

Wisconsin Post High School Outcomes Survey of Individuals with Disabilities

Year 4

*A Status Report of Students with Disabilities Who Exited
High School between December 2002 and December 2003*

Prepared for the

Wisconsin Department of Public Instruction

Office of the Superintendent

by

Cooperative Educational Service Agency #11

Turtle Lake, Wisconsin

November 2004

Prepared by Mary Kampa, Project Coordinator
Cooperative Educational Services Agency #11
Funded by IDEA Discretionary Grant # 2004-9911-24

ACKNOWLEDGEMENTS

Several individuals contributed significantly to this study. Many thanks to those who shared their time, talents, and expertise, specifically:

- Steve Gilles, Department of Public Instruction (DPI)
- Kathy Laffin, RSN/CSPD Coordinator, CESA #11
- Lynese Gulczynski, Program Assistant, CESA #11
- Angie Ricci, Special Education Support Staff, CESA # 11
- Leslie Seeger, Bookkeeping, CESA #11
- The School Districts of Shell Lake and Birchwood

CONTACTS

Please use the following contacts if you have questions or wish to comment on this study.

DPI Consultants

State of Wisconsin Department of Public Instruction
P. O. Box 7841
Madison, WI 53707-7841
(608) 266-3390 TDD (608) 267-2427
Website: www.dpi.state.wi.us

CESA #11

225 Ostermann Dr.
Turtle Lake, WI 54879
(715) 986-2020
Website: www.cesa11.k12.wi.us

Project Coordinator

Mary Kampa
Shell Lake School District
271 Hwy 63
Shell Lake, WI 54871
(715) 468-7815
e-mail address: kampam@shelllake.k12.wi.us

CONTENTS

Acknowledgements and Contacts	2
Contents	3
List of Tables and Figures	4
Survey Overview	
Introduction	5
Study Purpose and Uses	5
Overview of Survey Years	6
Method	7
Results	
Study Participants	8
Independent Living.....	9
Postsecondary Education and Training	11
Employment	15
Summary	20
References	22
Appendices	
Appendix A – Respondent Suggestions	23
Appendix B – Individual Education Plan (IEP) Data.....	30
Appendix C – Interview Questions	32

TABLES

Table 1	Comparison of State Population, District Population, and District Respondents of Youth with Disabilities by Gender, Ethnicity and Disability.....	8
Table 2	Participation of Youth with Disabilities in Activities of Independent Living by Gender, Ethnicity and Disability	10
Table 3	Representative Participation of Youth with Disabilities in Postsecondary Education by Gender, Ethnicity and Disability	12
Table 4	Percentage of Participation Youth with Disabilities in Postsecondary Education by Gender, Ethnicity and Disability	13
Table 5	Participation of Youth with Disabilities in Vocational Courses While in High School.....	15
Table 6	Primary Place and Type of Post High School Employment of Youth with Disabilities	15
Table 7	Percentage of Youth with Disabilities Who are Currently Employed, Have Received a Raise and Have Benefits	16
Table 8	Employment Statistics of Youth with Disabilities	14
Table 9	Employment Assistance and Youth with Disabilities	18
Table 10	Reasons Youth with Disabilities are Unemployed.....	18
Table 11	Percentage of Youth with Disabilities Who are Currently Employed, Those Employed When They Left High School, and Those Who Intended to Begin Employment after High School.....	19
Table 12	Percentage of Participation of Youth with Disabilities in High Work Experiences and Current Employment by Gender, Ethnicity and Disability	19
Table 13	Percentage View of Youth with Disabilities Who Have Paid Employment, Attend Postsecondary Education or Training, and Live Independently.....	18

FIGURES

Figure 1	Percentage of Youth with Disabilities Who Use Assistive Technology or Accommodations in Postsecondary Education.....	14
Figure 2	Percentage of Rate of Pay of Youth with Disabilities by Gender, Ethnicity and Disability	17

Wisconsin Post High School Outcomes Survey of Individuals with Disabilities

A Status Report of Students with Disabilities Who Exited High School Between December 2002 and December 2003

Introduction

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 (1987 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. Findings of the NLTS have been widely cited in the literature, and can be reviewed in-depth at <http://www.sri.com>.

In 1999, OSEP began designing its second longitudinal transition study of high school-aged students with disabilities as they leave high school and engage in post high school activities. SRI International has again been contracted to conduct this study and is currently collecting student data for the NLTS-2. Results of this study can be viewed at www.nlts2.org as they become available.

The Wisconsin Post High School Outcomes Survey (WPHSOS) assesses the outcomes of students with disabilities who successfully exited their high school educational placement by examining the student's participation in independent living activities, postsecondary education, and employment, one and three years after exiting their secondary placement. Additionally, student participation in high school job exploration, employment, and vocational preparation is assessed. The Wisconsin Statewide Post High School Outcomes Survey also assesses several areas related to the implementation of the federal transition requirements, including student participation in their own IEP meetings, inclusion of the student's interests and preferences in the IEP, course of study, needed transition services, content items, and outside agency participation.

Executive Summaries and full text of the first, second and third years of the Wisconsin Post High School Outcomes Survey can be found at <http://www.dpi.state.wi.us/sped/posthigh.html>.

Purpose and Uses of the Wisconsin Post High School Outcomes Survey (WPHSOS)

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 purpose of the WPHSOS is to provide a framework which state and local education agencies (LEA) may conduct their own outcomes studies, identify critical outcomes and needs, and improve the post high school outcomes of future students.

Wisconsin Statewide and LEA Post High School Outcomes

By collecting and examining the outcomes of youth with disabilities who have exited high school, the state education agency (SEA) and local educational agencies (LEA) have data that can be utilized several ways:

- LEAs can implement a similar outcomes survey to review the local outcomes of students who have exited their educational system.

- SEA and LEA surveys can measure desired outcomes by comparing state, local, and national data.
- by examining the IEP transition requirements of IDEA, LEAs can identify specific areas of weakness, implement research-based best-practice transition planning and demonstrate improved outcomes for exiters.
- LEAs can review their high school curriculums, 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 or disability to detect areas of weakness in current high school programming that may affect outcomes.
- LEAs can assess participation by outside agencies, postsecondary educational training institutes, and employment agencies in meeting the transition needs of youth with disabilities.

Overview of State Survey Years

Year 1 **Group 1**

- Using a 20% random statewide sample of students with disabilities who exited high school from LEAs in Wisconsin between December 1999 and December 2000, St. Norbert College Survey Center interviewed 389 former students (7% of statewide exiters).

Year 2 **LEA Mini-grants**

- 32 LEAs interviewed 520 students with disabilities who exited high school from LEAs in Wisconsin between December 2000 and December 2001.
- CESA #11 piloted a data-entry disk and process the mini-grant participants utilized when conducting their local outcomes survey.

Year 3 **Group 1 (3) - Re-interviewed**

- St. Norbert College Survey Center re-interviewed 291 (75%) of Group 1 exiters (exited high school between December 1999 and December 2000) now out of high school for 3 years.

Group 2 - Added

- Using a 40% random statewide sample of 600 students with disabilities who exited high school from LEAs in Wisconsin between December 2001 and December 2002, St. Norbert College Survey Center interviewed 600 former students (10% of statewide exiters).

Year 4 **LEA Mini-grants**

- 10 LEAs and 12 Wisconsin State Transition Initiative (WSTI) coordinators interviewed 331 students with disabilities who exited high school from their LEA in Wisconsin between December 2002 and December 2003.
- Survey participants piloted the outcomes survey process

WSTI Survey Schools

- Wisconsin Statewide Transition Initiative (WSTI) coordinators implemented the outcomes survey to review the outcomes of local students, and to assess student benefit from participation in the WSTI project.

