Wisconsin Post High School Outcomes Survey of Individuals with Disabilities

Year 5

A Status Report of Students with Disabilities Who Exited High School between December 2003 and December 2004

Prepared for the

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by

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CONTENTS

TABLES

FIGURES

WISCONSIN POST HIGH SCHOOL OUTCOMES OF STUDENTS WITH DISABILITIES

A Status Report of Students with Disabilities Who Exited High School
Between December 2003 and December 2004

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. 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.

Year 5 **Group 1 (5) - 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 (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 3 - **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).

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 2004-05 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 2003 and December 2004

Study Participants

For this study, students with disabilities who successfully exited their high school education between December 2003 and December 2004 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 (District Respondents). Information presented in this report is based on the responses of the District Respondents.

Table 1. Comparison of State Population, District Population, and District Respondents by Gender, Ethnicity and Disability						
	State Population		District Population		District Respondents	
	N=6790	Percent	N=580	Percent	N=331	Percent
Male	4457	66	385	66	476	68
Female	2333	34	195	34	249	32
White	5758	85	470	81	648	87
Minority	1032	15	110	19	77	13
Asian	124	1.8	9	1.6	15	.6
Black	559	8.2	75	12.9	43	10.9
Hispanic	208	3.1	13	2.2	10	.6
American Indian	141	2.0	13	2.2	9	1.2
CD*	867	13	71	12	111	12
EBD*	1155	17	113	19	85	13
LD*	3926	58	309	53	427	53
LI*	842	12	87	15	102	21
Autism	65	1.0	6	1.0	8	1.2
D/B	1	<.1	0	0	0	0
HI	108	1.6	13	2.2	6	3.0
OHI	396	5.8	37	4.7	50	8.2
OI	74	1.1	12	2.1	11	.3
S/L	143	2.1	25	4.3	16	7.6
TBI	28	.4	1	.2	8	.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 2149 former students. Of the available former students, 725 (34%) student interviews were successfully completed. This represents 11% of statewide exiters.
The margin of error for the total sample is +/-5% at the 99% confidence level.

Of the 725 successfully completed interviews, 86% of the respondents were the former students themselves; 13% of the respondents were the parents of the former students, and 1% identified themselves as guardian or other. Of the 103 former students who were unable to respond for themselves, 50% were unable to communicate responses, 41% were unable to be located or unavailable at the time of the interview, and 10% indicated another reason they could not respond.

Nineteen percent (15%) of the respondents were identified as having a secondary disability, and 2% were identified as having three or more disabilities.

During their last year of high school attendance, 46% of the respondents were in the special education environment for less than 21% of their school day; 36% were in the special education environment between 21% and 60% of their school day; 14% were in the special education environment for more than 61% of their school day; and 3% attended a separate public day school or residential facility.

Graduation Status
The database for this study includes students with IEPs 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%). The statewide outcomes survey does not assess drop-out outcomes.

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 63% continue to live with their parent(s). Thirty-five percent (35%) of survey respondents report living independently, meaning they are living alone (3%), with another family member (21%), with a spouse or roommate (9%), or are in the military (2%). Less than 1% report living with other residents or patients, and 2% report "another" living arrangement. Seventy-eight percent (78%) of respondents report they knew where they were going to live after high school during their last year of high school.

Female youth (59%) are slightly less likely to continue to live with their parents one year after exiting high school than male youth (65%) 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).

Table 2 reviews the participation of youth with disabilities in activities of independent living, including living arrangement and participation in social activities. 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. Overview of Participation 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.

Table 3. Representative Participation of Youth with Disabilities in Postsecondary Education by Gender, Ethnicity and Disability (n = 331)					
	# 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.

	2-yr. College	4 yr. College or University	Technical College	Adult Ed.	Formal Apprentice	Job Training	Military
Table 4. Percentage of Participation of Youth with Disabilities in Postsecondary Education by Gender, Ethnicity and Disability (n = 331)							
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.

