

Wisconsin Post High School Outcomes Survey for Individuals with Disabilities

2006 Year 6 Statewide Summary Report of 2004-05 Exiters

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

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

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WISCONSIN STATEWIDE AND LEA POST HIGH SCHOOL OUTCOMES

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

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

- local education agencies (LEA) can conduct an outcomes survey to review local outcomes of students who have left their educational system.
- SEA and LEA surveys can measure desired outcomes by comparing state, local, and national data.
- LEAs can review their high school curriculum, community participation and work experiences offered to students to identify specific areas that need to be addressed to improve the outcomes of students exiting their high school placement.
- LEAs can examine different outcomes specifically related to gender, ethnicity, disability or diploma type to detect areas of weakness in current high school programming that may affect outcomes.
- LEAs can identify specific areas of weakness, implement research-based best-practice transition planning, and demonstrate improved outcomes for exiters.
- LEAs can assess participation in the IEP transition planning process by outside agencies, postsecondary educational training institutes and employment agencies in meeting the transition needs of youth with disabilities.
- SEA and LEA can use outcomes data to address the State Performance Plan (Indicator #14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. 20 U.S.C. 1416(a)(3)(B)).

SUMMARY OF KEY OUTCOMES FOR 2004-05 EXITERS

Independent Living

- ❖ 72% of the respondents continue to live at home with their parents
- ❖ 27% of the respondents live independently
- ❖ 80% of the respondents report getting together socially one or more times per week
- ❖ 68% of the respondents have a valid driver's license

Postsecondary Education

- ❖ 46% of the respondents are or have participated in postsecondary education
- ❖ 23% of the respondents attend an academic (2-year or 4-year) college
- ❖ 26% of the respondents attend technical college

Employment

- ❖ 78% of the respondents are employed
- ❖ 83% of employed youth works more than 20 hours per week
- ❖ 53% of employed youth work more than 37 hours per week
- ❖ 56% of the employed youth earn \$8.00 or more per hour and 38% earn less than \$8.00
- ❖ 63% of employed youth earns between \$5.70 and \$9.99 per hour
- ❖ 26% of employed youth earns \$10.00 or more per hour

- ❖ 29% of the respondents are working and also participating in postsecondary education
- ❖ 4% of the respondents are neither employed nor attending postsecondary education

SURVEY BACKGROUND

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

The second national study (NLTS2) began in 2001 and is a follow-up to the first NLTS. It involves a nationally representative sample of almost 12,000 students who were 13-16 years old and received special education in December 2000. In 2003, more than 7,000 parents and guardians completed phone interviews. The study will follow these students until 2010. Results of the NLTS-2 can be viewed at <http://www.nlts2.org> as they become available.