METHOD

For purposes of this study, *local educational agency (LEA)* includes 426 Wisconsin public schools, three County Children with Disabilities Education Boards, the Department of Corrections, the Department of Health and Family Services, the Wisconsin School for the Deaf and the Wisconsin Center for the Blind and Visually Impaired. *Exit* means the student exited their high school education setting with a regular diploma, with a certificate of attendance, or reached the maximum age of eligibility (21 years old) for special education and related services.

Procedures

During the 2003-04 school year, LEAs applied for and received a state mini-grant to conduct a local outcomes survey utilizing methods similar to the statewide survey. Coordinators from the Wisconsin Statewide Transition Initiative (WSTI) project were also included in this study to assess the outcomes of local exiters and to review possible student benefit from having their districts participate in the statewide study. Results from 17 WSTI schools and nine LEAs are included in this report. Unlike the statewide study which utilizes a random sample (sampling with error) of students who exited their secondary education the preceding year, the LEAs included in this study censused (sampling without error) their entire population of students who exited the year before.

To ensure as much consistency as possible in implementation and analysis, CESA #11 provided training to survey participants on the survey procedures, interviewing, data entry, and data analysis. Districts collected their own data, interviewed their exiters, and reviewed their data. The types of information collected, instruments utilized, and data analyzed essentially has remained the same for the previous three years of this study. Rather than contracting with St. Norbert College Survey Center to conduct all the interviews as they did in Year 1 and Year 3 of the statewide survey, CESA 11 worked with an independent programming consultant to develop a web-based data collection method.

Districts identified their population of exiters and collected three main pieces of information (*see Appendix C*):

Demographic Information

The LEAs and WSTI coordinators utilized student data as reported on their 2003 December 1 Federal Student Data Report, including:

- ◆ the student's name, district of attendance, date of birth, gender, ethnicity and primary disability
- ◆ educational environment (i.e. program model/setting for primary disability)
- ◆ exit status (i.e. exit with a regular diploma, certificate of completion/differentiated certificate, or termination at maximum age of eligibility)

IEP Data

Student IEP data was recorded from the former student's senior (or last year) of high school of attendance.

Interview with the Former Student

Multiple attempts were made to contact all of the former students identified by LEAs to participate in a telephone interview. Prior to the interview, former students received a letter describing the study, as well as a letter from State Director of Special Education, Stephanie Petska, citing the requirements of this data collection and explaining why it was permissible to utilize this confidential information without parent/guardian/ student consent.

Limitations of the Survey

A limiting factor in the survey is the small number of responses for individual items when analyzed by low incidence disabilities. Some of these individual cells had fewer than five responses, making it necessary to interpret results with caution. This limitation was addressed by increasing the random sample of 20% of exiters in the first year of the study to 40% of exiters in the third year of the study.

Wisconsin Post High School Outcomes Survey of Individuals with Disabilities

A Status Report of Students with Disabilities Who Exited High School Between December 2002 and December 2003

Study Participants

For this study, students with disabilities who successfully exited their high school education between December 2002 and December 2003 were included in the population. Table 1 shows the comparison of the students with disabilities who exited in the state (State Population), students in the district eligible to participate in the study (District Population), and those district students who responded to the interview questions and had their senior or last year of school IEP reviewed (District Respondents). Information presented in this report is based on the responses of the District Respondents.

	State Population		District Population		District Respondents	
	N=6790	Percent	N=580	Percent	N=331	Percent
Male	4457	66	385	66	226	68
Female	2333	34	195	34	105	32
White	5758	85	470	81	287	87
Minority	1032	15	110	19	44	13
Asian	124	1.8	9	1.6	2	.6
Black	559	8.2	75	12.9	36	10.9
Hispanic	208	3.1	13	2.2	2	.6
American Indian	141	2.0	13	2.2	4	1.2
CD*	867	13	71	12	40	12
EBD*	1155	17	113	19	43	13
LD*	3926	58	309	53	177	53
LI*	842	12	87	15	71	21
Autism	65	1.0	6	1.0	4	1.2
D/B	1	<.1	0	0	0	0
HI	108	1.6	13	2.2	10	3.0
OHI	396	5.8	37	4.7	27	8.2
OI	74	1.1	12	2.1	1	.3
S/L	143	2.1	25	4.3	25	7.6
TBI	28	.4	1	.2	1	.3
VI	27	.4	2	.5	3	.9

*CD Cognitive Disability, EBD Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence

For portions of this report, ethnic categories of Asian/Pacific Islander, Black/Not Hispanic, Hispanic, and American Indian/Alaskan Native were 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), were grouped as “Low Incidence” (LI). This was done because some of the data points had fewer than five responses when analyzed by gender, ethnicity and disability.

RESULTS

Respondents

Attempts were made to contact all 580 former students. Of the available 580 former students, 331 (57%) student interviews were successfully completed. The margin of error for the total sample is +/-5% at the 99% confidence level.

Of the 331 successfully completed interviews, 58% of the respondents were the former students themselves; 38% of the respondents were the parents of the former students, and 4% identified themselves as guardian or other. Of the 139 former students who were unable to respond for themselves, 14% were unable to communicate responses, 7% were unable to be located or unavailable at the time of the interview, and 79% indicated another reason they could not respond.

Nineteen percent (19%) of the respondents were identified as having a secondary disability, and 3% were identified as having three or more disabilities. Of the 40 respondents identified with cognitive disabilities, 21 (5%) were reported as having a mild or moderate disability and 7 were reported as having a severe or profound disability (2% of all survey respondents).

During their last year of high school attendance, 51% of the respondents were in the special education environment for less than 21% of their school day; 34% were in the special education environment between 21% and 60% of their school day; 10% were in the special education environment for more than 61% of their school day; and 5% attended a separate public day school or residential facility.

Graduation Status

The database for this study includes students who exited their high school education placement. Respondents predominantly exited with diplomas (94%) as opposed to certificates of attendance (2%) or reaching maximum age (1%). Two percent (2%) of the 331 students in this study are drop-outs, and 1% exited with an HSED. The statewide outcomes survey does not assess drop-out outcomes, but several of the mini-grant districts could and did review the outcomes for local students identified as drop-outs during their senior or last year of high school, and those results are included in the data presented in this report.

INDEPENDENT LIVING

Independent living assesses 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

One year after exiting high school, the majority of young adults 53% continue to live with their parent(s). Thirty-seven percent (37%) of survey respondents report living independently, meaning they are living alone (5%), with another family member (13%), with a spouse or roommate (17%), or are in the military (2%). Another 2% report living with other residents or patients, and 8% report “another” living arrangement. Eighty-one percent (81%) of respondents report they knew where they were going to live after high school during their last year of high school. Table 2 reviews the participation of youth with disabilities in activities of independent living, including living arrangement and participation in social activities.

Female youth (56%) are more likely to continue to live with their parents one year after exiting high school than male youth (51%) or minority youth (48%), as are youth with cognitive disabilities (63%) and youth with emotional behavioral disabilities (56%). Male (38%) youth are more likely to live independently than female youth (31%). White youth (36%) and minority youth (36%) are as likely to live independently. Twenty percent (20%) of youth with cognitive disabilities live independently, as do 38% of youth with learning disabilities, 44% of low incidence disabilities, and 33% of youth with emotional behavioral disabilities. Three percent (3%) report they own their own home.

Social/Recreation

Of the 331 respondents, 81% report getting together socially with friends or family members (other than those they live with) more than once per week, 11% report they get together socially one or more times per month, and 5% indicate socializing less than one time per month.

A majority of respondents (89%) report participating in a *leisure time* activity such as going to a movie, theater, concert or sporting event within the past six months. Twenty-five percent (25%) have participated in a *community service* activity (i.e. Lions, 4-H, Habitat for Humanity), and 40% attend *religious activities* (i.e. church services/events). Nearly 33% have *voted* in the past 6 months. The NLTS results indicate that nationally, nearly 82% of youth regularly participate in social activities (Wagner, Blackorby, Cameto and Newman, 1993).