Figure 1. Percentage of Youth with Disabilities Who Use AT or Accommodations in Postsecondary Education by Disability (n = 230)
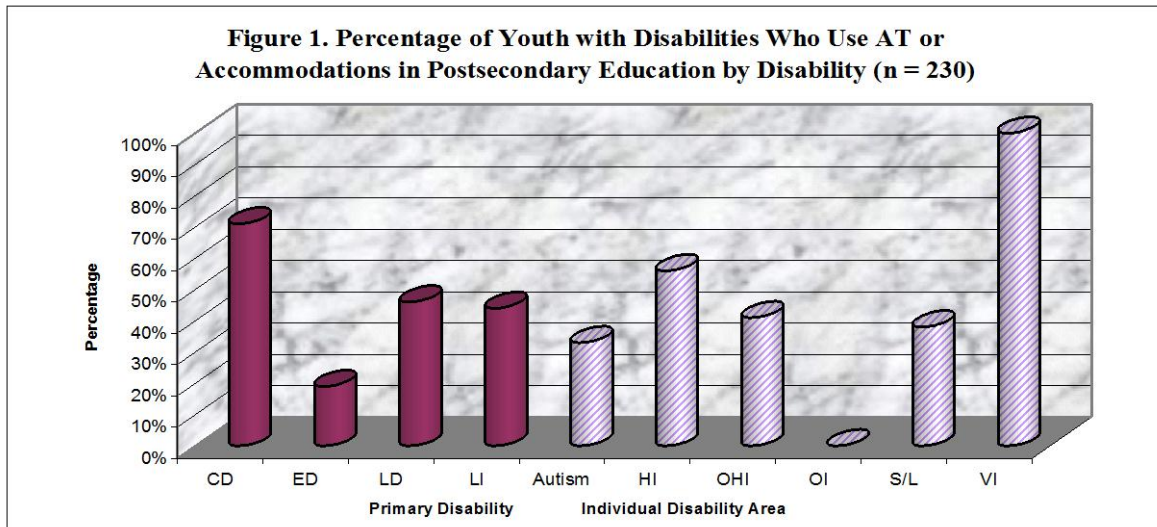
Respondents report the following accommodations and assistive technology in their place of postsecondary education (some responses were duplicated):

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 and 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.

Table 5. Participation of Youth with Disabilities in Vocational Courses While in the High School Setting (n = 331)	
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%).

Table 6. Primary Place and Type of Post High School Employment of Youth with Disabilities (n = 230)			
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.

Table 7. Percentage of Youth with Disabilities Who are Currently Employed, Have Received a Raise and Have Benefits		
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.

Figure 2. Percentage of Rate of Pay of Youth with Disabilities by Gender, Ethnicity and Disability (n = 230)
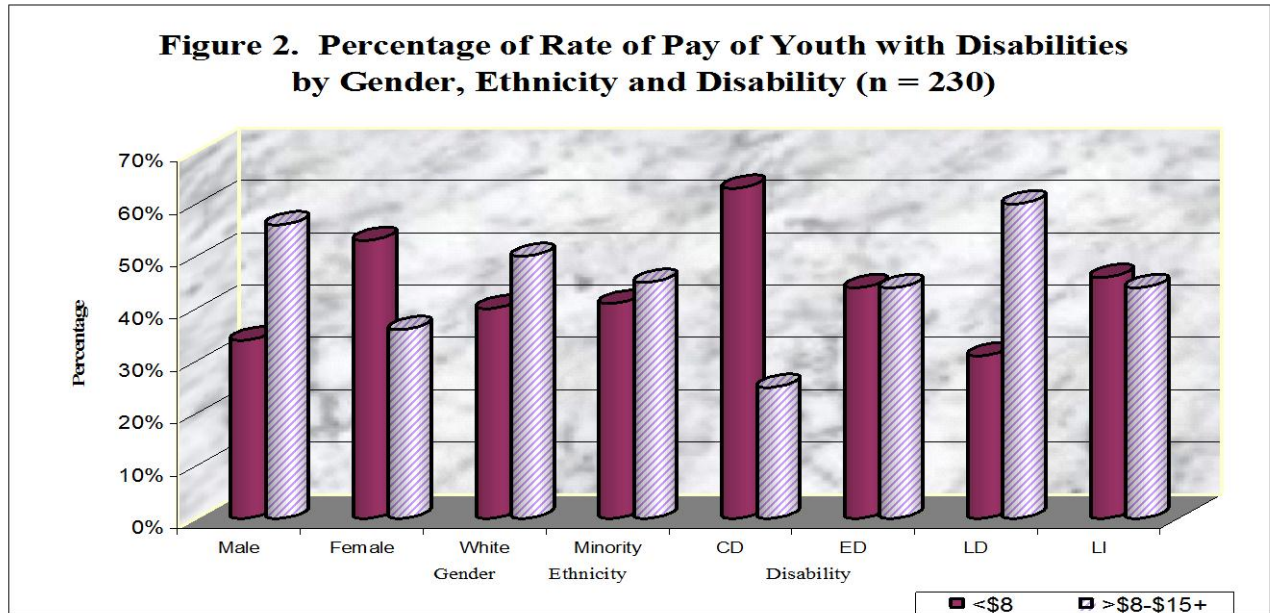
Employment Statistics

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 .

