

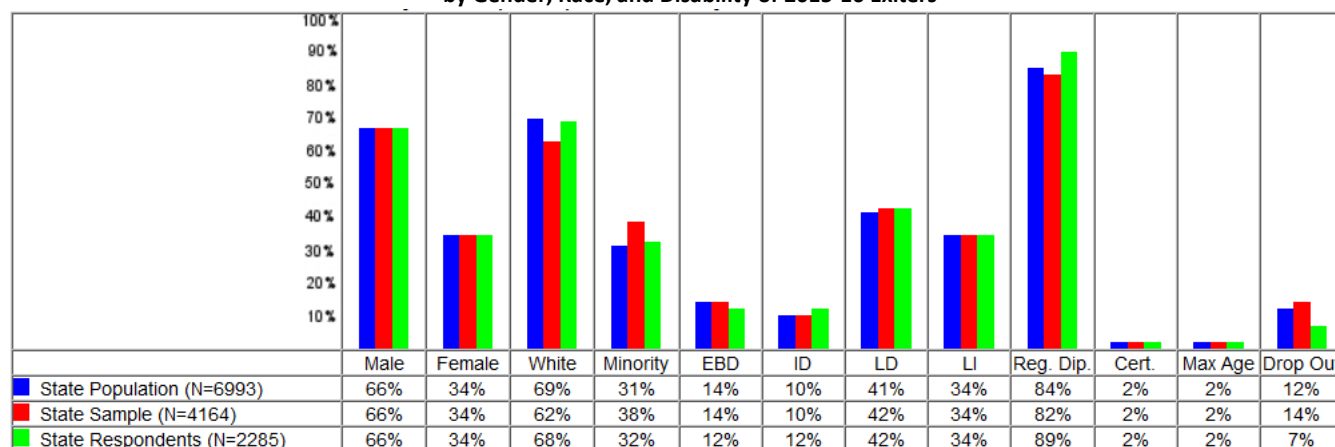
2017 All-Inclusive Wisconsin Statewide Post High School Outcomes Survey Report of 2015-16 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2015-16 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.

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 2015-16 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 2015-16 school year. Of the 4164 available former students, 2285 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:

- 64% were the former student
- 32% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 2% identified themselves as someone else

Interviews could not be completed because:

- 10% declined to answer interview questions
- 1% unresolved language, comprehension or communication barrier
- 2% former student was unavailable (e.g. jail, military, work) and no other responder was available
- 33% unable to find phone #, lost #, moved and no forwarding #
- 51% no answer (after multiple attempts)
- 3% 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, 64% of the respondents continue to live with their parent(s) or custodial guardian.
- 31% of respondents report living independently. Of those, 18% live alone, 6% live with another family member, 6% respondents live with a spouse or roommate and 1% are in the military.
- During the last year of high school, 40% of respondents report they planned to live independent of their parents one year after exiting high school;
- 79% 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.

- 84% 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 2% have a suspended license; 26% do not have a license but planned to obtain one, 12% do not have a valid license and do not plan to obtain one, and 6% report being medically restricted from obtaining a driver's license.
- 15% 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 in high school and after they exited high school.

Former student received **paid supports** at home, at work, and/or in the community

- 11% Received support at home since leaving high school
- 9% Received support for employment since leaving high school
- 11% Received support in the community since leaving high school

Former student's experiences **learning about services from the Division of Vocational Rehabilitation**, usually called "DVR", while they were in high school:

- 34% Their teacher or someone else from their high school told them about DVR AND helped them apply for services
- 17% Their teacher or someone else from their high school told them about DVR but did not help them apply for services
- 35% They do not recall their teacher or someone else from their high school telling them about DVR services

Former student's experiences **working with a DVR Counselor** to find a job:

- 17% Have worked with DVR BOTH when in high school AND within the year of leaving high school
- 10% Have worked with DVR, but just while in high school
- 4% Have worked with DVR but only within the year of leaving high school

Difficulties Related to Independent Living Outcomes

Respondents were asked about any difficulties the former student had obtaining needed employment support, mental health services, benefits, or long-term support at home and or in the community since leaving high school. The following are some of their responses.