The majority of respondents (70%) have a valid driver’s license (another 4% have a suspended license), 16% do not have a license but planned to obtain one, 4% 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. Some young adults (12%) indicate getting a ride to a social event is a barrier to their participation.

Table 2. Participation of Youth with Disabilities in Activities of Independent Living by Gender, Ethnicity and Disability (n = 331)

	% Living with Parent	% Living Independently	% Get Together Socially	% in Leisure Activity	% in Community Service	% in Religious Activities	% Who Voted
Male	51	38	84	90	25	38	35
Female	56	31	75	88	26	45	28
White	54	36	80	91	25	40	33
Minority	48	36	84	77	23	36	30
CD*	63	20	63	78	28	45	25
EBD*	56	33	88	86	26	26	30
LD*	53	38	82	92	24	44	35
LI**	46	44	83	93	27	37	32
Autism	50	50	50	75	0	0	50
HI	50	40	90	100	30	30	10
OHI	41	48	85	96	22	41	48
OI	0	100	100	100	100	0	100
S/L	52	36	84	88	28	40	24
TBI	0	1000	100	100	0	100	0
VI	67	33	67	100	67	33	0
Total	53%	37%	81%	89%	25%	40%	33%

*CD Cognitive Disability, EBD Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence
 **The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Contact with Adult Agencies in High School

Districts report that 37% of the IEPs developed for the former students' senior year indicated a need for involvement from an outside agency. Twenty-nine percent (29%) of the invitations to the IEP meetings written for the students' senior year of school indicated an outside agency was invited to the meeting. Of those, 73% indicated that the agency attended the student's IEP meeting. Regardless of whether the outside agency attended the IEP meeting, 33% of the former students' IEPs contained a statement of interagency responsibility or needed linkages.

Adult Agency Involvement/Support Services

To help youth participate in young adult living and leisure activities, 8% of respondents report utilizing the support of a one-on-one personal care assistant (i.e. aide, service coordinator or manager), and 7% report working with a counselor or social worker to maintain their independent living arrangement. One-fifth (20% statewide) report they are receiving services from an adult agency (e.g. Division of Vocational Rehabilitation (DVR), Human Services).

Types of Adult Services Utilized

Respondents report the following adult services currently being utilized:

Agency Utilization

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

Agency Services

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

Suggestions by Former Students for Improving Participation in Leisure Activities

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in leisure and social activities, community participation and independent living for future students. Refer to Appendix A for those suggestions.

POSTSECONDARY EDUCATION AND 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 university or technical training program. A technical college offers training that leads to specific certification in a field of study. Postsecondary education may also include a formal apprenticeship program or the military. 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.

Participation in Postsecondary Education

Table 3 indicates a comparison of all survey respondents with an unduplicated count and percentage of respondents who go on to participate in postsecondary education or training by gender, ethnicity, and disability. For example, 32% of survey respondents are female, and 37% go on to some type of postsecondary training or education. Thirteen percent (13%) of survey respondents are minority youth, and 12% go on to some type of postsecondary training or education. Youth with cognitive disabilities (4%) attend less than is represented by the population of youth with cognitive disabilities (12%).

Female youth (59%) are more likely to participate in postsecondary education than are male youth (47%). Youth with learning disabilities (56%) and youth with low incidence disabilities (63%) represent the greatest majority of students participating in all types of postsecondary education.

	# of Survey Respondents	# Who Attend P. S.	% Who Attend P. S.	% of Survey Respondents	Representative % Who Attend
Male	226	106	47	68	63
Female	105	62	59	32	37
White	287	148	52	87	88
Minority	44	20	45	13	12
CD*	40	7	18	12	4
EBD*	43	16	37	13	10
LD*	177	100	56	53	60
LI**	71	45	63	22	27
Autism	4	3	75	1	1
HI	10	9	90	3	4
OHI	27	17	63	8	10
OI	1	1	100	<1	<1
S/L	25	13	52	8	6
TBI	1	0	0	<1	0
VI	3	2	67	1	1
Total	331	168	51%	100%	100%
*CD Cognitive Disability, EBD Emotional Behavioral Disability, LD Learning Disability, LI Low Incidence					
**The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.					

Postsecondary Participation and Gender, Ethnicity and Disability

Fifty-one percent (51%) of respondents are attending or have attended some type of postsecondary education program. Table 4 indicates the percentage of respondents who attended postsecondary education by gender, ethnicity, and disability. The percentages may not add up to 100% because some respondents indicated participating in more than one type of postsecondary program. There were 207 “yes” responses for 168 students. Seven percent (7%) of the respondents started a postsecondary program then discontinued.

Technical college programs (24%) and 4-year college (15%) were most attended, followed by a two-year college (12%). NLTS (1993) data suggest that among youth with disabilities out of high school up to 3 years, 16% enrolled in academic programs and 15% enrolled in technical programs. Nationally, 27% of those who complete high school are enrolled in postsecondary education compared to 68% of the general student population (Wagner, Blackorby, Cameto and Newman, 1993).

Male youth (27%) and female youth (28%) are as likely to attend a 2-year or 4-year college or university, though more males (18%) than females (9%) start at a 4-year college or university program. Youth with cognitive disabilities were most likely to attend a technical college (8%) or participate in a job-training program (8%). Youth with low incidence disabilities were most likely to attend a technical college (24%) or a 4-year college or university (25%). Similarly, the NLTS data (Wagner, Blackorby, Cameto and Newman,

1993) indicate that nationally, students with low incidence disabilities are most likely to participate in postsecondary college and technical training.

Table 4. Percentage of Participation of Youth with Disabilities in Postsecondary Education by Gender, Ethnicity and Disability (n = 331)

	2-yr. College	4 yr. College or University	Technical College	Adult Ed.	Formal Apprentice	Job Training	Military
Male	9	18	19	2	2	3	4
Female	19	9	33	3	3	6	0
White	12	15	25	2	2	4	3
Minority	16	14	18	2	7	2	0
CD*	5	3	8	3	3	8	0
EBD*	7	9	16	0	0	7	9
LD*	13	15	29	3	3	3	2
LI**	17	25	24	3	3	3	0
Autism	0	50	25	0	0	0	0
HI	30	20	50	0	0	0	0
OHI	15	33	19	0	4	7	0
OI	100	100	0	0	0	0	0
S/L	16	16	16	8	4	0	0
TBI	0	0	0	0	0	0	0
VI	0	0	67	0	0	0	0
Total	12%	15%	24%	2%	2%	4%	2%
*CD Cognitive Disability, EBD Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence **The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.							

Self-Advocacy and 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 status to those who can provide needed accommodations is an activity of self-advocacy, or self-determination.

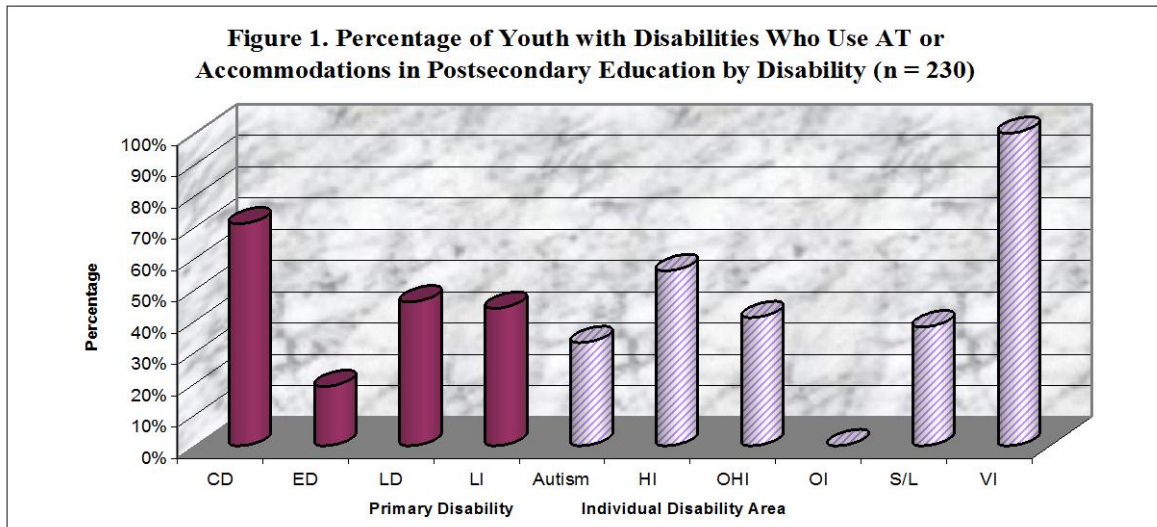
Regardless of type of disability or gender, an average of 62% of young adults who attend postsecondary education identify themselves as having a disability to someone. Students with disabilities who attend postsecondary education are most likely to disclose their disability status to a counselor/advisor (29%) or a disability specialist (25%). Only 8% disclosed to their classroom teacher, while 27% did not disclose their disability status to anyone at their place of postsecondary training.