Table 9. Employment Assistance and Youth with Disabilities (n = 331)		
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 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).

Table 10. Reasons Youth with Disabilities are Unemployed (n = 101)	
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.

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 (n = 331)				
	% 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.

Table 12. Percentage of Participation of Youth with Disabilities in High School Work Experiences and Current Employment by Gender, Ethnicity and Disability (n = 331)							
	% 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.

Table 13. Percentage View of Youth with Disabilities Who Have Paid Employment, Attend Postsecondary Education, and Live Independently (n = 331)			
	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 2003-04 Exiters

Below are the key outcomes for the 2003-04 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 times 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 works 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% (20%) earn less than $8.00
- 53% of employed youth earns between $5.75 and $9.99 per hour
- 22% of employed youth earns 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 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 and cognitive disabilities as for white youth and youth with other disabilities, districts may wish to review local outcomes in these areas.

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Appendix A

RESPONDENT SUGGESTIONS

Appendix A

Respondents were asked what problems or barriers they have had in participating in social activities, post secondary education or training, and employment as they would like since leaving high school. 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).

"What problems or barriers, if any, have you had in areas such <u>as finding housing, getting together with friends, or doing things you enjoy</u> since leaving high school?"

<u>Lack of Having a Job or Money</u>
- ❖ Can't find a full time job/ Finding a job/Can't find right job that you like.
- ❖ Do not have the money, because I can't make enough at my job.
- ❖ Don't have a job, so I can't get my own place.
- ❖ Finding a job was difficult - went with Job Corps.
- ❖ I am kind of struggling getting a job right now, but otherwise pretty good.
- ❖ Friends are off to college, and credit barrier for apartment rental.

<u>Lack of Transportation</u>
- ❖ Don't have a car right now/Have to borrow vehicle from parents.
- ❖ Finding a ride/Getting a ride is a barrier.
- ❖ Getting around town when parents are not available.
- ❖ Hard to get away from the house.
- ❖ I don't drive, and I miss seeing my classmates.
- ❖ I just got my license back, so that helps out.
- ❖ I need a bus or wheelchair access/ Ride a special van to work.
- ❖ Live in a rural area/Transportation problem, can't go where the bus doesn't go.

<u>Lack of Social Skills/Life Opportunities</u>
- ❖ Don't have many friends/Difficult finding people to know.
- ❖ No friends, don't leave the house, quite low functioning social/language skills.
- ❖ I didn't have many friends in high school.
- ❖ I have no social life/I think getting together with friends is the only issue, no network.
- ❖ It's hard meeting new people, and I don't know what to say when I meet them.
- ❖ Just real shy/ Not much of a people person/ Skill level, shyness, prevents him from getting involved.
- ❖ Just trying to be friends with people.
- ❖ Sometimes he doesn't care to go to activities; not interested in doing anything.

<u>Lack of Funding</u>
- ❖ Can't afford a lot of the services available; on't have the money to do these things.
- ❖ Don't get paid enough/Not enough money to do things/Lack of funds/ Lack of money.
- ❖ Not having enough money or holding down a job so I can keep money.
- ❖ Money problems – lack of discipline.
- ❖ Making change and dealing with money
- ❖ Moved far away from home; expenses high.
- ❖ Not enough credit/Too broke
- ❖ Problems with funding from county.
- ❖ She'd like to go into supportive living, but no county funds right now.
- ❖ Things are a little expensive.
- ❖ Worked with DVR, on waiting list and trying to get SSI, denied twice.

<u>Severity of Disabilities/Lack of Independence</u>
- ❖ Bi-polar and I am very emotional sometimes, so it can be a problem.
- ❖ Bi-polar disorder/Learning disabilities/ Mentally retarded/Schizophrenia/Severe mental retardation.

- ❖ He's mentally handicapped, and he doesn't do anything.
- ❖ He has a lot of mental problems, so he just doesn't socialize.
- ❖ Physically unable, is 21, but understands at the age of 3 or 4.
- ❖ Developmentally disabled, participates in Special Olympics.
- ❖ Disabilities are overwhelming/ Health reasons./Medical condition - seizures.
- ❖ Anger gets him in trouble/Anxiety in crowds.
- ❖ Can't speak very well/Doesn't talk/ Not easy with groups - speaks inappropriately.
- ❖ Class 2 disability; one-to-one and half years before she can proceed with funding.
- ❖ All has to be coordinated by an adult, unable to do that himself, all activities are supervised.
- ❖ Wouldn't be able to things independently, needs one-on-one at all times/ It's difficult for me to be independent.
- ❖ Disability makes it hard, doesn't really have friends.
- ❖ I just get headaches a lot more since my accident, and I need more sleep.

