

Executive Summary – Year 3
Wisconsin Statewide Post High School Outcomes Survey of
Individuals with Disabilities

A Status Report of Students with Disabilities who Exited High School
Between December 2001 and December 2002:
One Year After Exiting
And
A Status Report of Students with Disabilities who Exited High School
Between December 1999 and December 2000:
One and Three Years After Exiting

Prepared for the Wisconsin Department of Public Instruction, Office of the Superintendent, by Cooperative Educational Services Agency #11, Turtle Lake, Wisconsin, in Partnership with St. Norbert College Survey Center, De Pere, WI. November 2003. Prepared by Mary Kampa, Project Coordinator, Cooperative Educational Services Agency #11. Funded by IDEA Discretionary Grant # 2003-9911-24

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The Wisconsin Department of Public Instruction (DPI) is committed to identifying and responding to the needs of students with disabilities. To that end, it is necessary to document the post high school outcomes of students with disabilities and to subsequently use that information to make programming and planning decisions that will improve education and transition services for students, and ultimately improve post high school outcomes. This study 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 Individuals with Disabilities Education Act (IDEA) transition requirements, including student participation in their own Individual Education Program (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.

This is a summary of key findings of the statewide post high school outcomes survey. Outcomes data collected during the first year (Cohort 1 – students with disabilities who exited high schools in Wisconsin between December 1999 and December 2000) and second year (Cohort 2 – students with disabilities who exited high schools in Wisconsin between December 2001 and December 2002) of this project are included in major areas. Full reports and executive summaries of the Wisconsin Statewide Post High School Outcomes Survey for all survey years may be found on the DPI web site at <http://www.dpi.state.wi.us/dpi/dlsea/een/program.html#phso>

For portions of the 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 impaired (HI), visually impaired (VI), speech and language impaired (S/L), autism (Autism), deaf/blind (D/B), other health impaired (OHI), orthopedically impaired (OI) and traumatic brain injury (TBI), were grouped as “Low Incidence” (LI). This was done because many of the data points had fewer than five responses when analyzed by gender, ethnicity and disability.

For purposes of this survey, *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 (WSD) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI). *Exit* means the student exited their high school education setting with a regular diploma, with a certificate of attendance, or termination at maximum age of eligibility (21 years old) for special education and related services.

COHORT 2 RESULTS – ONE YEAR AFTER EXITING HIGH SCHOOL

Procedures

A 40% stratified random sample of students was drawn from the population of students with disabilities who exited high schools in Wisconsin between December 2001 and December 2002. The Wisconsin Department of Public Instruction (DPI) provided Cooperative Educational Services Agency (CESA) 11 with student data as reported by local educational agencies (LEA) on the 2002 December 1 Federal Student Data Report, including the student's name, district of attendance, date of birth, gender, race/ethnicity, primary disability, educational environment, and exit status. The project coordinators, in collaboration with the DPI, determined the questions addressed in this study. St. Norbert College Survey Center was selected to assist with this study based on their extensive work in the educational field, and to ensure consistency in procedures such as interviewing and data analysis.

Cohort 2 Survey Respondents

There is a representative comparison of LEA respondents by gender, ethnicity, and disability collected for Cohort 1 and Cohort 2. There is no significant difference between the two Cohorts. The respondents were representative of the state population of students exiting high school by percentage of gender, ethnicity, and primary disability. Ten percent (10%) of the total population of the 5877 students with disabilities who exited high schools in Wisconsin between December 2001 and December 2002 participated in the survey. Of the 600 successfully completed interviews, 75% of the respondents were the former students themselves; 23% of the respondents were the parent of the former students, and 2% identified themselves as guardian or other. Of the 151 former students who were unable to respond for themselves, 33% were unable to communicate responses, 6% were unable to be located, 48% were unavailable at the time of the interview, and 13% indicated another reason they could not respond. Respondents predominantly exited with diplomas (96%) as opposed to certificates of attendance (2%) or reaching maximum age (2%). The graduation status has varied very little the past two survey years.