Female youth (73%) are more likely to disclose their disability status than male youth (55%). White youth (62%) disclose at a higher rate than minority youth (55%). Youth with cognitive disabilities (86%) disclose their disability status more often than youth with learning disabilities (80%), low incidence disabilities (62%), or emotional behavioral disabilities (25%).

Accommodations and Assistive Technology

Of the 168 students attending postsecondary education, 44% report using some type of accommodation or assistive technology device. Figure 1 indicates that students with low incidence disabilities are most likely to have accommodations or use assistive technology, with the majority of those students having hearing impairments or visually impairment. 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. Respondents

with orthopedic impairments, speech and language disabilities and traumatic brain injury request and/or get very few accommodations or assistive technology.



Respondents report the following accommodations and assistive technology in their place of postsecondary education (some responses were duplicated):

Accommodations

- ❖ seating in the front of class
- ❖ spelling help
- ❖ extended time on tests and assignments
- ❖ note takers/note taking help
- ❖ quiet, separate room for tests
- ❖ reader
- ❖ writing or learning lab help
- ❖ test with the teacher
- ❖ tutoring
- ❖ vision/hearing/LD assistance

Assistive Technology

- ❖ software programs: Dragon Naturally Speaking, Dynovox, spellcheckers, scanning and reading programs
- ❖ calculators
- ❖ tests and books on tape
- ❖ FM system
- ❖ laptop for note taking
- ❖ carbon paper notebook
- ❖ measuring devices
- ❖ keypads

Goal of Postsecondary Education while in High School

Of the 331 students in the survey, 69% of the respondents indicated it was their primary IEP intention to attend postsecondary either full-time (47%) or part-time (22%); 51% actually participated in some type of postsecondary education.

Vocational and Technical Preparation While in High School

Table 5 indicates that trade and industry courses are taken in high school (50%) at nearly the same rate of participation as in postsecondary education (51%). This may indicate that students tend to continue the course of study developed in high school into postsecondary education.

Participation During the Last Two Years of High School		%
Agriculture Education		21
Business, Office, Marketing		32
Health / FACE occupations education		46
Graphic arts education		26
Trade and industry (e.g. woodworking, metals, mechanics, electronics)		50
School-to-work		31

Suggestions by Former Students for Improvement in Postsecondary Education Participation

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes for future students in the area of postsecondary education and training. Refer to Appendix A for those suggestions.

EMPLOYMENT

Two outcomes of employment were considered: (1) whether the former student held a competitive job outside the home for which he or she was paid, and (2) the compensation and benefits the youth received for their work. For this study, employment was identified as working for pay. Underemployment was identified as earning less than \$8.00 per hour and working less than 20 hours per week of paid employment.

Type of Employment

On the national level, 55% of youth with disabilities were competitively employed when they had been out of high school education for up to 3 years. Employment rates for youth with learning disabilities resembled that of peers in the general population. Only 16% of youth with multiple disabilities and 25% of deaf youth attained competitive employment. In addition, one-half of youth with disabilities who have been out of high school up to three years reportedly receive no competitive compensation (Wagner, Blackorby, Cameto and Newman, 1993). In Wisconsin, 69% of youth with disabilities report being employed for pay one year after exiting high school.

Table 6 indicates that of the 331 respondents, most respondents are employed in factory/industry (17%), retail/sales/marketing (16%) and food service/restaurant (14%).

Primary Type of Employment	%	Primary Type of Employment	%
Factory/Industry	17	Education	.3
Retail/Sales/Marketing	16	Cosmetology/Barbering	.3
Food Service/Restaurant	14	Protective Services/Security	.3
Construction	8	Computer/Office Equipment/Technology	.3
Nursing/Medical/Health Care	7	Management/Supervisory	0
Agriculture/Farming	5	Logging/Fishing/Trapping	0
Child Care/Cleaning/Janitorial	5	Don't Know/Refused	1
Mechanics/Repairer	4	Other	20
Clerical/Office/Secretarial	3		

Employment by Gender, Ethnicity and Disability

Table 7 indicates the percentage of respondents who are currently employed for pay, and of those employed for pay, the percentage who have received a raise, and the percentage who receive benefits from their current place of employment.

	Paid Employment	Received a Raise	Have Benefits
	N=331	N=230	N=230
Male	71	49	41
Female	67	36	41
White	72	46	41
Minority	50	32	36
CD*	80	38	25
EBD*	58	40	44
LD*	68	49	46
LI**	73	42	37
Autism	25	0	100
HI	60	33	17
OHI	74	50	40
OI	100	0	0
S/L	80	45	45
TBI	100	0	0
VI	100	33	0
Total	69%	45%	41%
*CD Cognitive Disability, EBD Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence			
**The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups			

Sixty-nine percent (69%) of respondents report they are working for pay. This is the lowest level of employment assessed in the four years of this study (Year 1 = 74%, Year 2 = 78%, Year 3 = 80%). Of the employed youth, 45% have received a raise in pay, and 41% report they have benefits at their current place of employment.

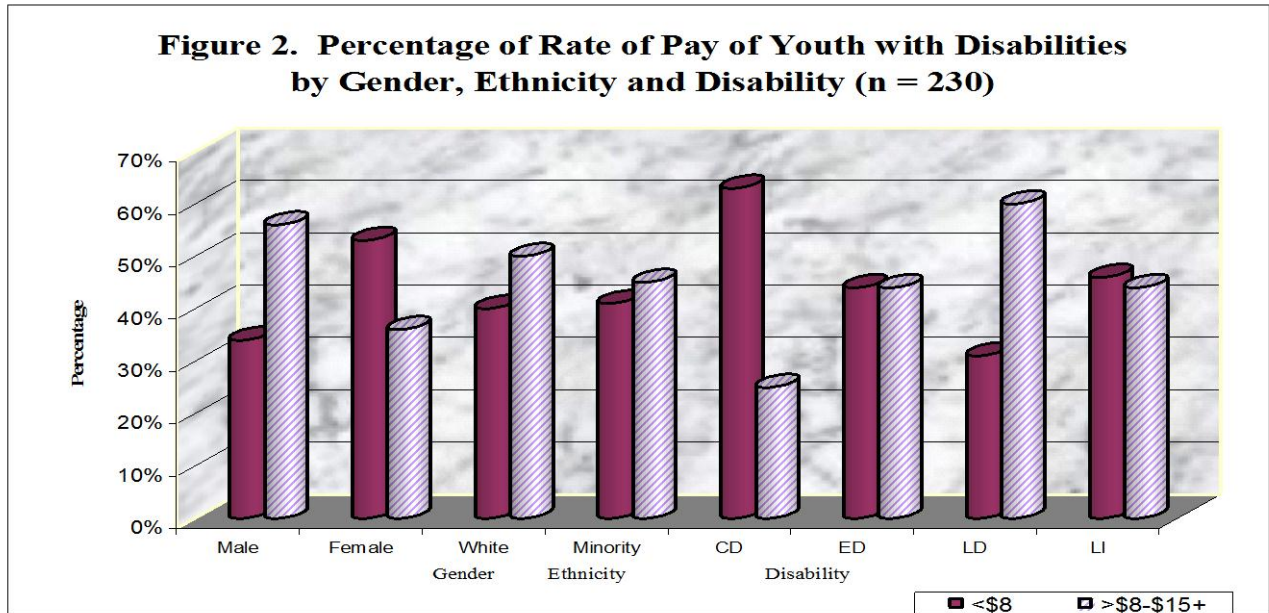
Male youth (71%) and white youth (72%) are slightly more likely to be *employed* and have *received a raise in pay* than female youth (67%) and much more likely to be employed than minority youth (50%). Youth with cognitive disabilities (80%), learning disabilities (68%) and low incidence disabilities (73%) are more likely to be employed than youth with emotional behavioral disabilities (58%).