Housing/Family Issues
- ❖ Trouble finding houses.
- ❖ Housing, social activities, he can't live around smaller kids.
- ❖ I can't find an apartment. Writing and paying bills is hard. I can't read.
- ❖ I plan on getting an apartment, but I need it accessible.
- ❖ No housing for people in an electric wheelchair.
- ❖ Saving money for school - not able to afford housing.
- ❖ Wouldn't be able to be in a group home or anything.
- ❖ Family issues
- ❖ Finding a babysitter for kids, and housing with kids.
- ❖ Having a baby/I have a baby, so sometimes it's hard to get together with friends.

Employment Related
- ❖ Too busy working to do fun things.
- ❖ Hard filling out applications for jobs.
- ❖ Difficult getting away from work/Working a lot.
- ❖ My work schedules/ Working around my work schedule.
- ❖ Working and living far from friends/ Friends moved away from the state.
- ❖ Friends are at work a lot/ Friends not around, or I'm too busy/ Just working around everyone's schedules to hang out.
- ❖ Friends are off to college, so they are far away.
- ❖ Gangs with friends, that's one of the problems.
- ❖ Hanging out with friends.
- ❖ It is easy to make friends.
- ❖ It's hard to do those things.

High School Preparation
- ❖ Cannot hold a job - bad education in high school. Can't do math.
- ❖ Not good at spelling and reading.
- ❖ Problems in high school with reading.
- ❖ Dealing with money and balancing checkbook is really hard.
- ❖ Maybe just reading skills.

Necessary Time
- ❖ Finding time to get together with friends.
- ❖ Not a lot of barriers, but you don't have a lot of time to do what you want.
- ❖ I'm too busy
- ❖ Working too much, finding time.
- ❖ School takes up a lot of time.
- ❖ The only thing would be my job. I work long hours.
- ❖ Time constraints-work/Time to coordinate with others.

Miscellaneous
- ❖ Classes in school are hard.
- ❖ College work and work keep me too busy.

- ❖ Community is helpful.
- ❖ Military keeps him from doing hobbies he likes.
- ❖ Most of my friends are moving for military and school, so it's hard/Most of friends are in college.
- ❖ Others are not available for him.
- ❖ The only problem I had was making the transition from high school to college.
- ❖ The only thing I would say about friends is that they are working.
- ❖ There's no way of knowing what's going on in the world.
- ❖ They're helping her as much as they can.
- ❖ Tried to use DVR, has currently been on the waiting list for over 2 years.
- ❖ Tried, but informed that I didn't have disability from DVR.
- ❖ Trying to find own way of doing things.
- ❖ Trying to understand what they're trying to say, it's hard.
- ❖ Unable to obtain medication due to no insurance.

"What problems or barriers, if any, have you had getting into or participating in <u>further education or training</u> as you would like since leaving high school?"

Lack of Funding/Money
- ❖ Finding a job to pay for education/Financial problems.
- ❖ I can't afford it/Can't afford school/Cost of education/ Economic situation/ Not receiving financial aid.
- ❖ Didn't understand the financial aid process and how to go about getting through school.
- ❖ Don't know what I want to be, and don't have a job to pay for it.
- ❖ DVR doesn't have money. Filled out the paperwork, and she has been on the list since March 2004 and is classified as 1A.
- ❖ The issue of money with paying for schooling.
- ❖ She needs a functional community assessment and a job coach.
- ❖ Finances, I don't know if I can afford the college I want to go to.
- ❖ Financial problems, stress overload.
- ❖ I plan on going right now, but I am working right now, and trying to pay up stuff first.
- ❖ Lack of funds for college/Lack of income/Lack of money.
- ❖ Money and medication to help motivate - ADD medicine.
- ❖ Money and transportation/ Transportation and income.
- ❖ Money reasons, and is a felon.
- ❖ My laziness, and money/No money, and the place I live.
- ❖ No time and no money/Not having a job - no money so I can go to school/ Busy doing jobs since high school.
- ❖ The money to do it, and I have three kids.
- ❖ Wait until I can save up/Works part-time, and doesn't have the money to go on to school.
- ❖ Wants to, but doesn't have time right now/ Working all the time/Work schedule My job, I work 52 hours a week.

