

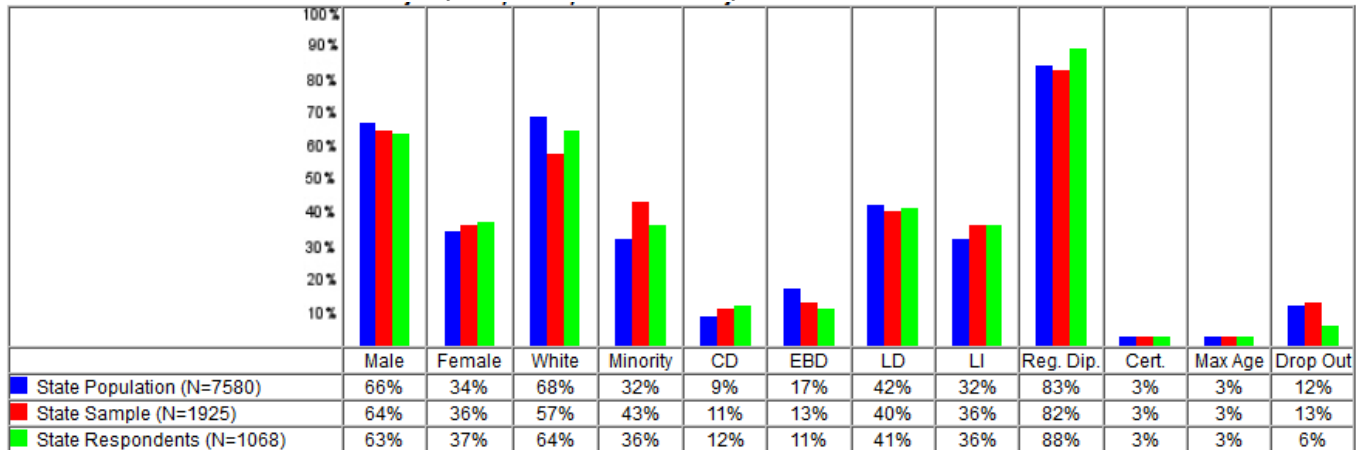
2015 Wisconsin Statewide Post High School Outcomes Survey Report of 2013-2014 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2013-2014 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 adult living, participation in higher education, other postsecondary education or training, 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 former students with disabilities who exited their secondary placement and are eligible to participate in the survey (Population), and former students with disabilities who exited their secondary placement and who responded to the outcomes interview (Respondents).

**Comparison of State Population, State Sample, and State Respondents
by Gender, Race, and Disability of 2013-2014 Exiters**



Minority" presents a combined view of the racial 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 in the sample who exited their educational placement during the 2013-2014 school year. Of the 1925 available former students, 1068 interviews were successfully completed, representing 55% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 62% were the former student
- 35% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 2% identified themselves as someone else

Interviews could not be completed because:

- 8% declined to answer interview questions
- 2% unresolved language, comprehension or communication barrier
- 4% former student was unavailable and no other responder was available (e.g. jail, military, work)
- 43% unable to find phone #, lost #, moved and no forwarding #
- 31% no answer (after multiple attempts)
- 12% 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, 70% of the respondents continue to live with their parent(s) or custodial guardian.
- 26% of respondents report living independently. Of those, 5% live alone, 7% live with another family member, 13% respondents live with a spouse or roommate and 2% are 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;
- 76% 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.

- 92% 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
- 54% have a valid driver's license; another 1% have a suspended license; 27% do not have a license but planned to obtain one, 11% do not have a valid license and do not plan to obtain one, and 5% report being medically restricted from obtaining a driver's license.
- 14% 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.

11% 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:

1. ADRC – case worker; assisting father obtain legal guardianship
2. IRIS - daily living skills, transportation, respite, careers industry.
3. IRIS – in home behavioral therapy, supportive home care; respite care, transportation, Adult Community Services; case worker; daily living skills
4. Pre-vocational and adult day services; supportive home care (respite) through IRIS
5. Aspiro: job coaching, life skills coaching

25% 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:

1. DVR –help finding a job; Job Center; job coach to radio and TV station for a job shadow; transportation to DVR job
2. DVR counselor/IPE (Individual Employment Plan); funding project search for an internship at the zoo
3. DVR - Paying for school programs and supplies
4. Project Assist at UW-W; Single room on campus, tutoring; transportation to campus
5. Helped me get a summer job and then I got another job on my own and I didn't need his services any longer.