Cohort 2 Independent Living

Cohort 2 Living Arrangements

One year after exiting high school, the majority of young adults (63%) in Wisconsin continue to live with their parent(s) (Cohort 1 78%). Thirty-four percent (34%) of survey respondents report living independently, meaning they are living alone, with another family member, with a spouse or roommate, or in the military. Students with cognitive disabilities (71%) are most likely to continue to live with their parents and students with emotional behavioral disabilities (52%) are least likely to live with their parents. Male (34%) and female (34%) youth are as likely to live independently; white youth (34%) and minority youth (31%) report living independently at similar rates. Twenty-three percent (23%) of students with cognitive disabilities live independently, 33% of youth with learning disabilities, 42% of low incidence disabilities, and 46% of youth with emotional behavioral disabilities.

Cohort 2 Social/Recreation

Of the 600 respondents, 84% (Cohort 1 = 93%) report getting together socially with friends or family members (other than those they live with) once or more per week, 9% report they get together more than once per month, and 5% report socializing less than once per month. Minority youth indicated getting together socially more than once per week at a higher rate (92%) than white youth (85%). Students with cognitive disabilities report they get together more than once per week least often (74%), compared to eighty-nine percent (89%) of students with learning disabilities, 88% of students with emotional behavioral disabilities, and 82% of students with low incidence disabilities. Male and females socialize weekly at similar rates (87% and 84%, respectively).

The majority of respondents (67%) have a valid driver's license (another 4% have a suspended license), 15% do not have a license but plan to obtain one, 5% do not have a valid license and do not plan to obtain one, and 9% report being medically restricted from obtaining a driver's license. Some young adults (14%) indicate getting a ride to a social event is a barrier to their participation. A majority of Cohort 2 respondents (81%) (Cohort 1 = 90%) report participating in a leisure activity such as going to a movie, theater, concert or sporting event within the past six months. Twenty-four percent (24%) (Cohort 1 = 25%) have attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity), and 42% attend religious activities (i.e. church services/events). Nearly 31% (Cohort 1 = 53%) have voted in the past six months.

Cohort 2 Contact with Adult Agencies in High School

Districts report that 42% of the IEPs developed for the former students' senior year indicated a need for involvement from an outside agency. Of those, 53% indicated that the agency attended the student's IEP meeting. Regardless of whether the outside agency attended the IEP meeting, 31% of the former students' IEPs contained a statement of interagency responsibility or needed linkages.

Cohort 2 Adult Agency Involvement/Support Services

To help youth participate in young adult living and leisure activities, 11% of respondents report utilizing the support of a *one-on-one personal care assistant* (i.e. aide, service coordinator or manager) to help youth with disabilities with living and leisure activities, 15% report working with a *counselor or social worker* to maintain their independent living arrangement, and 23% report that they are receiving services from an *adult agency* (e.g. Division of Vocational Rehabilitation (DVR), Human Services).

Cohort 2 Postsecondary Education

Cohort 2 Participation in Postsecondary Education

Forty-five percent (45%) of former students are attending or have attended some type of postsecondary education program since exiting high school. Only 3% of former students started a postsecondary program then discontinued. Females (54%), youth with learning disabilities (51%), and youth with low incidence disabilities (65%) represent the greatest majority of students participating in postsecondary education. Youth with cognitive disabilities attend least often.

Twenty-seven percent (27%) of former students attend a technical college, 21% attend a two-year or four-year college, and 17% participated in a job-training program. Participation in postsecondary education continues to be fairly even in relation to gender and ethnicity; however females are now participating in two-year, four-year and technical college more often than males. Minority and white youth attend two-year and four-year colleges at similar rates, but white youth are more likely to attend a technical college. White males participate in the military more often than females or minority youth.

Youth with cognitive disabilities are most likely to attend a job-training program (28%). Youth with low incidence disabilities are most likely to participate in a technical college (35%). Minority youth are as likely to attend a technical college (18%) as they are to attend a job-training program (18%). Of the 268 students participating in postsecondary education, 203 (76%) reported they were also employed. Thirteen percent (13%) of the former students are neither attending postsecondary education nor employed.

Cohort 2 Self-Advocacy and Disclosure

An average of 66% of young adults who attend postsecondary education identify themselves as having a disability to someone at their place of postsecondary education. Students with disabilities who attend postsecondary education are most likely to disclose their disability status to a counselor/advisor or a disability specialist. Counselors/advisors (26%) and disability specialists (27%) are as likely to be informed by the student of the student's disability status. Students with emotional behavioral disabilities (40%) are the least likely to identify themselves as disabled. Minority students (87%) and students with low incidence disabilities (71%) are most likely to identify themselves as disabled. Regardless of gender, ethnicity or disability, more than one-third of all students with disabilities do not disclose their disability status to anyone at their place of postsecondary education one year after exiting high school.