Poor Academic Skills
- ❖ Can't really read, no money, can't spell, shy/ My ability not to read.
- ❖ Getting accepted to schools/Didn't get accepted because skills are too low.
- ❖ Doesn't read or write, not able to do so/Don't have brains to do what I really want to do.
- ❖ Grades were not too good in high school.
- ❖ MATC said he had to wait 2 years, and bring up his test scores. Currently working with Urban League to help him get into an educational program.
- ❖ Just reading and test taking. Getting used to doing stuff myself.
- ❖ Mainly the self-sufficient homework. You're expected to do it.
- ❖ Math and everything/Math problems/Math still difficult/Math.
- ❖ Mostly testing/My grades.
- ❖ Normal challenges of homework and assignments/ Takes me longer to study than others.
- ❖ Nothing except coming to tests not focused/ Trouble focusing in class and getting work done.
- ❖ I can't focus, and I have to read out loud. I need help with all assignments.
- ❖ Problems with reading/Reading a lot at once.
- ❖ Reading and math problems/Reading and math skills aren't where they should be, memory problem.
- ❖ Reading and spelling./Reading comprehension/ Reading problems. Spelling is a problem/ English.

- ❖ Reading, only first grade reading and simple spelling/ Really bad reader-read slow.
- ❖ Reading, writing, getting along with others.
- ❖ Related to his difficulties with reading comprehension.
- ❖ Test taking in classes becomes difficult, and reading the text sometimes.

Academic Support
- ❖ Lack of help with studies/ Lack of help, explaining things further.
- ❖ Academic suspensions with test taking.
- ❖ Communication with professors, and finding time to talk to them.
- ❖ Teachers are harder, and don't care or understand. It's harder to explain yourself/Teachers talk too fast.
- ❖ Focusing in the classroom is hard at the college level, because they talk faster, and don't care if you are falling behind.
- ❖ Had a lot of extra help in high school - doesn't know if there will be that advantage in college.
- ❖ Need help with scheduling classes.
- ❖ It takes me more time to do home work and study.
- ❖ It was harder for me to take tests and notes at first, but then I got the hang of it.
- ❖ It's a lot different; first semester was in the fall, and I took a year off. I'm not the type of guy that likes to ask for help, but it was hard to find the right people to talk to.
- ❖ Just a lot of work, and some of the tests are very hard, and some are very short timed, and I like long timed tests.
- ❖ Labs in science classes.
- ❖ Lack of knowledge of where to go and what to do about getting into other educational fields. Lack of funding and no schools. Financial concerns.
- ❖ Needing an aide for help.
- ❖ Needs extra time with reading papers/ Time on tests.
- ❖ No help with learning disability at tech school.
- ❖ Not sure what I am supposed to do - how to get into a 2-year program. Who can you talk to?
- ❖ Problems with MATC and DVR with paperwork and red-tape.
- ❖ School work gets harder/ Classes were hard.
- ❖ Some classes are pretty tough. The school doesn't want to deal with issues of learning disabilities. It's up to the student to pursue it, and he is too proud to bring it up.
- ❖ The hard part is I wanted to start off at a regular college, but it's hard because I didn't have the regular high school credits when I started college.
- ❖ Tried to get books on tape, but it was too long to acquire. Also, have a note-taker, but no help from the school.
- ❖ When I try to get help, it's hard for me, because people judge me, and they call me a retard, and they assume what they want to assume.
- ❖ 4-year too hard, might try a 2-year program.
- ❖ Just waiting to hear back from school.
- ❖ Tried the test for post-secondary school (landscaping), but did not pass the test. Does not want to learn to retake the test at this time.

Disability Related
- ❖ Anger problems/ Behavioral problems.
- ❖ Anxiety is still high - forgetfulness.
- ❖ Being able to pay attention/Attention Deficit Disorder/Attention deficit/ Difficulty with attention span.
- ❖ Can't communicate very well/ Non-verbal and Autistic/ Just can't go further. He has Autism.
- ❖ Can't do certain activities because of pain.
- ❖ Cognitive ability/Cognitive problems/Cognitively disabled/ He is too cognitively disabled.
- ❖ Colorblind, didn't get diesel mechanics in military.
- ❖ Couldn't go on to school because he is mentally challenged. It would be helpful if it was offered, but extended learning isn't available/ She's low functioning.
- ❖ Depression. Taking time off to figure things out - don't know what to do.
- ❖ Developmental disability. Seizure - other medical opportunities do not allow her to go to college/post-secondary.
- ❖ Difficulties in dealing with everyday tasks, and it depends upon the day.
- ❖ Difficulty in a classroom setting; needs one-on-one. Does well with computers.
- ❖ Disabilities don't allow her to/Does not have the capability.
- ❖ Downs Syndrome - not able to go to college due to medical reasons.