1. I applied to DVR but decided to stay at the job I had all through high school and working for my dad. I might apply to DVR when I am through with college.
2. Does not get medical services because he is no longer on parent's insurance, which is a problem.
3. Doesn't want to accept help / Isn't working at this time
4. Mother is frustrated and feels that DVR has not been helpful in finding employment for daughter, who has been out of High School for one year and she still does not have a job / Working with DVR isn't as easy as it is explained. They contract out for the job placement and those services are not always the best. We've been a bit disappointed in what DVR has done / The complaint is that they have switched his counselor through DVR 3 times
5. Services have been ok, but I wish we had started before her senior year. I think it would have been more beneficial and she would have gotten more out of it

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. She just wanted to be independent / Mom didn't feel that he was ready- they worked on independent living skills while at home / Tried to live independently and was not successful; too overwhelming-just couldn't manage the responsibilities /
2. Would like to be on his own and does not make enough money to live on his own / Do not have the money to move out / I can't afford the rent with the pay rate I get from my job / Needs to make more money to be able to move out / No longer could afford to live on my own / I can't afford the rent with the pay rate I get from my job.
3. I don't have a car to get me to and from place to place /Planned to be going school and having a job by now. Not having my license has prevented me from doing this
4. Life didn't go as planned / Incarcerated / Had a baby / I'm still figuring it out - I had a different plan
5. Struggle with mental health issues / Doesn't have the skills necessary to live independently
6. Didn't have a plan in high school

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 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.

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.

- 28% respondents are or have participated in a higher education program.
- 7% of respondents are or have participated in a postsecondary education or training program.
- 23% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 8% attend part-time (fewer than 12 credits or hours).
- 4% 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 number of exiters in these categories are generally few so can represent wide variation.

Duplicated Percentage of 2017 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=2285)						
	Any Postsecondary Education	2-Year College	4-Year College	Technical College	Vocational or Short-Term Ed.	Job Training Program or Apprenticeship
Total	39%	7%	8%	15%	3%	3%
Male	36%	6%	7%	15%	2%	3%
Female	44%	8%	10%	15%	4%	2%
White	41%	7%	8%	17%	3%	3%
Minority	34%	6%	7%	11%	3%	2%
Emotional/Behavioral Disability	32%	6%	4%	10%	2%	1%
Intellectual Disability	13%	1%	1%	3%	1%	5%
Learning Disability	43%	7%	8%	18%	5%	2%
Low Incidence	46%	8%	11%	17%	2%	3%
Graduated with a diploma	42%	7%	9%	16%	3%	3%
Exited with certificate	9%	0%	0%	0%	0%	5%
Reached maximum age	14%	0%	0%	2%	0%	6%
Dropped Out	9%	1%	1%	1%	1%	3%

Additionally, 1% 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. Ashford – online / Online classes / Oral Communications, part of the program requirements, done on-line
2. Completed one year in the transition program in Columbus.
3. Affiliate Marketing Training Course online site called Wealthy Affiliate
4. online bartending certificate class
5. UDEMY.com
6. Roofing instruction
7. Community training through ADRC
8. Yweb career academy (computer coding)
9. Home health aid
10. Automotive Alignment Class (Hunter) through work at local tire shop
11. Training to be a paraeducator, First Aide/CPR, and training for my job with my parents.

4% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:

- 14% Did not want to continue their education/training
- 15% Can't afford to continue their education/not enough financial aid to continue
- 16% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 15% Don't have the necessary skills/qualifications to enter postsecondary education
- 4% 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
- 1% Homemaker/family obligations
- 1% Health or disability-related problems prevent going to postsecondary education
- 32% Cite another reason they discontinued their postsecondary education program

47% of respondents report it was their main goal to begin postsecondary education or training after leaving high school

68% report participating as they had planned.

60% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons

- 32% 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
- 31% Working full-time/earning money to go to postsecondary education/training
- 0% No postsecondary opportunities/none close to home
- 9% Don't have the necessary skills/qualifications to enter postsecondary education
- 1% Unable to find transportation to school/no car/can't get to campus
- 1% Have not received necessary services from community agencies/on waiting list for services
- 1% Homemaker/family obligations
- 8% Health or disability-related problems prevent going to postsecondary education
- 10% 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.

- 39% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 12% of youth disclose their disability to a teacher on-campus
- 3% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS
- 43% of youth disclose their disability to no one at their place of postsecondary training

Accommodations and Assistive Technology

38% currently use some type of accommodation or assistive technology.