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

SURVEY YEARS

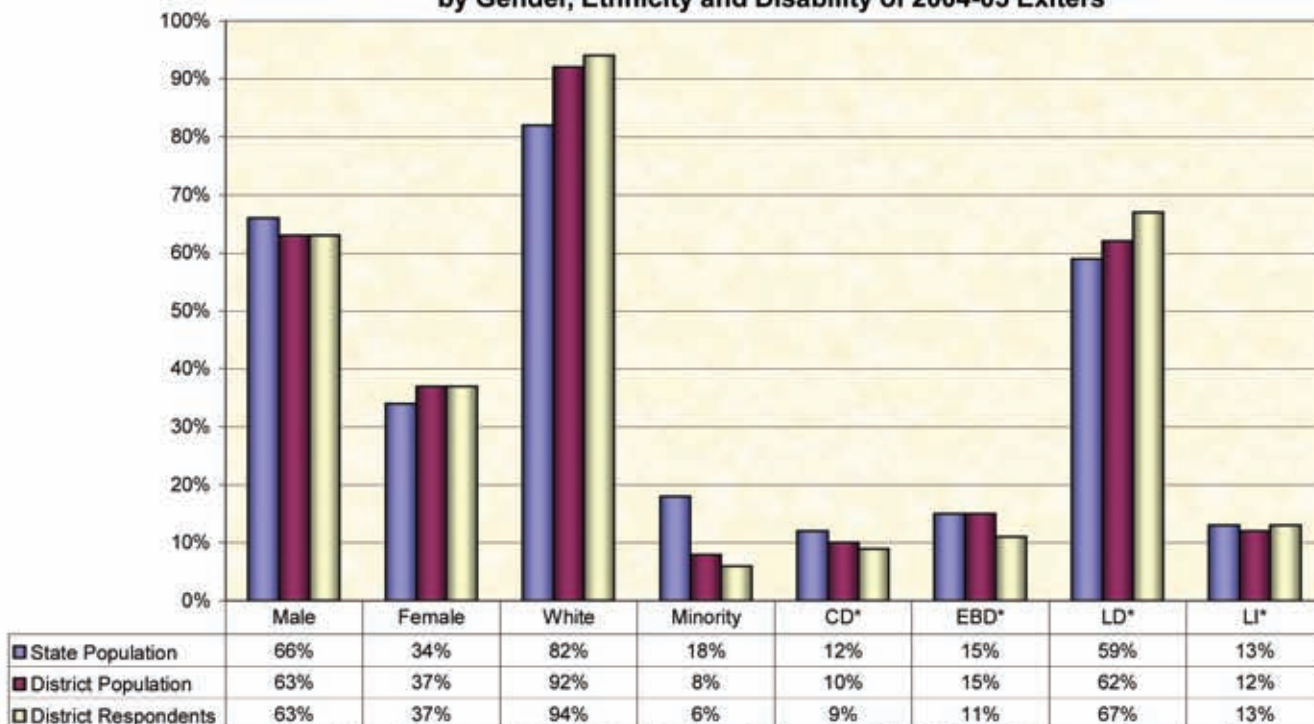
<p>Year 1 Group 1</p>	<p>St. Norbert College Survey Center interviewed a statewide random sample of 389 former students with disabilities who exited high school from LEAs in Wisconsin between December 1999 and December 2000. (7% of state leavers)</p>
<p>Year 2 LEA Mini-grants</p>	<p>32 LEAs interviewed 354 former students with disabilities who exited high school from LEAs in Wisconsin between December 2000 and December 2001. CESA #11 utilized a data-entry disk and process (6% of state exiters).</p>
<p>Year 3 Group 1 (3) Re-interviewed</p> <p>Group 2 Added</p>	<p>St. Norbert College Survey Center re-interviewed 291 (75%) of Group 1 exiters (exited high school between December 1999 and December 2000) out of high school for 3 years.</p> <p>St. Norbert College Survey Center interviewed a statewide random sample of 600 students with disabilities who exited high school from LEAs in Wisconsin between December 2001 and December 2002 (10% of state exiters).</p>
<p>Year 4 LEA Mini-grants</p>	<p>10 LEAs and Wisconsin State Transition Initiative (WSTI) coordinators interviewed 331 former students with disabilities who exited high school between December 2002 and December 2003. Mini-grant participants and WSTI coordinators piloted the outcomes survey process (8% of state exiters).</p>
<p>WSTI Survey</p>	<p>WSTI coordinators implemented the outcomes survey to determine student benefits from participating in the Wisconsin Statewide Transition Initiative.</p>
<p>Year 5 Group 1(5) Re-Interviewed</p> <p>Group 2(3) Re-Interviewed</p> <p>Group 3 Added</p>	<p>St. Norbert College Survey Center re-interviewed Group 1 exiters (exited high school between December 1999 and December 2000) out of high school for 5 years.</p> <p>St. Norbert College Survey Center re-interviewed Group 2 exiters (exited high school between December 2001 and December 2002) out of high school for 3 years.</p> <p>St. Norbert College Survey Center interviewed a statewide random sample consisting of more than 725 former students with disabilities who exited high school from LEAs in Wisconsin between December 2003 and December 2004. Website development and refinement progressed (11% of state exiters).</p>
<p>Year 6 LEA Mini-grants</p>	<p>40 LEAs interviewed (either locally or by St. Norbert College Survey Center) 463 students with disabilities who exited high school from LEAs in Wisconsin between December 2004 and December 2005 (6% of the state exiters). The outcomes website was utilized for this first year of planning for the new State Performance Plan (SPP) Indicator #14.</p>

SURVEY RESPONDENTS

For this study, 40 school districts applied for and received mini-grants to conduct a local outcomes survey. Students with disabilities who successfully left their high school education with a diploma, certificate of attendance, or reached maximum age of eligibility between December 2004 and December 2005 were included in the population. Former students were contacted for a telephone interview by either St. Norbert College Survey Center or their former high school.

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

Comparison of State Population, District Population and District Respondents by Gender, Ethnicity and Disability of 2004-05 Exitters



State Population n = 7360 | District Population n = 833 | District Respondents n = 463

Attempts were made to contact all available former students:

56% of the district population responded to the telephone interview

463 student telephone interviews were successfully completed. This represents 6% of statewide population of exitters. The margin of error for the total sample is +/- 5% at the 95% confidence level.

Of the 463 successfully completed interviews:

- 81% were the former students
- 15% were the parents of the former student
- 5% identified themselves as guardian or other

Of the 88 former students who were unable to respond for themselves:

- 26% were unable to communicate responses
- 48% were unavailable at the time of the interview
- 20% were unable to be located or unavailable
- 6% indicated another reason they could not respond

LIMITATIONS OF THE SURVEY

A limiting factor in the survey is the small number of responses for individual items when analyzed by ethnicity and low incidence disabilities. Some of these individual cells had fewer than five responses, making it necessary to interpret results with caution.