- ❖ Has speech impediment.
- ❖ It took 22 years just to get him to dress himself and feed himself and that's about it.
- ❖ It would be my depression, and I have a disorder; I can't read and write so it's hard; I have a learning disability.
- ❖ Medical condition.
- ❖ Mental capacity is a barrier/Mental handicap which makes him not able to go out in the community/Mentally retarded.
- ❖ No business in graduating the student - can't spell or pass an Army test. Can't really read. Has CD.
- ❖ None, but isn't cognitively able to/ Not able.
- ❖ Not able to get necessary medication for mental and emotional disorders to function.
- ❖ Not an option mentally/Not mentally capable.
- ❖ Needs one-on-one assistant care to go that isn't available.
- ❖ Parents went with him when it came to filling out his application - to make sure he understood what they were asking, etc.
- ❖ Physical problems/Physically and mentally challenged...doesn't understand or care about education at this point.
- ❖ Really would not be anything that he could do in educational training. He can't read and write. Doesn't know of anything that is available.
- ❖ Slight hearing problem.
- ❖ Sometimes she can do things, but can't do the same things as other people. She can't write or spell.
- ❖ Timothy is a quad. and does not participate.
- ❖ Too embarrassed to take advantage of any learning centers.
- ❖ Too hard to do-understanding the text.
- ❖ Was in major car accident, and had severe head trauma, brought skill level down from 12th grade to 4th grade.
- ❖ Went back on medication in college.
- ❖ Yes. Severe panic disorder and severe depression, so that's why I am with DVR.
- ❖ Wouldn't let him go to a 4-year school when he really wanted to go.

Family/Child Care Issues/Personal Reasons
- ❖ Being pregnant, and not being able to go into school right now.
- ❖ Easier to take classes online than in school setting.
- ❖ Having a child/Having my baby.
- ❖ I am a single mom, and I am trying to afford things for my son and not college.
- ❖ College is too far away to go to.
- ❖ Didn't feel like I wanted to go further in my education - just wanted to farm.
- ❖ Didn't want to/Doesn't have information for colleges/Doesn't want to/Don't want to go on to education.
- ❖ Finding something I like/Finding the right one.
- ❖ Had enough of education, high school was a challenge.
- ❖ I don't like school, because I can't understand it, so I don't try to go on.
- ❖ I haven't really pursued education yet, because I am trying to do something else for my church before I do that.
- ❖ I just don't like school, and no money/I just don't want to go to any kind of school/Just didn't want to pursue anymore education/ Lack of interest/ Not looking/ Plan on not attending/ She hasn't looked for further education.
- ❖ I'm still thinking about going on to college/ Just haven't decided.
- ❖ It takes up too much time.
- ❖ Just on my own - need to get out and get things done.

Miscellaneous
- ❖ Being independent is rough on her, having a job is tough.
- ❖ He hasn't had any, but he hasn't started school yet, so I don't know if he will have problems or not.
- ❖ I need more confidence.
- ❖ In prison since high school. Taking additional technical courses while in prison/In jail.
- ❖ Needs job to get an apprenticeship.
- ❖ Life is much faster now, no real problems though.
- ❖ Losing paperwork for the school.
- ❖ Military, and being called away for duty.
- ❖ Social life interfered with his class. Needed to regulate time more effectively/Socializing and communicating.
- ❖ Starting school next semester.
- ❖ Trying to get into a 2-year college/There is a waiting list.

- ❖ There was a problem at Alverno, difficulty with ACT, but accepted even with a low score.
- ❖ There were no plans for him to continue to higher education. He aged out of the school system (stayed in until age 21).
- ❖ Time management.
- ❖ Trying to get used to a different environment from high school, and not knowing anyone.
- ❖ Trying to keep up grades.
- ❖ None, I just took a year off/ There is no problem, I am taking a year off Waiting to go to school.

"What problems or barriers, if any, have you had getting or keeping a job or being <u>employed</u> as you would like since leaving high school?"

<u>Transportation</u>
- ❖ Everything, the one-on-one care assistant, transportation, and limitations.
- ❖ He doesn't have a problem, just going back and forth (transportation) is the problem.
- ❖ Lack of experience, and lack of transportation to get to work without a vehicle.
- ❖ License requirement in New York is too high.
- ❖ Reliable car and financial reasons, it's rough.
- ❖ Transportation is a big issue/Trying to find rides to a job.

