minimal opportunities.

- Seasonal job/Have only a summer job now. Previous job was fired.
- Just got laid off at his recent job.
- Homeless, not working at this time
- I can't find or keep a job.
- Job was only temporary and could not find a full time job at this time.
- Cannot find a job/Can't find a job/ Haven't found anything/Unable to find work.
- Got fired due to an argument with his boss.
- Not working; nobody would hire her because she was going back to school this fall.
- Laid-off and looking for another job.
- Lost his job; lost funding at his old job.
- It's been difficult finding a steady job; has had about four temp positions. Has now been working full time for about 6 weeks in a temp to perm role and it does seem to be working out so far.
- No one wanted a worker with no prior job experience so they never returned my calls, so I never obtained a job.

#### Lack of Transportation

- Lack of transportation, and no plans for future.
- Graduating from high school and have no car.

#### Personal Difficulties/Family Obligations

- Living with boyfriend and had a baby.
- Has not been working at all; helping out grandparents, helping mom.
- Had a baby.
- Lack of interest and motivation/Just not a motivated person.

#### Going to School/Doing Other Things

- Presently in the Marine Corp/Going into the Army/Going into the military/Will be in the military in the fall.
- Thought he was going to school more, full time student.
- Focusing on to college/Focusing on school.
- Going to school full-time.
- Job was over and he did not want to do the job and go to school full time.
- Main goal was to go on to school.
- Want my summers off.

#### Started Work but Did Not Work Out as Planned

- She wanted to work with animals as a vet tech, but never materialized.
- Made bad choices after leaving High School.
- Was planning on automotive, but now thinking of heating and cooling tech.
- I'm waiting for a job at the airport. I thought it would start sooner.
- I want to work in construction but am waiting for a job to come up.
- It took me a while to get my GED and CNA and now I am taking the road test for my driver's license this weekend. I just thought it would be faster. Now I want to go to school for nursing.

#### Disability/Health-Related

- Disability prevents her from working or going on to school/Disability prevents him from working.
- Autism prevented her from working cannot stay on task.
- He has disabilities, would like to work but can't due to cognitive disorder.
- Has a disability and is not interested in working has case worker but doesn't like the atmosphere likes home
- Going thru a lot of medical stuff/Medical reasons.
- Because his behavior is too aggressive.
- Disability prevents her from working without supervision/She is totally disabled/Unable to find a job that he can do.
- Due to both disability issues and being on a waiting list for job assistance.
- Wanted to go to college had troubles because of learning disability.

#### Other

- Is working on the farm but not what he wants to do. Got his CDL; he is not 21 years of age.
- Could not keep a job, because he was in jail/Incarcerated.

- Trying to pursue a volunteer position to lead to a paid position.
- On a waiting list to work for the Boys and Girls club.
- Awaiting services from DVR/DVR is working to get something.
- Not want to lose SSI (Supplemental Security Income)/I would lose SSI if I did work full time.

**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? (584 Comments)**

Teachers/Support Staff

- Positive reinforcement while in school/Told to never stop trying, with hard work and continued effort you can achieve anything. I also had wonderful IEP instructors.
- Special ed teacher and occupational teacher took interest in what she needed and would help her.
- I had really good teacher that helped prepare me for college.
- The staff was always coming up with great ideas, what can do to make it better for him; a team effort. Communication things for him, take him out in the community.
- The teachers were a big help/Support for teachers really helped.
- Teacher was there for him and helped him succeed in school.
- Working with the speech therapist was a great asset, brought out social skills that really helped.
- Only that vice-principle made the difference/Football coach/Financial teacher helped.
- Appreciation guidance from the alternative high school
- Social worker/ Counselor/Guidance counselor helped me.
- Family, friends, and teachers helped him attain his goals.
- Speech therapist/Language teacher.
- Several teachers very understood about his needs but he really needs more help with his life skills.
- My plans in high school were tailored to my needs & my ability level since my disability is so large I am unable to work. I was happy at school surrounded by my friends & favorite toys. Now I have new friends I spend time with. Life is good.
- The teachers helped me reach my goals. I stayed after school to get extra help. I would like to go back to school to get my high diploma.
- Had two middle school teachers that helped him to realize that he could do something with his life, his special education teacher in high school. Looked out for him as well.
- His 7th grade teacher was always an inspiration to him also! Note: she feels there needs to be more focus on career counseling, even a class that would have a "tour a week" of a business to give them an idea of what they may want to do out in the real world.

Specific Classes

- Being able to go business classes after high school.
- Advanced placement English class/Getting advancement classes in high school.
- Took more challenging classes in high school that ended up being very beneficial (expository writing class).
- Construction class helped find a job
- Gym class/Daily workouts.
- Automotive class/Auto class helped a lot.
- Metals class/Graphics arts class
- Chemistry/Science/ Medical classes/Program robotics, rocketry.
- Landscaping/Ag classes
- Arts and pottery were very beneficial.
- Child development and parenting classes/Cooking classes/Family and Consumer Ed.
- Study hall/Extra classes.
- Hands-on classes/Lab classes.
- During senior year wasn't sure what he wanted to do, law was a required class, he really enjoyed it and has decided to pursue law enforcement.
- His English teacher senior year taught a creative writing class that was very helpful. Also a law class inspired him to possibly going into law enforcement down the road and he feels a social problems class his senior year led him into pursuing his CNA, he now loves his job!