The percentage of male youth (41%) who *receive benefits* is equal to female youth (41%) and white youth (41%) who receive benefits. Respondents with learning disabilities (46%), emotional behavioral disabilities (44%) were nearly as likely to receive benefits. Young minority adults (36%) and youth with low incidence disabilities (37%) and cognitive disabilities (25%) were the least likely groups to receive benefits through their current employment.

Rate of Pay by Gender, Ethnicity and Disability

Figure 2 indicates rate of pay by gender, ethnicity and disability. A higher percentage of males (56%) than females (36%) earn between \$8 and \$15. Similarly, a higher percentage of white young adults (50%) earn between \$8 and \$15 than do young minority adults (45%). The most frequent rate of pay for all categories of

gender, ethnicity, and disability is \$8.00 to \$9.99 per hour (28%). A higher percentage of students with cognitive disabilities earn significantly lower salaries than any other disability area. Students with hearing impairments, other health impairments, and speech and language impairments most frequently earn between \$8.00 and \$9.99 per hour.



Employment Statistics

Table 8 indicates that of the respondents who are currently employed, the majority have been employed for more than one year (34%), with nearly as many working one to six months (27%) as seven to 12 months (28%). The majority of youth works more than 37 hours per week (47%), with 73% of the respondents working half-time or more, and 51% earning up to \$10.00 per hour. While more than 22% earn \$10.00 per hour or more, 40% earn less than \$8.00 per hour, and 68% earn up to \$10.00 per hour.

Table 8. Employment Statistics of Youth with Disabilities (n = 230)

Length of Employment at Current Job	%	Hour of Work Per Week	%	Current Hourly Wage	%
Less than one month	8	More than 37 hours	47	Less than \$5.75	15
1 - 6 months	27	21 - 37 hours	26	\$5.75 - \$7.99	25
7 - 12 months	28	16 - 20 hours	7	\$8.00 - \$9.99	28
More than one year	34	Less than 16 hours	16	\$10.00 - \$15.00	21
Unknown/Refused	3	Other	1	Above \$15.00	1
		Unknown/Refused	3	Unknown/Refused	10

Employment Assistance

Of those employed, 39% found their own jobs, 39% had help from family or friends, and 4% had assistance from an adult service agency. Table 9 indicates that 12% of respondents indicate they would talk to a work force center and another 9% indicated they would talk to the Division of Vocational Rehabilitation (DVR) about needed employment; 9% and 7%, respectively, actually did. The greatest majority of respondents talked to family and friends about needed employment. This indicates the importance family and friends have in guiding and advising youth with disabilities even after high school .

Assistance Finding Employment	% That Would Talk To	% Actually Talked To
Family/friends	38	44
Workforce center (e.g. Job Center, Workforce Investment Act) economic development, job service	12	9
DVR	9	7
Past school personnel	5	5
Human Services	3	2
Other	15	9
Unknown/Refused	18	23

Reasons for Unemployment

Table 10 indicates that nearly one-third (31%) of young adults with disabilities report that they are currently unemployed one year after exiting from high school. The majority of respondents report they are not working because they are full-time students (45%) or because they are unable to find work (22%). Only 1% report they are not working because they are unable to find transportation. Three percent (3%) have been laid-off or dismissed recently, and 7% report not working because they are receiving SSI benefits (2% of all exiters).

Reasons for Unemployment	%
Full-time student	45
Unable to find work	22
Disabled and/or receiving SSI	7
In a correctional institution, detention or residential facility	3
Laid off/Dismissed	3
Homemaker	2
Unable to find transportation	1
Not looking/volunteering	1
Other	12
Unknown/Refused	5

Employment as Part of Transition Plan

Table 11 indicates the percentage of youth who were employed when they exited high school, the percentage who intended to work either full or part time, and the percentage who are currently employed, by gender, ethnicity and disability. Forty-five percent (45%) of students had the intention in high school to begin employment full-time, rather than postsecondary training following graduation. Forty-seven percent (47%) are actually working more than 37 hours per week. Thirty-six percent (36%) intended to work part-time; 49% works less than 37 hours per week.

Youth with emotional/behavioral disabilities (37%) were the least likely to have the IEP transition goal of beginning employment rather than postsecondary or technical training after high school, and have the lowest percentage paid employment post high school (58%). Sixty-six percent (66%) of respondents report they had a paying job in the community when they left high school. Of those employed while in high school, 50% kept that job for up to seven months following graduation, 13% kept it for 7 – 12 months, and 34% kept it for

more than one year. Minority youth and youth with autism were the only groups to have a lower percentage of postsecondary employment than percentage of high school employment.

	% Currently Employed	% Employed at Graduation	% Full Time Employment Intention	% Part Time Employment Intention
Male	71	67	42	37
Female	67	63	50	32
White	72	67	46	34
Minority	50	57	41	41
CD*	80	65	45	35
EBD*	58	58	37	42
LD*	68	67	47	32
LI**	73	69	44	68
Autism	25	75	50	50
HI	60	60	70	60
OHI	74	67	41	67
OI	100	0	0	0
S/L	80	72	44	72
TBI	100	100	0	100
VI	100	100	0	100
Total	69%	66%	45%	36%

* ED Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence
 ** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Types of High School Work Experiences

Table 12 indicates the most common types of high school job exploration are *paid community* (39%) work experience and *non-paid job exploration in the community* (33%) (e.g. job shadowing, informational interviewing, site visits, mentoring, service-learning and volunteering). An average of 39% of former students had a paid work experience in the community while in high school. This is the lowest percentage in the four years of this survey. This corresponds with the lowest rate of postsecondary employment in the past four years.

	% Non-Paid In-School	% Non-Paid Community	% Paid In-School	% Paid Community	% Youth Options	% Supported Employment	% Currently Employed
Male	21	33	17	42	6	3	71
Female	37	33	10	31	5	6	67
White	28	33	16	39	6	3	72
Minority	16	30	7	39	7	5	50
CD*	60	50	33	45	8	18	80

EBD*	19	33	12	42	9	0	58
LD*	20	25	12	38	4	1	68
LI**	27	44	13	34	7	6	73
Autism	0	50	0	25	0	0	25
HI	30	50	10	60	10	10	60
OHI	19	48	7	41	7	0	74
OI	0	0	0	0	0	0	100
S/L	32	32	16	20	4	8	80
TBI	0	0	100	0	0	0	100
VI	100	100	33	33	33	33	100
Total	26%	33%	15%	39%	6%	4%	69%
* CD Cognitive Disability, ED Emotional/Behavioral Disability, LD Learning Disability, LI Low Incidence							
** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.							

Suggestions by Former Students for Adding Activities or Classes to Enhance Employment

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in employment for future students. Please refer to Appendix A for those suggestions.