<u>Lack of job opportunities.</u>
- ❖ Areas around my house that are not hiring.
- ❖ Just finding a job in general-no one was hiring/ Can't find a job because of a small town.
- ❖ At first I couldn't get a job for a while, till July. I got it and it was working in activities.
- ❖ Back problems and little job opportunities/Back problems, so hard to find a job.
- ❖ Can't find a job/ It's hard, there is nothing available.
- ❖ Can't get job until license is working for her.
- ❖ Finding a better job/ Finding a job I can live off of/ Just trying to find a good job to work at/ No jobs pay me enough.
- ❖ Finding a job in particular
- ❖ Finding babysitters, and keeping jobs.
- ❖ Finding a job/Finding good openings/Hard to find places hiring.
- ❖ Getting hired/Getting them to contact me and actually getting the job.
- ❖ Hard to find a job in smaller towns/ Hard to find a job in Marshfield.
- ❖ Hard to find a job just like anyone else/Hard world to get a job.
- ❖ Having trouble finding full-time job/ No full time jobs.
- ❖ I am having a hard time finding a job. Most of the jobs I like to do are taken. It's also hard for me to find a way to work.
- ❖ I can't find a job that will support me financially, so that's why I intend to go back to school.
- ❖ I don't know, I just haven't been able to find a job.
- ❖ I haven't heard back from any employers/ No responses to applications/ Put applications in, but don't get called back.
- ❖ Is on waiting list at DVR. Has been looking for work, but hasn't been hired. Also worked with Independence First, but didn't keep in contact with them. Worked at McDonalds, but other employees harassed him, so he walked out. Mom wishes there were more.
- ❖ It takes a long time to find a job with the help of a case worker.
- ❖ It's hard to find a job. Friends and family helped and gave her a job. High school vocational coach also played a big role into her going back to McDonalds. She holds 3 part-time jobs totaling about 25 hrs. a week.
- ❖ It's just been kind of really hard concentrating, and it's hard to find a job that suits me.
- ❖ Just finding place/Just trying to get a job/Lack of job opportunities/Location of job.
- ❖ Low employment. Low GPA.
- ❖ Most of the time the jobs are already full, and not looking, so it's hard.
- ❖ No jobs are available, and if there were, finding something suitable would be difficult.
- ❖ No job right now/ Not that many good jobs out there
- ❖ No jobs are available/ Not enough jobs available/ Not a lot of jobs available, so many are people looking for jobs.
- ❖ No problems doing a job, just problems finding a job.
- ❖ Not being able to find a job in Wisconsin - left for Florida.

- ❖ Nothing available for her.
- ❖ Puts in application - gets interviewed, but never gets the job.
- ❖ Really haven't had any, just finding a good job.
- ❖ There's not very much work out there.
- ❖ Trying to find a full time job/Trying to find a job.
- ❖ Trying to find a job that is most comfortable, and people that I know the most.
- ❖ Trying to look for a better paying job, and something I am interested in, but I can't find it.

Lack of Job Preparation
- ❖ Can't read or write.
- ❖ Do not have the qualifications.
- ❖ Filling out applications was not taught in school, not taught much, pushed him through (does not read)
- ❖ Getting accepted at a job.
- ❖ Hard for him to fill out an employment application without someone reading it to him. Takes over an hour to fill out an application.
- ❖ Hard time finding a job, answering job interview questions.
- ❖ He may have problems with reading instructions. He has a hard time with reading comprehension.
- ❖ I have a very bad memory, and lack of organizational skills, and getting along with other employees sometimes.
- ❖ It's hard to learn stuff at work.
- ❖ Need higher education basically.
- ❖ Not able to find a job center or workforce development group to assist with employment search.
- ❖ Not being able to catch on as fast at certain jobs.
- ❖ Not many, really slow reading level and horrible at spelling.
- ❖ Not really motivated.
- ❖ Not too good with math...hard with registers...some places don't accommodate to disabilities.
- ❖ Not very good communication.
- ❖ Right now just computer skills. I didn't learn a lot of that in high school.
- ❖ Too difficult to keep a job due to bad education and embarrassment.
- ❖ Too stressful, driving too far, manual cashiering vs. automatic.
- ❖ Understanding big words and reading.
- ❖ Understanding the roles and responsibilities of the job.