INDEPENDENT LIVING

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

LIVING ARRANGEMENTS

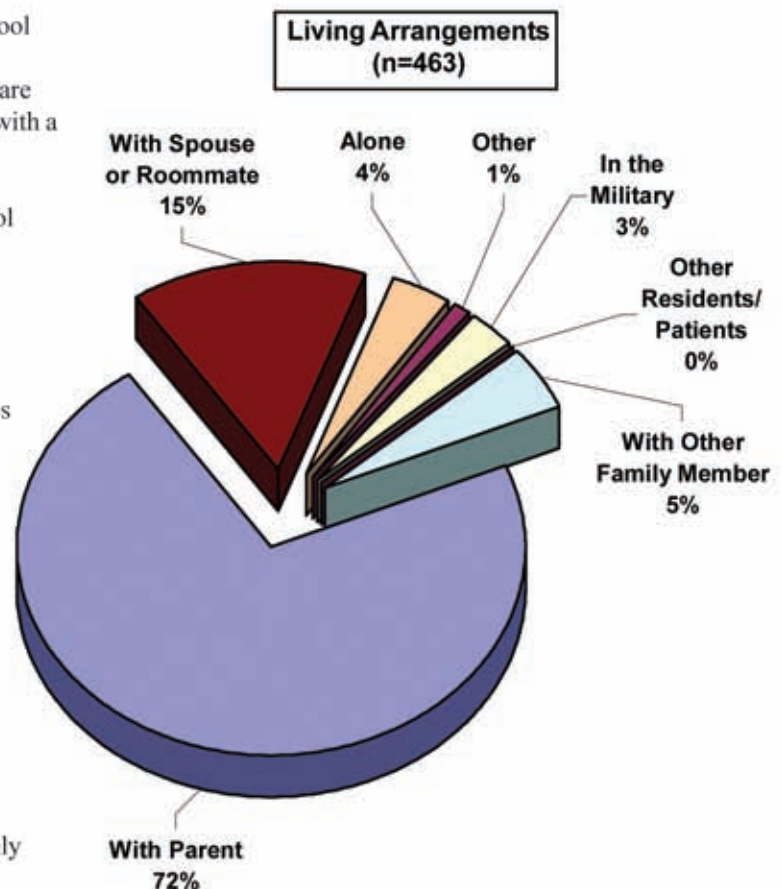
The percentage of youth with disabilities living independently in Wisconsin is similar to youth with disabilities living independently nationally. Minority youth and youth with emotional/behavioral disabilities are most likely to live independently one year after high school. Youth with cognitive disabilities and low incidence disabilities are most likely to continue to live with their parents compared to youth with learning disabilities and youth with emotional/behavioral disabilities.

Living Arrangements One Year after Exiting High School

- 72% Continue to live with their parent(s)
- 27% Report living independently, meaning they are living alone, with another family member, with a spouse or roommate, or are in the military

Living with Parents One Year after Exiting High School

- 74% Male youth
- 69% Female youth
- 72% White youth
- 61% Minority youth
- 79% Youth with cognitive disabilities
- 59% Youth with emotional behavioral disabilities
- 71% Youth with learning disabilities
- 80% Youth with low incidence disabilities



PAYING BILLS

To pay their bills, respondents primarily report:

- 51% use a checking account
- 32% use cash, money orders or savings account only
- 14% have someone else manage their money

AGENCIES UTILIZED

Division of Vocational Rehabilitation (DVR) services
Job Center
Human Services

AGENCY SERVICES

transportation to work
workforce resources/job coaching/job placement interviews and training
paid postsecondary education tuition
paid travel for college (mileage reimbursement)

ADULT AGENCY INVOLVEMENT/SUPPORT SERVICES

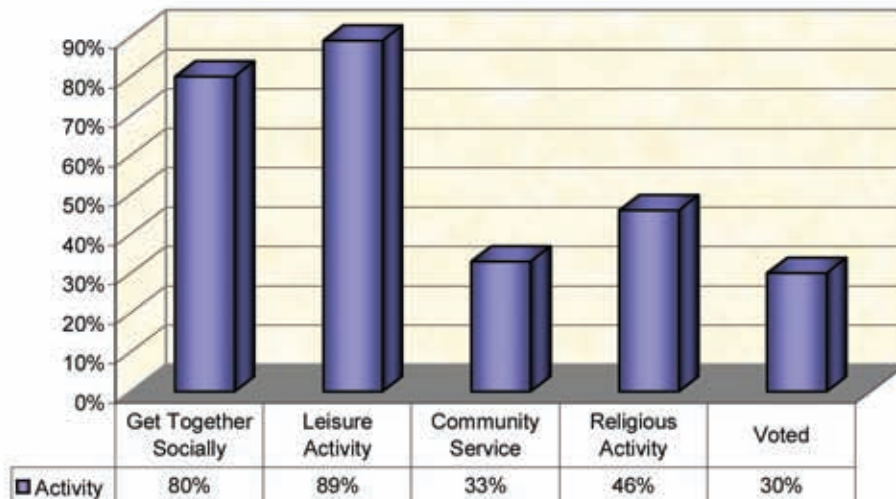
3% of respondents report working with someone from an Independent Living Center or Health and Human Services to help them with things like shopping, transportation or scheduling to maintain their independent living arrangements (12% CD, 4% EBD, 1% LD, 7% LI)

16% report they are working with someone from an adult employment agency (e.g. Division of Vocational Rehabilitation (DVR), Human Services) on things like finding a job, helping with transportation to work or college, driver's training, or paying for classes or books. (28% CD, 10% EBD, 13% LD, 31% LI)

SOCIAL / RECREATIONAL / DAILY LIVING

Nationally, 28% of youth regularly participate in community groups and 20% do volunteer work or participate in a community service activity (NLTS2, 2005). Male and female youth with disabilities are as likely to participate in recreational activities. White youth (52%) are much more likely to use a checking account than minority youth (32%). Youth with emotional/behaviorial disabilities are less likely to have a driver's license (52%) than youth with learning disabilities (81%) and to participate in social/recreational activities than youth with other types of disabilities.