SUMMARY

Table 13 summarizes the major post high school outcomes for youth exiting high school by gender, ethnicity, and disability, in Wisconsin and nationally.

	Living Independently	Attend Postsecondary	Paid Employment
Male	38	47	71
Female	31	59	67
White	36	52	72
Minority	36	45	50
Asian	50		50
Black	33		50
Hispanic	50		50
American Indian	50		25
CD*	20	18	80
EBD*	33	37	58
LD*	38	56	68
LI**	44	63	73
Autism	50	75	25
HI	40	90	60
OHI	48	63	74
OI	100	100	100
S/L	36	52	80
TBI	100	0	100

VI	33	67	100
Total	36%	51%	69%
NLTS (3-5 years out)	37%	11%	55%

Summary of Key Outcomes for 2002-03 Exiters

Below are the key outcomes for the 2002-03 exiters with disabilities.

Independent Living

- 53% of the respondents continue to live at home with their parents
- 36% of the respondents live independently
- 81% of the respondents report getting together socially more than one time per week

Postsecondary Education

- 51% of the respondents participate in postsecondary education
- 27% of the respondents attend an academic (2-year or 4-year) college
- 24% of the respondents attend technical college

Employment

- 69% of the respondents are employed
- 73% of employed youth work more than 20 hours per week
- 47% of employed youth work more than 37 hours per week
- 50% of the employed youth earn \$8.00 or more per hour and 40% earn less than \$8.00
- 53% of employed youth earn between \$5.75 and \$9.99 per hour
- 22% of employed youth earn more than \$10.00 per hour

Employment and Postsecondary Education

- 32% of the respondents are working and also participating in postsecondary education
- 11% of the respondents are neither employed nor attending postsecondary education

Possible Areas Districts Might Consider when Reviewing these Data

- ❖ As having a valid driver's license provides an opportunity to participate in activities of independent living, postsecondary education and employment, districts may want to monitor the percentage of students with disabilities obtaining a valid license while still in high school.
- ❖ 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 anyone 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 and cognitive disabilities as for white youth and youth with other disabilities, districts may wish to review local outcomes in these areas.

REFERENCES

- Blackorby, J. and Wagner, M. (1996). *Longitudinal postschool outcomes of youth with disabilities: findings from the National Longitudinal Transition Study*. *Exceptional Children*, 62, 399-413.
- Grigal, M., Test, D., Beattie, J. and Wood, M. (1997). *An evaluation of transition components of individualized education programs*. *Exceptional Children*, 63, 357-372.
- Javitz, H. and Wagner, M. (1993). *The National Longitudinal Transition Study Of Special Education Students: Report on sample design, wave 2 (1990)*. Menlo Park, CA: SRI International.
- Javitz, H. and Wagner, M. (1990). *The National Longitudinal Transition Study Of Special Education Students: Report on sample design, wave 2 (1987)*. Menlo Park, CA: SRI International.
- Johnson, D., Sharpe, M. (2000). *Results of a National Survey on the implementation of the transition service requirements of IDEA*. *Journal of Special Education Leadership*, 13(2) 15-26.
- National Council on Disability, Social Security Administration [SSI], Nov. 2000. *Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment*. Retrieved March, 22, 2001 from the World Wide Web: <http://www.ned.gov/newsroom/publications/transition>.
- Shearin, A., Roessler, R. and Schrinier, K. (1999). *Evaluating the transition component in IEPs of secondary students with disabilities*. *Rural Special Education Quarterly*. 18(2), 22-35.
- U.S. Department of Education. (2000). *To assure a free appropriate public education of all children with disabilities: Twenty-second annual report to congress on the implementation of the Individual with Disabilities Education Act*. Washington, D.C.: Author. Retrieved July 25, 2000, from the World Wide Web: <http://www.ed.gov/offices/OSERS/OSEP>
- U.S. Department of Education. (1993). *The National Longitudinal Transition Study*. Washington, D.C.: Author. Retrieved June 3, 2001 from the World Wide Web: <http://www.ed.gov/offices/OSERS/OSEP>.
- Wagner, M., Blackorby, J., Cameto, R. and Newman, L. (1993). *What makes a difference? Influences on postschool outcomes of youth with disabilities. The Third Comprehensive Report From The National Longitudinal Transition Study Of Special Education Students*. Menlo Park, CA: SRI International.
- Wagner, M., D'Amico, R., Marder, C., Newman, L. and Blackorby, J. (1993). *What happens next? Trends in postschool outcomes of youth with disabilities. The Second Comprehensive Report From The National Longitudinal Transition Study Of Special Education Students*. Menlo Park, CA: SRI International.
- Wagner, M. Newman, L., and Shaver, D. (1989). *The National Longitudinal Transition Study Of Special Education Students. Report on the Procedures for the first wave of data collection (1987)*. Menlo Park, CA: SRI International.

Williams, J. and O'Leary, E. (2001). *What we've learned and where we go from here*. CDEI. Spring, 51-71.

Appendix A

RESPONDENT SUGGESTIONS

Appendix A

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in leisure and social activities, community participation, independent living, postsecondary education and employment for future students. Some respondents indicated they had no suggestions, did not know, or felt the district did a good job. The following are their suggestions (responses are in no particular order, some are in the student's own words, and some responses were duplicated).

Suggestions by Former Students to Improving Participation in Independent Living Activities

Instruction/Extra Classes

- ❖ Additional computer programming
- ❖ Involvement in more math, English, spelling, and answering questions
- ❖ More math, should be required, didn't keep interest
- ❖ Push more with reading as it got left behind
- ❖ Advanced English should be more in line with what college demands
- ❖ Have them take algebra instead of modified math
- ❖ Teach class in discipline and how to respect people
- ❖ Take sociology, college math and psych in HS; more hands on classes other than mechanics
- ❖ Add more choices of classes to schedule. Schedule of classes is too tight
- ❖ More time on tests, hands on classes and shop classes
- ❖ Give radio to take apart and put together again
- ❖ Keep shop classes
- ❖ Add detailing, automotive body work
- ❖ Need more hands on education-better shop, metal, woods and put the car classes back at Bay Port
- ❖ Bookkeeping classes or some kind of accounting or business classes
- ❖ School to work programs - good but need more
- ❖ Have interpreters teach sign language as a foreign language
- ❖ Give more choices for classes
- ❖ Prepared me how to be on my own; prepared her to live on own
- ❖ Needed Driver's License instruction
- ❖ Needed more reading instruction
- ❖ Being more hands on; let them know what is out there.
- ❖ Smaller classes - a lot of kids didn't get enough help, not enough individual help
- ❖ Mom said he went to New Directions because he wasn't successful in 4 block class structure
- ❖ Add social skills training classes
- ❖ Should have focused on more class choices - more options
- ❖ More teachers to go to for help. Especially science and math, great case manager
- ❖ Have classes on how to study for tests
- ❖ Have more time after school for extra help
- ❖ Encourage students to take classes they enjoy rather than all core academics
- ❖ Push foreign language – feels that it would have been helpful to have taken it
- ❖ Need practical/functional skills i.e. financial management skills
- ❖ More work experience classes
- ❖ Give students time to observe programs
- ❖ Keep going on tours, transition classes
- ❖ Make fun classes, exciting career class, hands on
- ❖ He didn't enjoy school. He is not a book person. Would have liked more hands on visual/interaction aids
- ❖ More communication activities
- ❖ Offer more theater and fine arts

- ❖ Need more transportation
- ❖ Be more realistic-not everyone is going to college. Broader classes not just college bound classes
- ❖ Didn't know needed foreign language and now has to take it in college
- ❖ Take classes offered to get into the trades
- ❖ Need more one to one help for studies
- ❖ Wishes he had paid more attention during school
- ❖ Wanted a wrestling team
- ❖ Get better facilities, new equipment and technology
- ❖ Admin and teachers need to listen more to parent concerns
- ❖ More one on one contact earlier as far as helping them prepare for graduation. If problems is not severe sometimes lost in the cracks
- ❖ Resource/Study hall teacher helped a great deal! Helped me prepare (ACT) for college
- ❖ Wishes he would have paid more attention; tell kids to go to class and listen