Type/Severity of Disability
- ❖ Anger problems.
- ❖ Anxiety very high.
- ❖ Just A.D.D. a little bit, forgets to finish one thing before moving on to another.
- ❖ Cognitive problems/Cognitively disabled/ He's retarded/ Severe mental retardation.
- ❖ Developmental problems, seizures/Developmentally disabled/ Just his mental capacity.
- ❖ Not able to get out on his own, not at that mentality level to get out there on his own.
- ❖ Physically and mentally challenged...doesn't understand or care.
- ❖ Mental state, not capable of working
- ❖ Disabilities/Disability problems to get hired/ Can't work period.
- ❖ Disability, but DVR isn't helping.
- ❖ Finding a place that will take him with his disabilities.
- ❖ Has disability so won't get hired.
- ❖ He is non-verbal and totally dependent.
- ❖ Health reasons/ Medical - placed with medical restrictions/ Medical conditions/ Medical assistance since turning 19.
- ❖ If he went out into some other business to work, he would need someone one-on-one to remind him to keep going and monitor him.
- ❖ Can't do multi-tasking or read/ Doesn't read or write, has limited verbal skills.
- ❖ Limited to certain descriptions, due to physical limitations.
- ❖ Missing too many days from illness.
- ❖ My left side doesn't work.
- ❖ Not able to work due to a disability.
- ❖ Shyness, disability.
- ❖ Some forms of discrimination, no experience, and disability.

- Some simple stuff. I work in the baby room and messing up ounces of formula in the bottles and stuff. I have dyslexia so it's hard.
- The big thing is trying to express my opinions and my communication, and try to understand what their needs are, and my need, so that I can combine them and work with it.
- Troubles with hallucinations.
- Unable to function and keep on task/Unable to work due to level of functioning.
- Unwillingness to adapt to her disabilities.
- Yes, speech impediment.
- Physical appearance.

Miscellaneous
- Being a full-time student during the fall and the spring.
- Calling people, interviewing.
- Can't get hired or interviewed, but applies to many.
- Car accident, cut from work.
- Don't get along with people who yell at me.
- DVR doesn't call him, and is a felon.
- DVR had waiting list, didn't get much feedback from counselor. Upset with DVR, thought they were rude, felt they were too busy to take time with me. They thought I was too high level. Parents took me off the waiting list.
- DVR has a long waiting list to get through before she can proceed with employment.
- DVR only helps certain people depending on needing more help, didn't get any help from them.
- DVR waiting list is long.
- Finding a babysitter.
- Getting along with other peers.
- Getting along with others is difficult.
- Going to jail.
- Had drug problems.
- Had no trouble getting job, we hope he can keep it. Shy with people of authority.
- Harder than I expected.
- Haven't pursued that.
- He does not plan to be employed.
- He's had no help. DVR gave him no help whatsoever.
- Human Services gets on my case all the time.
- Hurt wrist, and couldn't work at job anymore due to injury.
- I don't always remember things. But they help me with that. They make a list for me.
- I had to quit a part-time job, because I wanted to work full-time at Wal-Mart.
- Is waiting for the DVR program to contact, but needs to receive SSI first.
- Job experience - no experience from any previous jobs. People will go to other people (those with experience and do not have a disability) before me.
- Just me getting fired recently.
- Just not an option.
- Lack of experience - can't get hired without it.
- Laid off.
- Mainly English, the written language.
- Money.
- My baby.
- My dad died.
- My experience.
- My mom has been sick. I have not had much work related experience. I was fired from Wal-Mart for school-related reasons. I was running late after an exam.
- Needs to grow up and find a job.
- No funding.
- No one to work with her to accommodate her needs.
- No good experience; has to watch younger brother that has disabilities.
- None - he's a really good employee even though he wasn't a really good student. He gets up early to go to work, is motivated.
- Not any problems, just finding a job I want.

- Not enough experience in workforce.
- Not enough sleep.
- Not getting along with people I work with - when I had a job.
- Not sure, works on a farm at home.
- Nothing I like that doesn't require an apprenticeship or college.
- People don't give him a chance; they changed his roles because he wasn't good enough and didn't explain his duties after he changed positions; then was fired because he was too slow.
- School takes up time.
- She had to pair with somebody; the company isn't willing to work with other companies.
- She is still living at home receiving SSI. She is on the waiting list for DVR.
- The only problem would be not enough experience or enough education.
- Time off for personal life.
- Totally different than in high school, like working 12 hour days instead of 8 hour days.
- Was accepted into the military.
- Was denied services by DVR, but had more to do with school than employment.
- Weird hours; the hours I can get, since they give high schoolers second shift.

Appendix B

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?