Social/Recreational Activities in Past Six Months (n=463)



TRANSPORTATION

- 69% have a valid driver's license
- 5% have a suspended license
- 16% do not have a license but plan to get one
- 4% do not have a valid license and do not plan to obtain one
- 5% report being medically restricted from obtaining a driver's license
- 12% indicate getting a ride to a social event is a barrier to their participation

RESPONSES BY FORMER STUDENTS ON INDEPENDENT LIVING

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

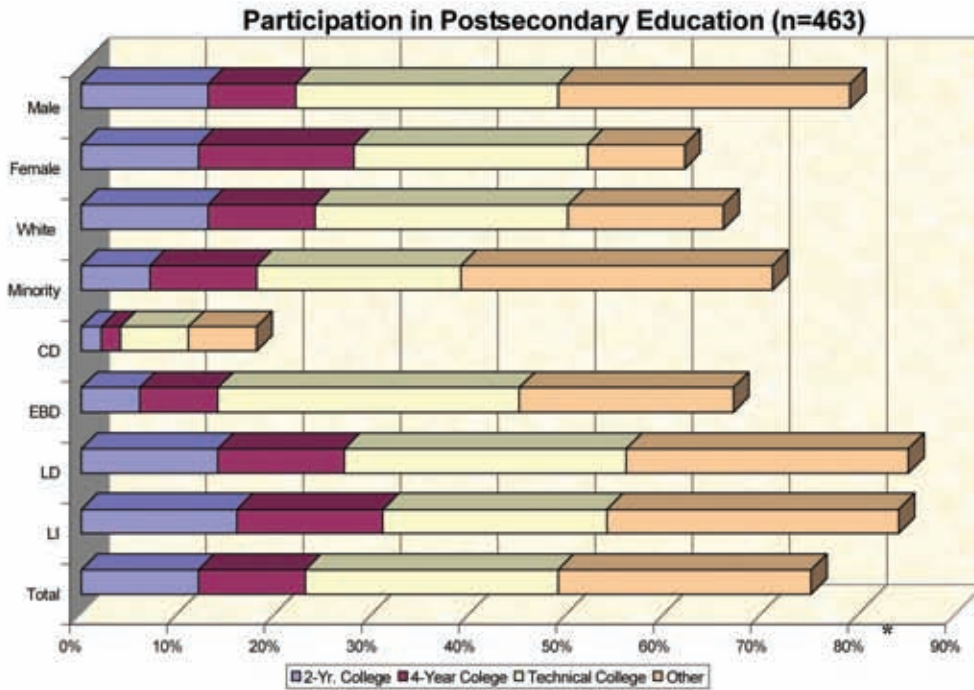
- ❖ Finding housing; they did not have enough rooms on campus for everybody
- ❖ Trying to find affordable housing on my own
- ❖ Trying to find support and county-based housing
- ❖ Cutbacks have not allowed her to get adequate help with housing
- ❖ Getting together with friends because of transportation
- ❖ She has autistic tendencies so she tends to be in her own world
- ❖ I can't get together with friends because of my wheelchair
- ❖ Money issues

POSTSECONDARY EDUCATION & TRAINING

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

POST SECONDARY EDUCATION BY GENDER, ETHNICITY AND DISABILITY (G/E/D)

46% of former students are attending or have attended some type of postsecondary education programs. 7% (9% nationally) of the former students started a postsecondary program then discontinued. Many youth participate in more than one type of further education, as indicated by the 353 “yes” responses for the 217 who attend or have attended postsecondary education or training. Overall, participation in postsecondary education is fairly even in relation to gender. As many minority youth (47%) participate as white youth (47%). Youth with cognitive disabilities attend less than is represented in the population of youth with disabilities. Youth with learning disabilities (51%) and youth with low incidence disabilities (51%) represent the greatest majority of students participating in all types of postsecondary education.



Types of Post Secondary Education

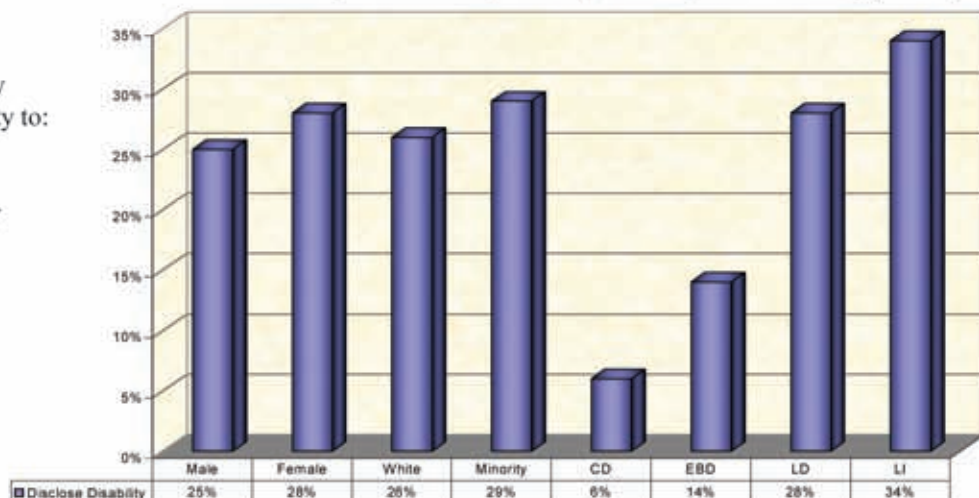
- 12% 2-year college
- 11% 4-year college or university
- 26% Technical college
- 6% Vocational /short-term
- 5% Formal apprenticeship
- 10% H.S. completion (Gen Ed Degree)

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

SELF-ADVOCACY AND DISCLOSURE

Regardless of type of disability or gender, an average of 26% of young adults who attend postsecondary education identify themselves as having a disability to someone at their place of postsecondary education. This percentage is much lower than in previous survey years when 62% of youth disclosed their disability status. Youth with cognitive disabilities (6%) and youth with EBD (14%) are least likely to disclose their disability status to anyone at their place of postsecondary education or training.