Types of Accommodations and Assistive Technology Utilized

1. Quiet place for tests / Different place to go
2. Smartboard / Scanner / Computer/Cell phone for searches / Personal computer / Voice recorder Inspiration 9 / Kurzweil 3000 and Sonocent
3. Sign language interpreter / FM / Smart Pen and Roger Pen / Note taking pen
4. Additional time for tests / Extra help
5. College limits what I can have for help, or not have for help. They're not allowing me to use some reading programs I used in high school.
6. Small class sizes and hands on learning and one on one, learning by watching

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. I was planning on staying in a 4 year; it got too hard for me / Didn't know what program to go into / In High School I had no plan of posts secondary schooling but it became necessary / Haven't gotten accepted into post-secondary school and I don't know how I should go forth with that again and apply
2. GPA wasn't high enough for postsecondary education / Need to take the ACT again to get into school
3. Had to drop out because car was broken and I did not have transportation; I will begin program again in August
4. Worked for a year before going to tech school / Starting this fall / Planning to go in the future
5. Financial reasons / Family issues / No money / Car problems so I didn't have transportation to continue / Incarcerated
6. Immigration status prevented him from getting into the program he wanted / Disability prevents him from going
7. I took a certificate program at Madison college for a homecare aide. I had not planned to do that. Glad I did

Employment

Two outcomes of employment were considered: "Competitive Employment" and "Some Other Employment".

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 2017 Employment Outcomes by Gender, Race, Disability and Exit Type (N=2285)					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
Total	76%	79%	93%	43%	28%
Male	77%	82%	93%	45%	31%
Female	75%	72%	92%	39%	20%
White	78%	79%	93%	45%	30%
Minority	73%	77%	93%	39%	23%
Emotional/Behavioral Disability	76%	81%	94%	40%	24%
Intellectual Disability	62%	62%	83%	30%	12%
Learning Disability	85%	83%	95%	48%	34%
Low Incidence Disability	80%	76%	93%	41%	24%
Graduated with a diploma	80%	79%	94%	45%	29%
Exited with certificate	45%	55%	86%	27%	18%
Reached maximum age	48%	46%	64%	29%	7%
Dropped Out	54%	81%	89%	21%	13%

85% 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".

- 76% have been employed for 90 consecutive or cumulative days in the year following high school
- 8% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school
- 14% of respondents report they have not been employed since leaving high school
- 60% 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:

- 97% of respondents work in a community-based setting.
- 1% Military / Service
- 3% Supported Employment setting (paid work in the community but can also include on-the-job training or assistance at work)
- 3% Self-employment or working in a family business
- 0% In an Institutional or Residential setting
- 1% Sheltered Employment (a setting where most workers have disabilities)
- 0% Other

Length of Employment

Of the youth with disabilities who are currently employed,

- 32% have been employed more than one year
- 23% have been working seven to 12 months
- 37% have worked one to six months
- 6% have been working less than one month

Hours Worked

- 47% of the employed respondents work 35 or more hours per week
- 32% of the employed respondents work between 20 and 34 hours per week
- 10% of the employed respondents work between 16 and 19 hours per week
- 9% of the employed respondents work less than 16 hours per week

Rate of Pay

- 2% of the employed respondents earn less than minimum wage
- 15% of the employed respondents earn minimum wage
- 30% of the employed respondents earn between minimum wage and \$10.00 per hour
- 42% 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:

- 40% found their own jobs
- 38% had help from family or friends
- 11% 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:

- 8% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 18% Division of Vocational Rehabilitation (DVR)
- 6% Health and Family/Human Services/Social Services
- 15% Someone from their former high school, such as a teacher or guidance counselor
- 58% Talked to no one about employment opportunities

Of those respondents who are or were employed, 18% report they received accommodation or other help from their employer because of their learning difference, disability or other special need.

Unemployment

8% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 5% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 23% Full-time student/going to school
- 18% Unable to find work/lack of employment opportunities
- 8% 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
- 1% Have not received necessary services from community agencies / on waiting list for services
- 4% Homemaker/family obligations
- 6% Health or disability-related problems prevent working
- 1% Would lose benefits SSI benefits
- 6% Laid off/recently dismissed
- 22% Cite another reason they are currently unemployed

14% 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:

- 10% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 15% Full-time student/going to school
- 11% Unable to find work/lack of employment opportunities
- 9% 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
- 4% Have not received necessary services from community agencies / on waiting list for services
- 4% Homemaker/family obligations
- 24% Health or disability-related problems prevent working
- 2% Would lose benefits SSI benefits
- 1% Laid off/recently dismissed
- 14% Cite another reason they have not been employed since high school

Difficulties Related to Employment Outcomes

Respondents were asked what problems or difficulties, if any, they have had becoming or staying employed as they planned while in high school. The following are some of their responses.