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:

1. A Transportation and supervision are a challenge for any activities not done with family
2. Has a child to take care of
3. Confidence is lacking in going out and getting a job; experiences high levels of anxiety.
4. Finding a full time job and housing and going to college
5. Cost of living and trying to be independent; getting together with friends; activities that are of interest are not available
6. Living at home at present and needs assistance with housing; on a waiting list for services
7. Not being able to get to work on time; personal initiative

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:

1. Wants to buy a home.
2. Financially cannot afford to live independently.
3. Lack of money/lack of funds
4. She got fired from job and got kicked out of her housing.

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, 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 is "Duplicated" unless otherwise specified.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. 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 or Training by Gender, Race, Disability and Exit Type

39% of respondents attend or have attended some type of higher education or other typed of postsecondary education or training in the year since leaving high school.

- 27% respondents are or have participated in a higher education program.
- 10% of respondents are or have participated in a postsecondary education or training program.
- 22% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 10% attend part-time (fewer than 12 credits or hours).
- 3% have completed some type of postsecondary education or training.
- 4% have attended a postsecondary education or training program, but discontinued before completing.

This table reviews the major postsecondary outcomes of respondents by gender, 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 2015 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education or Training Program by Gender, Race, Disability and Exit Type (N=1068)						
	Any Postsecondary Education	2-Year College	4-Year College	Technical College	Vocational or Short-Term Ed.	Job Training Program or Apprenticeship
Total	39%	6%	8%	16%	4%	4%
Male	36%	5%	8%	15%	3%	4%
Female	44%	7%	9%	18%	6%	4%
White	42%	6%	10%	18%	4%	4%
Minority	34%	5%	5%	13%	5%	3%
Cognitive Disability	11%	1%	0%	2%	3%	5%
Emotional/Behavioral Disability	27%	3%	4%	10%	5%	3%
Learning Disability	46%	7%	8%	20%	6%	5%
Low Incidence	43%	7%	13%	18%	3%	3%
No Disability	–%	–%	–%	–%	–%	–%
Graduated with a diploma	43%	6%	9%	18%	5%	4%
Exited with certificate	7%	4%	0%	4%	0%	0%
Reached maximum age	6%	0%	0%	3%	3%	0%
Dropped Out	11%	0%	0%	0%	2%	2%

Additionally, 0% participated in a high school completion certification (e.g. GED, adult basic education) and 0% participated in a Humanitarian program.

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

1. General Ed course for school.
2. Took 2 classes at a Technical College not part of a program.
3. Air force, completed basic training
4. I worked with a company on starting my own business. I started this while in high school and have grown to having a couple employees.
5. I am taking an aromatherapy class that leads to certification; much of it is online, but there is face-to-face requirements with the teacher, a doctor in Sheboygan. I am currently working through the first part of a two part class. I will complete the class in December and have a master certification in Aromatherapy. Ultimately, I would like to open my own business in that field.
6. Just one for written communications.
7. CDA Course, Child Development Associate.
8. MATC program
9. Child Care Certification Classes through UMOS
10. I have enrolled in the Art Institution, a correspondence school.
11. Radiology, but now going into Human Services.
12. CLD completion
13. Has CBRS Community Based Residential Facility training for Homecare, similar to CNA training, but he is unsure the actual title.
14. Completed a training program Guest House
15. Completed the Home Health Care Training Program to assist with my mother’s care. (Personal Care Worker)
16. Recently hired as a Milwaukee Crossing Guard; requires training time

- 17. Training through H&R Block
- 18. Adult day program providing community functional ongoing training and job coaching; currently completes/works doing light housekeeping assisting with after school program

4% 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
 - 3% Can't afford to continue their education/not enough financial aid to continue
 - 28% 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
 - 0% 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
 - 3% Homemaker/family obligations
 - 13% Health or disability-related problems prevent going to postsecondary education
 - 23% Cite another reason they discontinued their postsecondary education program
- 54% of respondents report it was their main goal to begin postsecondary education or training after leaving high school
 - 60% report participating as they had planned.
- 61% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons
 - 19% Did not plan to go on to postsecondary education/did not want to continue their education
 - 7% Can't afford to go to school / not enough financial aid at this time
 - 38% Working full-time/earning money to go to postsecondary education/training
 - 0% No postsecondary opportunities/none close to home
 - 8% Don't have the necessary skills/qualifications to enter postsecondary education
 - 0% 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
 - 10% Health or disability-related problems prevent going to postsecondary education
 - 13% 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.