Community Involvement/Daily Living Skills

- ❖ Daily Living Skills-help received with these things was best, but not enough expectations
- ❖ Case management too large in addition to teach classes as well not enough time for son or parent.
- ❖ Mother says more day to day living experiences. Maintain bills, checkbook, etc.
- ❖ Preparation for changes in support levels from HS to MATC
- ❖ More classes to prepare for postsecondary education
- ❖ Needed more help getting financial aid and getting into MATC-WWTC
- ❖ Need DVR help - they had no transition plan. 18 month probation due to attempted suicide
- ❖ Student never had heard of DVR or any agency that could help her
- ❖ Great relationship with DVR and vision teacher
- ❖ Prep classes for Accuplacer Test

Future Preparation

- ❖ Have students visit programs of interest
- ❖ More career fairs/More college fairs
- ❖ More counseling classes more towards "job" after high school. Josh got job based on who he knows
- ❖ Push school more after HS
- ❖ Setting up a specific post high school plan at beginning of 4 years (freshman).
- ❖ Hook-up with agencies like social worker
- ❖ Get them ready for larger classes
- ❖ Have a "take your parents to school day" - parent shadowing day
- ❖ Tried the best they could and she tried; should have helped more in the job setting. Get ready for real world. Mom thinks it is scary for her; getting depressing that she can't find a job; should have been more directive as to what she should have done
- ❖ Greater opportunity to have functional classes/job centered job training. Very successful in MATC classes now; related to computers
- ❖ Give the kids a packet of info to take to their college. Some kids don't know how to advocate for themselves and describe their needs accurately
- ❖ Mom thinks that he had a bad case manager who was unable to direct correctly towards college bound programming
- ❖ More advice from guidance/case manager about classes needed to get into college
- ❖ More interaction with college peers to better understand college life
- ❖ Get a chance to explore career outside of school
- ❖ Make seniors take independent living classes
- ❖ Help kids seek goals.
- ❖ Need lots of encouragement-hoped her son would go on for a trade.

Additional Comments

- ❖ Did everything she could for him

- ❖ Arrowhead had a good program
- ❖ Got good services
- ❖ Stay the same
- ❖ Great experiences at EAST; great case manager and staff per mom
- ❖ Not good support there
- ❖ Very little was done for him. Mom had to instigate everything. Case manager too young and inexperienced - worries about the future for these kids. Numbers too high
- ❖ Very happy with her high school experience
- ❖ Too many students
- ❖ Was out in community a lot until recently. He lost job and now has not been the same
- ❖ Kids with disabilities were made to sit with the other students with disabilities at lunch. Kids should be able to choose where they want to sit at lunch
- ❖ Very happy with high school experience at West. Very important to have a good case manager who helps students from slipping through the cracks
- ❖ Overall satisfied. Expresses the need for services to continue for minority students.
- ❖ Parent felt services were great.
- ❖ Good experience
- ❖ Got her ready nicely
- ❖ High school didn't help at all; too much freedom
- ❖ Wish services were provided. She's still at home
- ❖ Not successful at all in HS, very negative experience-just not meaningful for him

Suggestions by Former Students for Improving Participation in Postsecondary Education and Training

Instruction/Classes

- ❖ A few computer classes in specific areas (programming)
- ❖ Tape recorder can help for notes
- ❖ Offer more classes
- ❖ Have a math lab in HS - I forgot so much by college.
- ❖ Shop classes
- ❖ More reading instruction
- ❖ One-on-one was most beneficial - but maybe too beneficial.
- ❖ Bookkeeping classes or some kind of accounting or business classes
- ❖ Have tutors available
- ❖ Tight structure is needed
- ❖ Work on asking for help
- ❖ Classes explain options, more stuff letting you know about different colleges.
- ❖ Liked work and learn
- ❖ Make more interesting.
- ❖ Classes that focused more on activities
- ❖ English was the only class that helped you get ready for college.
- ❖ Class about tolerance and all the disabilities that different students may have. Teach all students about disabilities; just because you have a disability doesn't mean that you are not as smart as other students.
- ❖ Extra time spent with students.
- ❖ Schools need to provide more community work shared experience activities.
- ❖ Offer more services, living quarters for daily lives
- ❖ More discussions less homework; Youth Options; more work experience
- ❖ Assistive Technology Classes
- ❖ Prepare for homework and reading volume
- ❖ Stay with basics; attendance

Services/Transition Opportunities and Training

- ❖ Daily Living Skills-help received with these things was best, but not enough expectations
- ❖ Be more aware/better training for teachers in regard to students with disabilities
- ❖ Did know about business classes, counselors not helpful
- ❖ Guidance counselor discouraged her from attempting to get into UW Madison
- ❖ Identify the disability of the child better. She floated through the first few years
- ❖ MATC amazing - puts high school to shame
- ❖ Good job-case manager was good, helpful in preparing him for MATC.
- ❖ Need transition teacher who takes student(s) to MATC to introduce students to Disability Resource Center and services they offer
- ❖ More tours of schools
- ❖ ADD kids didn't get as much attention
- ❖ More campus tours
- ❖ Inform students of grant opportunities
- ❖ Mentoring program with tech schools
- ❖ More job trainings/certification options
- ❖ Positive relationship with case manager. Very important for success. Felt he was picked on at school - more intervention from staff would have been helpful
- ❖ More contact with case manager or someone who he's comfortable with, like he's doing now at MATC
- ❖ More career trips
- ❖ More field trips to jobs in town for motivation

Additional Comments

- ❖ a lot done for student at school
- ❖ No, East High prepared her well
- ❖ East-case manager cleaned up and helped a lot. Not all CD teachers understand quad/CD students Wished communication system could have been setup better for him. Just began trying it now
- ❖ Mom wishes there was a way to have grade point average reflect ability of Special Ed Student better.
- ❖ Not happy with his education
- ❖ main streaming is the devil
- ❖ They did wonderfully

Suggestions by Former Students for Improving Participation in Employment

Instruction and Classes

- ❖ Math classes should do less with calculators; colleges don't want you to use it
- ❖ School prepared well with the classes from the content Mastery Center
- ❖ Bookkeeping classes or some kind of accounting or business classes
- ❖ More subjects involving special interests
- ❖ Reading class - how to read books and stuff and understanding them
- ❖ More business classes
- ❖ Computer courses
- ❖ Mechanics/auto tech courses/welding helped
- ❖ More hands on activities classes
- ❖ Offer application writing and resume training for students
- ❖ Classes that help students with job interview skills
- ❖ Better reading instruction
- ❖ Give more diversified class options with practical options
- ❖ Get them more active in school activities.
- ❖ Better train students with job interviews, filling out applications and finding a job
- ❖ Classes on how to get a job and be professional, professionalism class

- ❖ Classes related to teaching kids about finding a job, interviewing, etc., Classes about speaking, social skills. Her son has a very hard time talking with people
- ❖ Preparation for interviews - real practice
- ❖ Basic living classes - balancing a check book, managing a household, knowing how to save money.
- ❖ Teach about working and getting along with others
- ❖ People skills training.
- ❖ More education about different opportunities available
- ❖ Mom feels at sophomore level every one should be required to take a job exploration class
- ❖ Have a Career Center for interest areas
- ❖ Start planning earlier in HS