Cohort 2 Accommodations and Assistive Technology (AT)

Of the students in Cohort 2 attending postsecondary education, 39% reported using some type of accommodation or assistive technology device (Cohort 1 29%). As a group, students with low incidence disabilities (34%) receive the fewest accommodations and/or assistive technology (AT). Students with visual impairments (67%) and speech and language impairments (62%) continue to use accommodations or AT the most compared to students with hearing impairments (33%) and other health impairments (29%). No respondents with autism (0%), orthopedic impairments (0%), or traumatic brain injury (0%) report using any accommodations or assistive technology while attending postsecondary education. Data in relation to students with specific types of low incidence disabilities should be interpreted cautiously as the number of students within each area of disability is small.

Cohort 2 High School Environment

Students who spent more than 60% of their day in special education settings in high school are least likely to attend a two-year, four-year, or technical college, and most likely to attend a job-training program. The amount of time a student spends in a special education environment is predictably related to the severity of student need. It is therefore not unexpected that students who spend the majority of their school day (>60%) in a special education environment in high school have the lowest rate of participation in postsecondary education.

Cohort 2 Goal of Postsecondary Education while in High School

Of the 600 exiters in this survey, 301 (50%) had the individual education program (IEP) goal of attending some type of postsecondary education. Of those, 268 (89%) actually did continue their education. Fewer than 11% of former students attended postsecondary education when it was not part of the transition plan in their IEP. Nearly one-half of students with disabilities participated in trade and industry courses in high school. Since students with disabilities are most likely to attend a technical college, this may indicate that students tend to continue the course of study developed in high school into postsecondary education.

Cohort 2 Employment

Cohort 2 Type of Employment

Of the 600 survey respondents, 74% (446) reported being employed for pay. Most former students (32%) were employed in retail/sales and food service. This is similar to the type of employment Cohort 1 youth reported. Five percent (5%) report working in a sheltered workshop. This is comparable to the 5% of the survey respondents identified as severely cognitively delayed.

Cohorts 2 Employment and Benefits by Gender, Ethnicity, and Disability

Overall, a smaller percentage of Cohort 2 respondents are employed, have received a raise in pay, and have benefits than Cohort 1 respondents. Male youth and white youth are slightly more likely to be *employed* than female youth and significantly more likely to be employed than minority youth. Students with learning disabilities and emotional behavioral disabilities are most likely to be employed. Youth with low incidence disabilities and minority youth are least likely to be employed. Within the area of low incidence disabilities, respondents with speech and language disabilities and hearing impairments are most likely to be employed, and respondents with traumatic brain injury, orthopedic impairments, and visual impairments are least likely to be employed.

Male youth and white youth are most likely to have *received a raise in pay* in their current employment. Students with learning disabilities are the most likely to receive a raise, and youth with emotional behavioral disabilities and low incidence disabilities were nearly as likely to receive a raise in pay. Minority youth, females and youth with cognitive disabilities were the least likely groups to receive a raise in pay in their current employment.

Male youth are more likely to *receive benefits* than female youth. White youth and minority youth are as likely to receive benefits. Students with learning disabilities and emotional behavioral disabilities are nearly as

likely to receive benefits. Youth with cognitive disabilities and low incidence disabilities were the least likely groups to receive benefits through their current employment.

Cohort 2 Employment Statistics

Overall, the length of employment, hours worked per week, and hourly wage for disabled youth in Wisconsin has been fairly stable over the past three years. Of those respondents who are currently employed, 61% have been employed for at least six months, 39% have been employed for more than one year. Seventy-seven percent (77%) of the respondents work 21 hours or more per week; 49% work more than 37 hours per week. The majority earn between \$5.75 and \$7.99 per hour.