- 45% 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
- 4% 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

39% use some type of accommodation or assistive technology.

Types of Accommodations and Assistive Technology Utilized

1. Note taker, extended test time, special room to take tests, computer assisted books.
2. Note taker, apple pen, extended work time, negotiated testing time.
3. Help with assignments; tutoring, ISS; extended time on tests, recording pen for lectures.
4. Work with the disabilities office to get accommodations from my IEP in high school. I get time and a half on tests and I also get to take tests in a separate testing area so I don't get stressed out and worry about who's finishing before me
5. Calculator, extended work time, private test taking; magnifier and computer.
6. Doing generals online through UW system

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:

1. Need to get her diploma.
2. Saving money and trying to get stable financially before entering post education.
3. Financially cannot afford to go on to further education. Also needs constant supervision.
4. Finances and having a child to support.
5. Lack of money to go on to school.

Employment

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

Employment by Gender, Race, Disability and Exit Type

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

Duplicated Percentage of 2015 Employment Outcomes By Gender, Race, Disability and Exit Type					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
Total	70%	80%	90%	38%	24%
Male	71%	82%	89%	38%	28%
Female	69%	76%	91%	38%	16%
White	75%	81%	90%	44%	25%
Minority	62%	78%	88%	27%	22%
Cognitive Disability	45%	56%	72%	21%	8%
Emotional/Behavioral Disability	64%	76%	85%	34%	32%
Learning Disability	82%	87%	94%	45%	29%
Low Incidence Disability	78%	76%	89%	34%	19%
No Disability	--%	--%	--%	--%	--%
Graduated with a diploma	73%	81%	91%	40%	26%
Exited with certificate	32%	55%	64%	27%	9%
Reached maximum age	45%	29%	71%	18%	0%
Dropped Out	51%	77%	86%	20%	5%

81% of respondents are or have been employed in the year following high school.

An additional 17% 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".

- 70% 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
- 18% of respondents report they have not been employed since leaving high school
- 53% 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:

- 96% of respondents work in a community-based setting.
- 2% **Military / Service**

- 5% **Supported Employment** setting (paid work in the community but can also include on-the-job training or assistance at work)
- 5% **Self-employment** or working in a family business
- 1% In an **Institutional or Residential** setting
- 2% **Sheltered Employment** (a setting where most workers have disabilities)
- 1% **Other**

Length of Employment

Of the youth with disabilities who are currently employed,

- 28% have been employed more than one year
- 23% have been working seven to 12 months
- 38% have worked one to six months
- 9% have been working less than one month

Hours Worked

- 47% of the employed respondents work 35 or more hours per week
- 33% 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
- 11% of the employed respondents work less than 16 hours per week

Rate of Pay

- 5% of the employed respondents earn less than minimum wage
- 22% of the employed respondents earn minimum wage
- 33% of the employed respondents earn between minimum wage and \$10.00 per hour
- 30% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 5% 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:

- 41% found their own jobs
- 42% 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
- 2% had assistance from someone else

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

- 11% 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
- 13% Someone from their former high school, such as a teacher or guidance counselor
- 60% Talked to no one about employment opportunities

Of those respondents who are or were employed, 12% 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, 93% received that request

Unemployment

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

- 6% 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
- 20% Unable to find work/lack of employment opportunities
- 8% Don't have the necessary skills or qualifications to work/disability prevents working
- 8% 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
- 1% Homemaker/family obligations
- 5% Health or disability-related problems prevent working
- 2% Would lose benefits SSI benefits
- 5% Laid off/recently dismissed
- 24% 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:

- 7% 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
- 20% Unable to find work/lack of employment opportunities
- 10% 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
- 27% Health or disability-related problems prevent working
- 1% Would lose benefits SSI benefits
- 0% Laid off/recently dismissed
- 10% 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:

1. Have trouble finding a job; looking for a new job; left job and did not find another job at present; homeless
2. Social security rules will only allow him to make so much due to the benefits he does receive
3. No job – no money; takes a lot of money to live on your own and buy things
4. Doesn't have the skills to work; disability prevents working; incarcerated; addiction issues
5. Family responsibilities; helping with mom's health care prevents working
6. Wasn't able to go to school/enter military as planned

High School Experiences and Employment IEP Planning

- 50% of respondents report they had a paying job in the community when they graduated from high school
- 38% of youth maintained that job for more than one year following high school exit
- 47% of respondents had the intention in high school to begin employment following graduation
- 66% 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:

1. Had good teachers; teachers were very positive; received a lot of support from the teachers and family
2. High school helped him to decide what he wanted to do in the future and what education to pursue
3. Working in the cafeteria while in high school; teaching to be on time and getting work done on time; shop classes
4. Special education teacher pushed her in her sports and school studies; keep me going, motivated
5. Friendships helped him with his problems; learning good social skills; being on the basketball team; extracurriculars
6. Having speakers in to tell us about community jobs and training. Connecting with DVR
7. Stimulated Budget Program; Work Study; Future Planning classes; AP Calc/Accounting helped me prepare for college
8. I graduated!

Summary

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

These tables review the major Duplicated postsecondary outcomes of respondents who exited their secondary education during the 2013-2014 school year by gender, race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

Duplicated Percentage of 2015 Engagement of 2013-2014 Exiters by Gender, Race, Disability and Exit Type (N=1068)				
	Higher Education	Competitive Employment	Other Postsecondary Education or Training	Other Employment
Total - Unduplicated Count	27%	37%	2%	12%
Total - Duplicated Count	27%	53%	10%	17%
Male	25%	55%	8%	15%
Female	31%	50%	13%	19%
White	31%	58%	10%	17%
Minority	21%	46%	9%	16%
Cognitive Disability	2%	18%	8%	27%
Emotional/Behavioral Disability	15%	52%	10%	12%
Learning Disability	32%	68%	13%	14%
Low Incidence Disability	34%	49%	7%	18%
No Disability	--%	--%	--%	--%
Graduated with a diploma	31%	57%	10%	16%
Exited with certificate	4%	7%	4%	25%
Reached maximum age	3%	6%	3%	39%
Dropped Out	0%	39%	7%	11%

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, Race, Disability and Exit Type - Indicator 14 percentages for the 2015 Post High School Outcomes Survey of 2013-2014 exiters

The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2013-2014 school year by gender, race, disability and exit reason.

Unduplicated Percentage of 2015 Engagement of 2013-2014 Exiters by Gender, Race, Disability and Exit Type (N=1068)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education or Training	4. Other Employment
Total	27%	37%	2%	12%
Male	25%	41%	1%	11%
Female	31%	32%	3%	12%
White	31%	38%	1%	12%
Minority	21%	37%	3%	11%
Cognitive Disability	2%	18%	6%	24%
Emotional/Behavioral Disability	15%	43%	1%	11%
Learning Disability	32%	48%	1%	7%
Low Incidence Disability	34%	30%	1%	13%
Graduated with a diploma	31%	39%	2%	10%
Exited with certificate	4%	7%	0%	25%
Reached maximum age	3%	6%	3%	39%
Dropped Out	0%	39%	2%	11%

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. 27% (290) have been enrolled in higher education within one year of leaving high school.
- B. 65% (689) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 78% (831) 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))

22% of respondents do not meet the criteria of any of the indicator 14 measures. Of those, 61% report they have never been engaged in in any postsecondary education or employment and 39% 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.

Unduplicated Indicator 14 2015 Reporting Measures of 2013-2014 Exiters (N=1068)				
	A.	B.	C.	Not Engaged
Total	27%	65%	78%	22%
Male	25%	66%	78%	22%
Female	31%	63%	78%	22%
White	31%	68%	81%	19%
Minority	21%	58%	71%	29%
Cognitive Disability	2%	20%	51%	49%
Emotional/Behavioral Disability	15%	58%	70%	30%
Learning Disability	32%	80%	88%	12%
Low Incidence Disability	34%	63%	77%	23%
Graduated with a diploma	31%	70%	82%	18%
Exited with certificate	4%	11%	36%	64%
Reached maximum age	3%	9%	52%	48%
Dropped Out	0%	39%	52%	48%