Future Preparation - Work and Community Opportunities

- ❖ More field trips to business and industry
- ❖ Job shadowing-more opportunities for kids - School get students more involved in real time work
- ❖ More consistent for years 1-4 with more job shadowing and more real time work sites
- ❖ Should have offered work study during the day not only after school. Work ethics class
- ❖ Make students aware of types of work they may find employment in
- ❖ Help him find something he was interested in
- ❖ Help students get connected with local businesses. Tell them who is hiring and help them get applications
- ❖ Have job fair at high school
- ❖ Make sure students know how to pursue a job
- ❖ More CESA work experiences programs
- ❖ Learn about job, show different choices of jobs and college
- ❖ Continue special education transition class, more job shadows, prepare for consequences of becoming an adult
- ❖ Mom believes they can use guidance from school as far as direction – helpful
- ❖ More community experience for severely disabled kids - exposure to adults
- ❖ More work experience
- ❖ Have them visit tech schools and see what is needed for different types of training
- ❖ Have more Supported Employment Programs
- ❖ More classes for job searching - job skills training
- ❖ More school to work activities - job shadowing, etc.
- ❖ More job training programs like the CAN program - not everyone knows what they want to do after HS, nor can they afford college. It's nice to have training in a trade before leaving HS so are more employable
- ❖ No, but should have steered him toward apprenticeship; need more guidance
- ❖ Have computers like they have at the job center that tells you all the different jobs that are available
- ❖ More hands on job experience as part of education training
- ❖ DVR Transition
- ❖ Greater coordination between school district and UW Madison to help students get connected
- ❖ Guidance counselors could help out more. They didn't work with him at all. His case manager did it all
- ❖ Customer service contacts, job hunting with coaches
- ❖ Have kids get work on their own
- ❖ More help finding work
- ❖ More training effort - yearly

Additional Comments

- ❖ Didn't have to do stuff - not strict enough
- ❖ AHS did a good job
- ❖ AHS did a terrific job
- ❖ Ahs did a good job

- ❖ AHS did a good job
- ❖ Good, DVR was helpful
- ❖ AHS good job in preparation
- ❖ Had enough help in HS
- ❖ They were fine
- ❖ Kudos to teachers
- ❖ Parent feels school did a great job with severity of student's disability
- ❖ Did a good job
- ❖ Before prison, he worked
- ❖ Keep up the good work
- ❖ She didn't learn in high school and now she can't find work; needed more time; she wasn't catching on and they kept pushing her forward
- ❖ Keep everyone involved - don't single out special ed. students
- ❖ Having on the job places make it a requirement to attend site visits
- ❖ No complaints-the school worked hard to help her
- ❖ Did want to share that he didn't feel that principal made students feel cared for or accepted
- ❖ Very satisfied with classes he received
- ❖ No, school did a good job helping her find a job while she was in high school
- ❖ Don't know where to start. People laughed at her, felt like outcast. MATC was wonderful
- ❖ Didn't know HS provided services, spread the word. Let kids know how special education can help
- ❖ Good experience
- ❖ Ok with current programs
- ❖ To go on to your dream of what you want to do; has to do with student motivation
- ❖ Great case manager-someone to advocate for her son with regular education teachers, who Mom felt were not receptive to working with her son and his needs

Appendix B

INDIVIDUAL EDUCATION PLAN (IEP) DATA

IEP DATA 2002-03 Exiters with Disabilities

Additional IEP data were collected as part of the survey. The primary purpose in collecting this data was to obtain baseline data on the IEP process and its impact on transition planning.

		Non-WSTI	WSTI	Statewide
IEP Q. 1	Percentage of students who attended their IEP meetings	92	93	93
IEP Q. 2	Percentage of IEPs that list <i>preferences and interests</i> when the student did not attend the IEP meeting	71	76	75
IEP Q. 3	Percentage of IEPs with <i>course of study</i> indicating:	78	93	89
IEP Q. 4	Percentage of IEPs with <i>needed transition services</i> :			
	-instruction	86	90	89
	-related services	27	32	30
	-community experiences	59	57	57
	-post high school employment/ adult living objectives	83	51	60
	-acquisition of daily living objectives	55	25	34
	-functional vocational evaluation	28	18	21
IEP Q. 5	Percentage of IEPs indicating a need for involvement from <i>outside agency</i> .	57	29	37
IEP Q. 6	Percentage of outside agencies who were <i>invited</i> to the IEP meeting	52	20	29
IEP Q. 7	Percentage of outside agencies who <i>attended</i> IEP meeting.	56	89	73
IEP Q. 8	Percentage of IEPs that contain a <i>statement of interagency</i> responsibility or needed linkages	48	26	33

Appendix C

Interview Questions

WISCONSIN STATEWIDE POSTSECONDARY FOLLOW -UP SURVEY FOR INDIVIDUALS WITH DISABILITIES

Survey Question

Q1: Person responding to the interview questions is:

Q2: Why is the former student unable to respond himself or herself?

Independent Living

Living Arrangements

Q3. Do you own your own home?

Q4. What is your current living arrangement?

Community Participation and Recreation

Q5. Other than the people you live with, how often do you **get together socially** with friends or family members?

Q6. What best describes your possession of a **driver's license**?

Q7. Have you participated in a **Leisure Activity** in the past 6 months?

Q8. Have you participated in a **Community Service Activity** in the past 6 months?

Q9. Have you participated in **Religious Activities** in the past 6 months?

Q10. Have you **Voted** since graduating from high school?

Q11. Is getting a **ride a barrier** to participating in community or social activities?

Adult Services and Supports

Q12. Do you use the services of a one-to-one **personal care assistant** or a **counselor**, or **social worker**?

Q13. What, if any, services do you receive from an **adult agency**?

Q14. What **suggestions** do you have for your former high school for improving **independent living** outcomes?

Postsecondary Education and Training

Participation

Q15. What is your current educational or vocational training status?

Have you **participated** in any of the following since high school? (*check all that apply*)

Q16. 2-year college?

Q17. 4-year college?

Q18. Technical college?

Q19. Adult Ed./Other?

Q20. Formal Apprenticeship?

Q21. Job Training Program?

Q22. Military?

Q23. To whom did you first **identify yourself** as having a disability at your place of postsecondary trainings?

Q24. At your place of postsecondary training, are you currently using **accommodations** or **assistive technology**?

Q25. What **types** of accommodations or assistive technology do you use your place of postsecondary trainings?

Q26. What **suggestions** do you have for your former high school for improving **postsecondary** outcomes?

Post High School Employment

Q27. Do you currently do any work for which you are paid?

Q28. What **type** of work are you primarily involved in/what do you do?

Q29. How **long** have you been working at your current job?

Q30. How many **hours** do you work per week?

Q31. What is your current **hourly wage**?

Q32. Have you received a **raise in pay** since beginning your present job?

Q33. Do you receive **benefits** from your employer such as sick leave, paid vacation, health insurance, or retirement?

Q34. Who primarily **helped you** find your job?

Q35. What is the primary reason you are **not working**?

Q36. Who **would you contact** first if you wanted assistance finding a job?

Q37. To whom **have you** primarily talked to about job opportunities since leaving high school?

Q38. What **suggestions** do you have for your former high school for improving **employment** outcomes?

High School Experiences

During your last two years of high school, did you participate in any of the following **vocational classes**?

Q39. Non-paid job in school

Q40. Non-paid job in the community

Q41. Paid in-school job

Q42. Paid community job

Q43. Youth Options

Q44. Sheltered Workshop / Supported Employment

Q45. Did you have a **paying job** in the community when you left high school?

Q46. How **long** after high school did you stay at that job?

During your last two years of high school, did you participate in any of the following **vocational** classes?

Q 47. Ag. Ed.

Q 48. Business, office, marketing

Q 49. Health/FACE

Q 50. Graphic Arts

Q 51. Trade and Industry classes

Q 52. School-to-Work

Q 53. During your last year of high school, did you know where you were going to live?

Q 54./Q 55. Was it your primary intention to begin postsecondary training: Full-time? Part-time?

Q 56./Q 57. Was it your primary intention to begin employment: Full-time? Part-time?