### Extra-Curricular/Social/Friends/Family Support

- A lot of friends/Making friends/Having supportive friends.
- Her sister/Her father/Here mother was the biggest help.
- All the sports he did in high school help him attain a good work ethic/Football/Played lots of sports.
- I joined track and field; it helped me gain self-confidence/Team sports.
- Track and field sports were a positive influence on him to pursue future education.
- 4-h club and his projects.
- Welding/Shop/Construction.
- Daily math/Practice writing skills.
- I did what I liked. Extra activities at school i.e. drama, make grades count.
- Sports really helped him keep his grades up.
- Choir/Singing Club/Drama club and TV station performance were very positive.
- Sport, tennis and softball were very bonding/Playing softball.
- FFA/Poetry Club.
- Martial arts helped him with his life skills/Wrestling.
- Football team really helped to learn teamwork.

### Specific Skills Development

- He had to learn patients while in high school/The whole discipline of going to class helped him prepare.
- Being the teacher's aide.
- Going on to school and getting good grades/Classes helped to get him thru school/Worked hard.

### Work/Work Preparation

- Having a good job history/Working experience helped to adjust to adult living/Good paying jobs.
- Working jobs while in school helped to give him experience.
- Good jobs/Job experience had in school helped today to get a job.
- Medical terminology and intro to health careers helped to determine the massage therapy career.
- Career choices program helped with job applications and how to look for a job.
- I was able to have help with my employment skills.
- Job coaching and work experience classes/Learned how to find a job.
- Work release helped/Work experience was very positive effect on his development.
- CNA program/Really enjoyed the nursing assistant program; she does have her nursing assistant certificate now.
- Volunteer work turned into a paid job that she still has.
- Field trips to industries and plants in the community were very helpful.
- The school supported coffee shop was paid job at school.
- The jobs he had while in high school were both very helpful as well as his job coach.
- The "shadow classes" that she took while in high school were very helpful; the dental assistant one was most interesting to her.
- His foods class and the child development classes he took have been very helpful to him being he works at a daycare.
- Volunteer program at daycare helped me know I wanted to do that.

### Skills Development/Self-Advocacy

- He learned how to better advocate his needs.
- Learning to take responsibility of getting to school and what the real work is.
- Learning how to write checks/Manage money/Manage time.
- Volunteering in Special Olympics helped her to decide what she wanted to be in the future.
- As a freshman, he participated in his IEP meetings in high school; this helped him fashion realistic plan for life.
- Learning how to communicate better
- Did take a self-advocacy class sophomore year regarding the culinary arts that was very interesting and helpful.
- She gained confidence in herself in high school. Challenging classes helped me better prepare for college classes.
- Learning the study habits for college.

### Other Programs/Experiences

- Project stay made me work harder than I ever did in my whole life.

- CATP (community assessment training program) - attended work fairs, working with counselor and job fairs/had CATP employment training specialist who helped me.
- Program for going to school part of the day to catch up was good.
- While in high school, was using the work force development program
- A recruiter came from the army and he went into the army/Going into the military/Recruiters.
- In addition to working 35+ hrs. a week, he entered the army, completed training for an interior electrician and is now in the army reserve working one weekend per month. Looking forward to attending UW-Sheboygan.
- Lion's Camp/ Boys & Girls Club.
- Involved in the national student leadership conference in Washington, DC was a very high point of her high school experience.
- He got his driver's license/Getting a driver's license.
- Got on the honor roll
- Social events helped to make him aware to adult living.
- Small school.
- Won the 2011 youth of the year at the boys and girls club.
- Me helping others benefited me to stay in high school.
- His police liaison officer helped him understand the law and the circumstances that follow.

#### Graduation/Graduating

- Graduation/I got through high school/Graduation gave her confidence.
- The most positive thing that happen - he graduated/Getting his high school diploma.
- Leaving high school/Getting outta there.

#### Not Much/Little/Did Not Have a Good High School Experience

- She did not have a positive experience in high school.
- Hated going to school each day.
- Pretty much nothing. Teachers helped me learn things I don't need to know for what I'm doing now. So for that question, I have nothing to say.
- No one helped me. I did it all on my own/Not much because I'm not doing anything right now.
- Nothing I can think of but he is going to school like he planned and will probably look for a job after he finishes his program.
- In all honesty, kind of feel like nothing really helped. Wishes he hadn't taken the classes that his counselor chose for him, wishes he would have taken "regular" classes. Feels they put him back a bit so his first year of school has been kind of a waste.

#### Adversity

- Getting busted for drinking.
- I know how to pay my bills, balance my checkbook; I know street smarts and know how to survive on my own.
- Teacher encouraged me to keep trying in school. By having me quit attending high school, I was forced to be independent and try more things on my own, which gave confidence and courage to try new things.
- I got kicked out and went to a charter school.
- Getting expelled helped me see high school was important.