Percentage Who Disclose Their Disability Status at the Place of Post Secondary Education by Gender, Ethnicity and Disability (n=217)



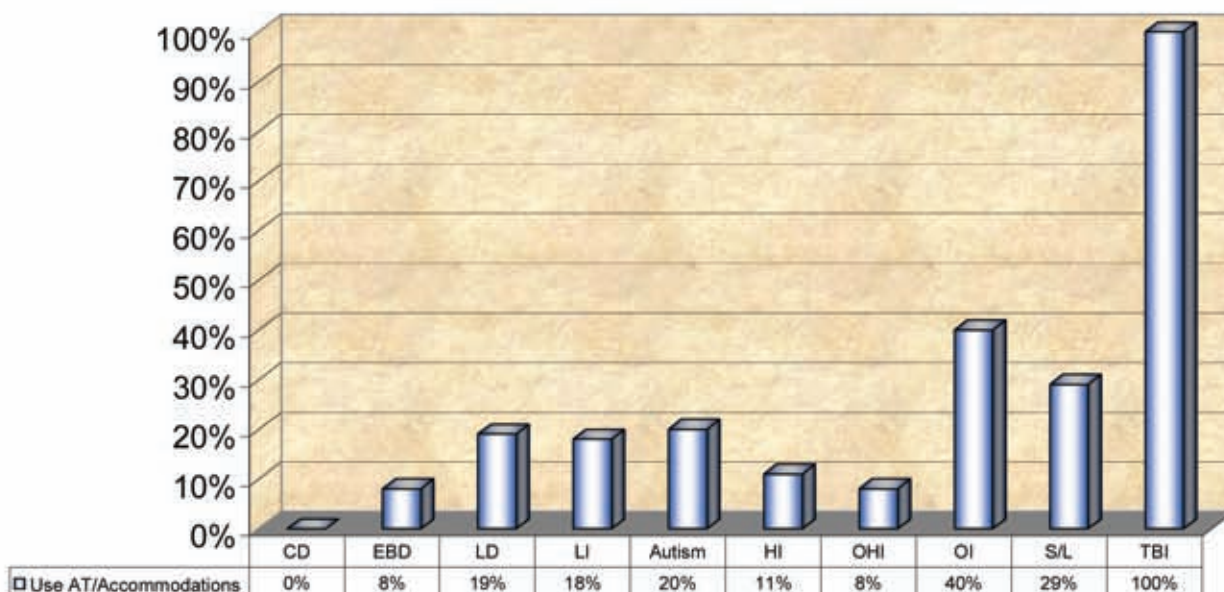
Those who attend postsecondary education disclose their disability to:

- 10% a counselor/advisor
- 11% a disability specialist
- 5% their classroom teacher
- 71% no one

ACCOMMODATIONS & ASSISTIVE TECHNOLOGY

Of the 217 youth with disabilities participating in postsecondary education, 16% report using some type of accommodation or assistive technology (AT) device. This is much lower than the 39% and 44% using accommodations or AT in the previous two years of this survey. Male youth (13%) are less likely than female youth (20%) to use AT or accommodations. White youth (16%) are more likely to use AT and accommodations than minority youth (7%). Data in relation to students with specific types of low incidence disabilities should be interpreted cautiously as the numbers of each type of disability are small and can therefore vary widely given many individual factors.

Percentage Who Use AT/Accommodations at Their Place of Postsecondary Training by Gender, Ethnicity and Disability (n=217)



Post Secondary Accommodations / AT

- | | |
|--|-------------------------------------|
| Tests and books on tape / taped-texts | Quiet room for tests |
| Laptop for notetaking / Computer / Calculators | Test administered verbally |
| Seating in front of the class | Writing or learning lab help |
| Extended time on tests and assignments | Tests with a teacher |
| Note takers/notetaking/reader | Tutoring / group work / study group |

RESPONSES BY FORMER STUDENTS ON POSTSECONDARY EDUCATION OUTCOMES

Respondents were asked what, if any, problems or difficulties they have had getting into or participating in postsecondary education or training as they would like since leaving high school. The following is a sampling of the responses:

- ❖ I don't have the money right now / no finances right now
- ❖ Need to increase finances first
- ❖ Mostly a lack of trying/ Lack of motivation
- ❖ Dental assistant program was too difficult for me to finish
- ❖ It's been stressful but I've been able to handle it / Math is hard for me
- ❖ Needed longer testing time
- ❖ Waiting list for hearing loss support

EMPLOYMENT

Two outcomes of employment were considered: (1) whether the former student held competitive paid employment outside the home and (2) the compensation and benefits the youth received for their work. For this study, employment was identified as working for pay in a community setting. Nationally, 48% of youth with disabilities were employed at the time of the interview (70% had been competitively employed sometime when they had been out of high school for up to two years) which is an increase from 55% in 1987 (NLTS 2005).

TYPE OF EMPLOYMENT

The following table indicates that of the 463 respondents, 78% report being employed for pay. An additional 14% have been employed sometime since leaving high school but are not currently employed. Most youth with disabilities employed are in food service, retail/sales, and factory/production. A higher percentage of youth with disabilities are working this year than last year (72%).