1. Planned to already have CDL but am working full-time to pay for college / Waned to go to school but can't afford it
2. Going to school / Planned to work but entered Military instead / Need to be working full-time but am not Lost job
3. Need balance with work and college; can't work full time all the time, otherwise I fall behind with schooling.
4. Medical issues / Due to disability he is struggling to work 20 hours a week- DVR may put him down to 16 hours a week / Health issues; is now laid off / Trouble keeping a job / In jail / Had a baby

High School Experiences and Employment IEP Planning

- 59% of respondents report they had a paying job in the community when they graduated from high school
- 35% of youth maintained that job for more than one year following high school exit
- 51% of respondents had the intention in high school to begin employment following graduation
- 69% 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. Taking the CNA course from SHS / AP calculus / Math classes / Violin / Shop classes / Arts / Tech Ed
2. Working in the Elementary School / Work experiences / Being an FFA officer – FFA Club / Friends
3. Very positive feedback and support from my teachers / People encouraged me to go to college / Teacher that was his mentor / Teachers helped me every step of the way / Love and support from the staff for all 4 years / Transition program - volunteering, cooking, getting out in the community and seeing other people

4. Getting support from my Special Education teacher through a Transition class and connecting with DVR / Being connected with DVR and having a Transition class to prepare me for life after high school / Military Recruiters
5. Learned to have a work ethic and it's been the most helpful / Worked hard / Made me responsible for myself / Learning to self-advocate / Memory tricks /
6. Work Experience Program as well as Project Search REPO Program
7. Appreciated help and support from Alternative High School / Getting my diploma

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 2015-16 school year by gender, race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

Duplicated Percentage of 2017 Engagement of 2015-16 Exitors by Gender, Race, Disability and Exit Type (N=2285)				
	Higher Education	Competitive Employment	Other Postsecondary Education or Training	Other Employment
Total - Unduplicated Count	28%	43%	2%	10%
Total - Duplicated Count	28%	60%	7%	17%
Male	27%	63%	7%	14%
Female	31%	54%	7%	22%
White	31%	61%	7%	17%
Minority	23%	56%	7%	17%
Emotional/Behavioral Disability	20%	62%	6%	14%
Intellectual Disability	4%	35%	7%	27%
Learning Disability	32%	70%	8%	15%
Low Incidence Disability	35%	54%	6%	17%
Graduated with a diploma	32%	63%	7%	17%
Exited with certificate	0%	23%	7%	23%
Reached maximum age	2%	18%	10%	30%
Dropped Out	3%	42%	8%	12%

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 2017 Post High School Outcomes Survey of 2015-16 exitors

The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2015-16 school year by gender, race, disability and exit reason.

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. 28% (649) have been enrolled in higher education within one year of leaving high school.
- B. 71% (1625) have been enrolled in higher education or competitively employed within one year of leaving high school.

- c. 83% (1900) 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))

Unduplicated Percentage of 2017 Engagement of 2015-16 Exiters by Gender, Race, Disability and Exit Type (N=2285)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education or Training	4. Other Employment
Total	28%	43%	2%	10%
Male	27%	46%	2%	9%
Female	31%	36%	2%	13%
White	31%	43%	2%	10%
Minority	23%	43%	2%	11%
Emotional/Behavioral Disability	20%	50%	2%	7%
Intellectual Disability	4%	33%	3%	24%
Learning Disability	32%	49%	1%	7%
Low Incidence Disability	35%	36%	2%	10%
Graduated with a diploma	32%	44%	2%	10%
Exited with certificate	0%	23%	5%	18%
Reached maximum age	2%	18%	10%	24%
Dropped Out	3%	40%	3%	11%

17% of respondents do not meet the criteria of any of the indicator 14 measures. Of those, 66% report they have never been engaged in in any postsecondary education or employment and 34% 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 2017 Reporting Measures of 2015-16 Exiters (N=2285)				
	A.	B.	C.	Not Engaged
Total	28%	71%	83%	17%
Male	27%	73%	83%	17%
Female	31%	68%	83%	17%
White	31%	73%	85%	15%
Minority	23%	66%	79%	21%
Emotional/Behavioral Disability	20%	70%	79%	21%
Intellectual Disability	4%	37%	65%	35%
Learning Disability	32%	81%	90%	10%
Low Incidence Disability	35%	71%	83%	17%
Graduated with a diploma	32%	76%	87%	13%
Exited with certificate	0%	23%	45%	55%
Reached maximum age	2%	20%	54%	46%
Dropped Out	3%	43%	56%	44%