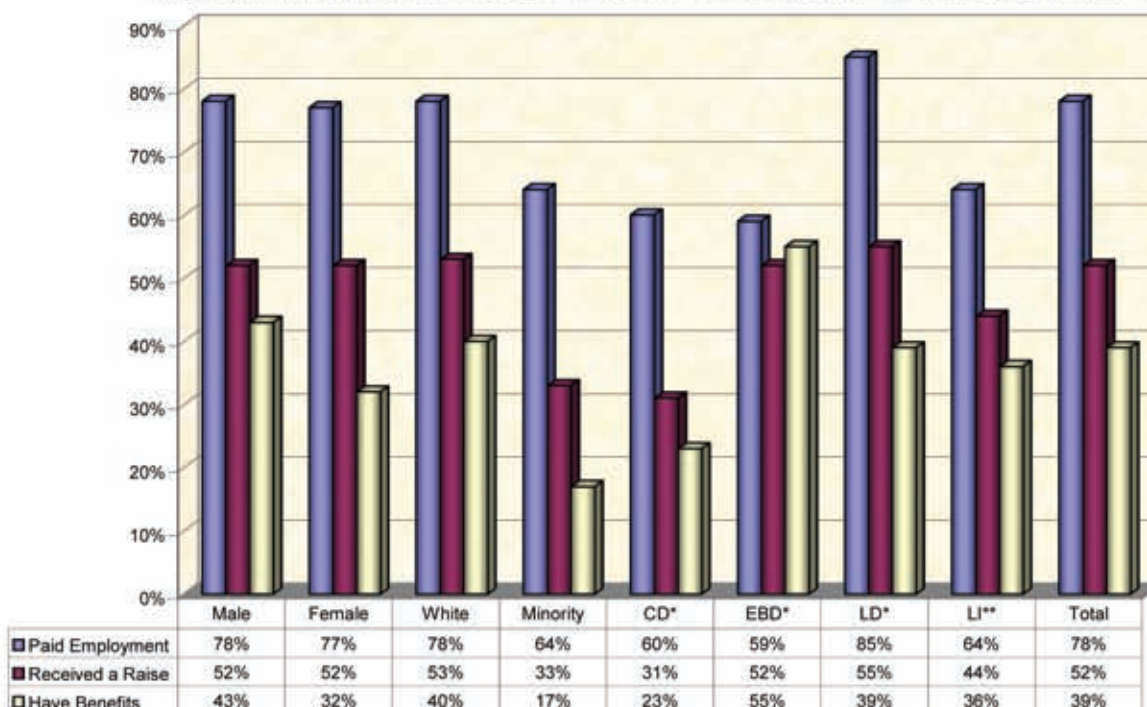
Primary Type of Post High School Employment (n=350)

Primary Type of Employment	%	Primary Type of Employment	%
Food Serv/Restaurant/FastFood/Grocery	19	Nursing/Medical/Health Care/Counseling	4
Factory/Industry/Manufacturing	15	Agriculture/Farming/Logging/Fish/Trap	3
Retail/Sales/Marketing	13	Military/Service	3
Construction	10	Computer/Office Equipment/Technology	2
Mechanics/Repairer/Equip Repairer	8	Supported Employment	2
Child Care/Cleaning/Janitorial	7	Trucking/Mail Service	1
Other	7	Cosmetology/Barbering	.6
Clerical/Office/Secretarial	4	Protective Services/Security	.6

EMPLOYMENT BY GENDER, ETHNICITY AND DISABILITY

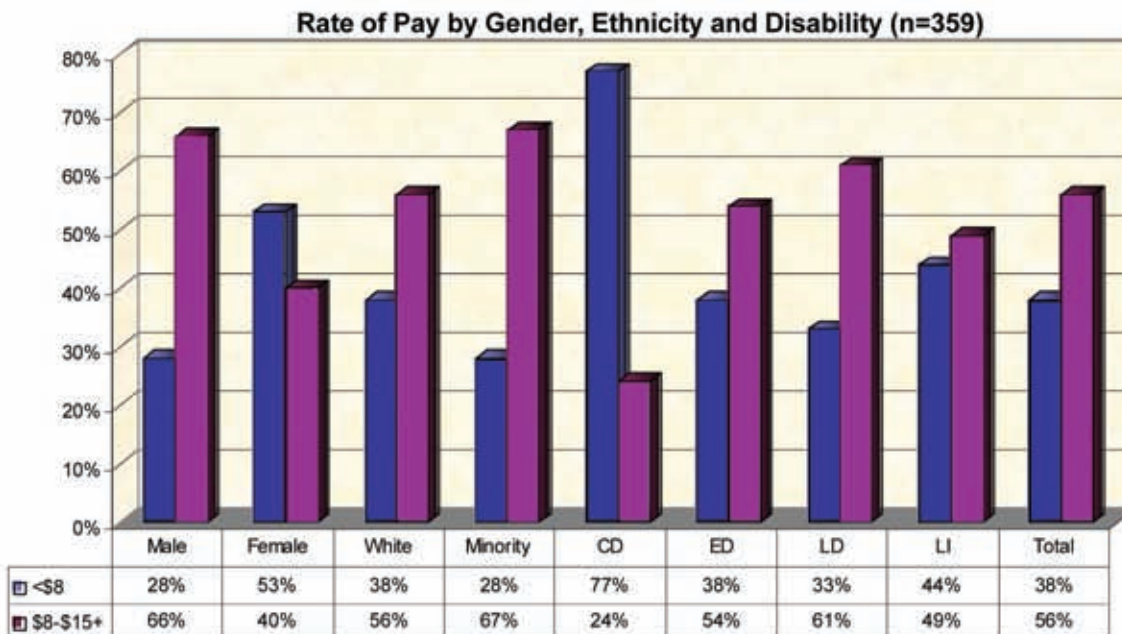
Male youth and female youth are as likely to be employed and have received a raise in pay. Minority youth and youth with cognitive disabilities or emotional/behavioral disabilities are least likely to be employed. Minority youth and youth with cognitive disabilities are the least likely to have received a raise or have benefits.

Employment, Raise in Pay and Benefits by Gender, Ethnicity and Disability (n=359)



EMPLOYMENT BY GENDER, ETHNICITY AND DISABILITY

A much higher percentage of males than females earn between \$8 and \$15. A higher percentage of minority youth earn between \$8 and \$15 than do white youth with disabilities. The most frequent rate of pay for all categories of gender, ethnicity and disability is between \$8.00 and \$9.99 per hour. A higher percentage of youth with cognitive disabilities earn significantly lower salaries than any other disability area.



Of the youth with disabilities who are currently employed, the majority (35%) have been employed more than one year, 32% have been working one to six months and 23% have been working seven to 12 months. A majority of youth (53%) work more than 37 hours per week, with 83% of the former students working 20 hours per week or more. 38% earn less than \$8.00 per hour; 68% earn up to \$10.00 per hour and 26% earn \$10.00 per hour or more.

EMPLOYMENT ASSISTANCE

Of those employed:

- 44% found their own jobs,
- 41% had help from family or friends
- 4% had assistance from an adult service agency
- 7% former high school personnel

The greatest majority of youth with disabilities talked to a family member, friends, or someone their family knows about needed employment, while few talked to adult service or employment agencies. This indicates the importance family and friends have in guiding and advising youth with disabilities even after high school, and the need to better connect students with those agencies who can assist them in locating employment post high school.

Employment Assistance (n=463)

Assistance Finding Employment (other than family/friends)	% That Would Contact	% That Actually Talked To
An employment agency (e.g. economic or workforce center, Job Center, job service)	21%	10%
Don't Know	19%	10%
No One	13%	66%
Someone from former high school	13%	6%
DVR (Dept. of Voc. Rehab)	8%	6%
Health and Human Services	1%	0%

Requesting assistance on the job

- 6% requested accommodations/help from current employer
- 86% received the requested accommodation or help

Employment Accommodations

- Employer explains things
- Built job around capabilities
- A chance to rest when legs are tired
- Help with opening materials to pack boxes

REASONS FOR UNEMPLOYMENT

Reasons Former Students are Unemployed (n=97)

Reasons for Unemployment	%
Unable to find work	34
Full-time student/going to school	16
Disabled and/or receiving SSI	11
Laid off / Recently dismissed	11
Other	10
Not looking/volunteering	9
Homemaker	3
Unknown / Refused	2
On a waiting list for services	1
Unable to find transportation	1

21% of young adults with disabilities report that they are currently unemployed one year after exiting from high school.

The majority of youth with disabilities report they are not working because they are unable to find work (34%). This percentage is lower than last year's survey (56%). 11% report not working because they are receiving SSI benefits, which is 2% of all leavers in the survey.

HIGH SCHOOL TRANSITION PLANNING

- 75% of former students report they had a paying job in the community when they graduated from high school
- 40% kept that job for more than one year after high school
- 53% had the primary intention in high school to begin full-time employment, rather than postsecondary training, following graduation (53% are actually working more than 37 hours per week)
- 63% report being employed as planned
- 57% had the primary intention of beginning postsecondary education after graduation (46% are or have attended)
- 49% report they are attending postsecondary education as planned
- 46% planned to live independently after graduation
- 71% report they are currently living as they planned in high school (27% are living independently)

RESPONSES BY FORMER STUDENTS ON EMPLOYMENT OUTCOMES

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

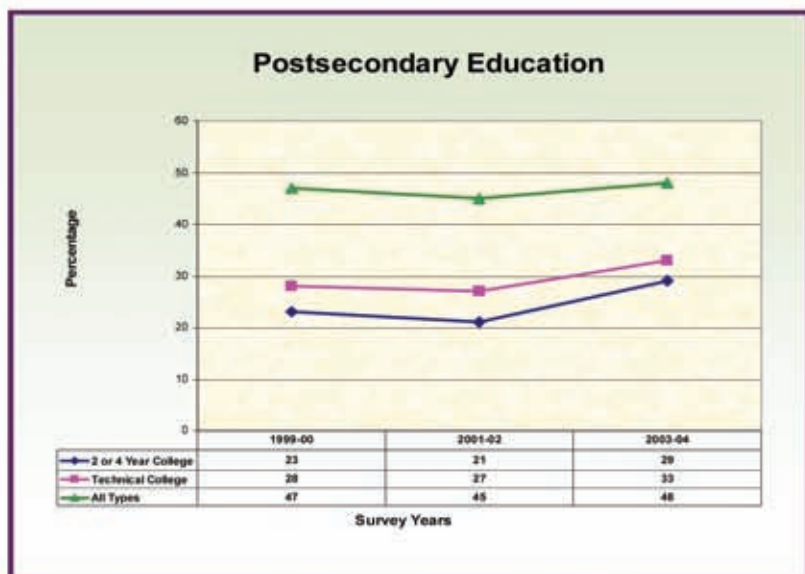
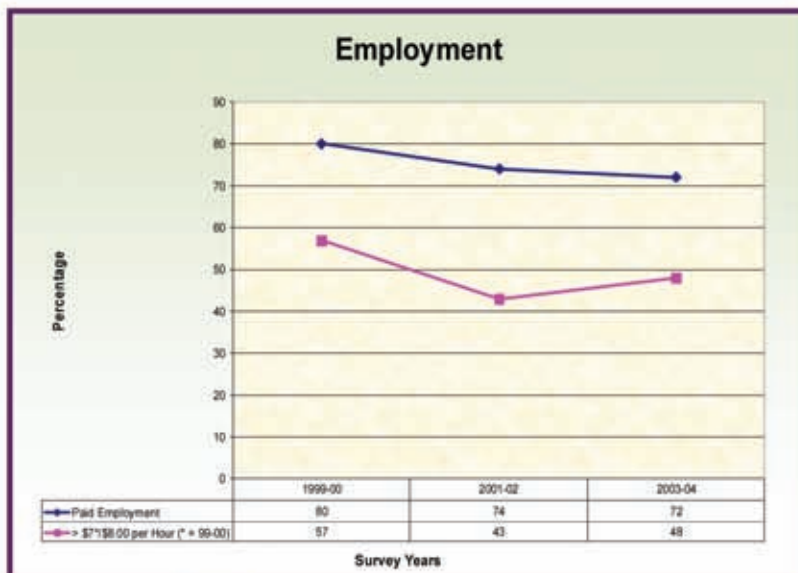
- ❖ Can't find job at present; no spots available
- ❖ All the mills are getting closed down and they're laying off / Too much competition for the jobs
- ❖ I've applied for jobs but have never gotten a call back
- ❖ Took awhile to get into a job - no real jobs available
- ❖ Medication is a problem
- ❖ Hygiene; I'm not all that hygienic
- ❖ Waking up in time

What Students Say Helped Them Reach Their Goals

- ❖ My auto shop teacher pushed me to do better in my classes
- ❖ The principal at the school was extremely helpful - without his support, I probably would not have graduated
- ❖ Telling him he could do things and to go on to school
- ❖ Some of the teachers provided great feedback for my career path
- ❖ Made me realize the potential I had and pushed me to graduate.
- ❖ Supportive teachers/advisers helped with my academic needs
- ❖ Teachers and I set goals while in high school for college, military training and then completing a degree
- ❖ Being captain of the football team - role model for the whole class
- ❖ Being part of team to complete project
- ❖ Classes I took senior year / photography classes / shop classes/tech ed
- ❖ With my current position, math classes/skills were critical
- ❖ Taking a money management course in school gave me the tools to save and manage my funds for college and a car
- ❖ Job training was positive/amazing for her development
- ❖ Getting involved with a program at my high school that prepared me for my current job
- ❖ The junior achievement program for nurses I took

RESULTS OVER TIME - STATEWIDE RESULTS

These tables review the major post high school outcomes for youth who exited high school during the 1999-2000, 2001-02, and 2003-04 school years, and were out of high school for one year. Independent living is defined as living with a spouse or roommate, another family member, alone, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay. A higher percentage of young adults with disabilities are living independently (fewer are living with their parent), more are attending all types of postsecondary training, and slightly fewer are employed.



Possible Areas of Consideration When Reviewing These Data

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

WPHSOS

Year 6 Statewide Summary Report of 2004-05 Exiters

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YEAR 6 SUMMARY

This table reviews the major post high school outcomes for youth who exited high school during the 2004-05 school year. Independent living is defined as living with a spouse or roommate, another family member, alone, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay in a competitive community setting.

View of Youth with Disabilities Who Live Independently, Attend Postsecondary Education, and Have Paid Employment (n = 463)

04-05 Exiters	% Living Independently	% Attend Postsecondary	% Paid Employment
Male	24	45	78
Female	31	50	77
White	26	47	78
Minority	37	47	64
CD	19	16	60
EBD	38	38	59
LD	27	51	85
LI	17	51	64
Autism	0	48	53
HI	44	66	78
OHI	21	33	75
OI	0	60	20
S/L	14	85	57
TBI	100	100	100
Total	27	46	92 / 78*
NLTS2 (*=2 yrs out/time of survey)	23	32	70 / 48*

LINKS TO RESOURCES

Wisconsin Executive Summaries/Final Reports	www.dpi.state.wi.us/sped/posthigh.html
Wisconsin State Improvement Plan	www.dpi.state.wi.us/sped/sig.html
LEA Special Education Plan	www2.dpi.state.wi.us/leareports/
National Longitudinal Transition Study	www.sri.com/policy/cehs/dispolicy/nlts.html
National Longitudinal Transition Study2	www.nlts2.org
National Post School Outcomes Center	www.psocenter.org
National Secondary Transition Assistance Center	www.nsttac.org
Wisconsin Statewide Transition Initiative	www.wsti.org
NLTS2, 2005	

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



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