Cohort 2 Comparative Employment Statistics by Gender, Ethnicity, and Disability

The overall length of employment and hours worked per week for Cohort 2 respondents is similar to Cohort 1 respondents. Slightly fewer Cohort 2 respondents (16%) are earning more than \$10.00 per hour than Cohort 1 respondents (19%). A higher percentage of male youth (47%) earn \$8.00 or more per hour than do female youth (32%); more white youth (43%) than minority youth (34%) earn \$8.00 or more per hour. Twenty-one percent (21%) of youth with cognitive disabilities and 32% of youth with low incidence disabilities earn \$8.00 or more per hour. Youth with cognitive disabilities (76%) are most likely to be employed more than six months, while students with emotional behavioral disabilities (49%) are least likely to be employed more than six months. Youth with cognitive disabilities (54%) are least likely to work more than 20 hours per week. Female youth (70%) work fewer hours than male youth (81%), and minority youth (72%) work fewer hours and white youth (77%).

Cohort 2 Employment Assistance

While 19% of former youth indicated they would talk to a workforce center or to the Department of Vocational Rehabilitation (job placement agencies meant to assist disabled workers secure employment) about needed employment, only 9% actually contacted a workforce center, and fewer than 7% of disabled youth talked to the Department of Vocational Rehabilitation. The percentage of students who say they would contact an adult employment agency has decreased from 54% (Cohort 1) to 29% (Cohort 2). The greatest majority of former students (33%) talked to family and friends about needed employment. Of those who are employed, 42% report they found their own jobs, 40% report they had help from family or friends, and 4% report they had assistance from an adult service agency.

Cohort 2 Reasons for Unemployment

26% of young adults report they are unemployed. The majority of students report they are not working because they are unable to find work. This has remained consistent during the two years of this survey. Less than 3% of the former students were fired or laid off from their job. Less than 4% of those in the survey report not working because they are receiving Social Security Insurance (SSI) benefits.

Cohort 2 Employment as Part of Transition Plan

46% of former students had the IEP transition goal of employment rather than postsecondary education. This is comparable to 45% of Cohort 1. Students with low incidence disabilities were the least likely to have the IEP transition goal of beginning employment after high school, and have the lowest rate of employment. Minority students and students with cognitive disabilities had the highest percentage of IEPs with the transition goal of beginning employment directly from the high school setting. Although these students had the highest intention of working immediately after exiting high school, they are among the least employed.

Cohort 2 Participation in High School Work Experiences

The most common types of high school job exploration are *non-paid* experiences in *the community* (e.g. job shadowing, informational interviewing, site visits, mentoring, service-learning and volunteering) and *non-paid* job exploration *in-school* (non-paid job). While the percentage of former students with non-paid experiences has maintained a similar rate, there has been an increase in paid in-school experiences and a significant decrease in paid community experiences. Very few students participated in summer employment programs or

sheltered workshop/work activity centers. Of the different types of work settings available, half of the students with cognitive disabilities participated in non-paid work exploration.

With the exception of students with cognitive disabilities, the percentage of youth currently employed is similar to the percentage of former students with paid high school work experiences. The percentage of paid community work experiences while attending high school decreased from 26% (Cohort 1) to 17% (Cohort 2), and the percentage of those currently employed has decreased from 80% to 74%. While the majority of Cohort 2 students (71%) had a paid work experience while in high school, that percentage has decreased by 8% from Cohort 1 students (79%). Of the 70% of students who had a paying job when they left high school, 7% kept that job for less than one month after exiting high school, 26% kept their high school job for four to 12 months, and 40% kept their jobs for more than one year. Over 70% of white youth are currently employed and were employed during high school; this is true for less than 60% of minority youth.

Students with learning disabilities had the highest rate of attendance at their own IEP meeting, the highest rate of high school paid work experience, and highest rate of current employment for payment. Conversely, students with cognitive disabilities had the lowest rate of attendance at their own IEP meeting, the lowest rate of high school paid work experience, and the lowest rate of current paid employment. Students with cognitive disabilities had the highest rate of all types of non-paid work exploration.

SUMMARY OF COHORT 1 AND COHORT 2 OUTCOMES

The following table shows the major post high school outcomes for Cohort 1 and Cohort 2 youth. Independent living is defined as living alone, with a spouse or roommate, another family member, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay. A higher percentage of students are living independently, nearly the same percentages are attending postsecondary education, and slightly fewer students are employed.

Cohort 1 and Cohort 2 Percentage View of Respondents Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Live Independently	Attend Postsecondary	Paid Employment
Cohort 2 (n = 600)	34	45	74
Cohort 1 (n = 389)	21	47	80

Summary of Key Outcomes for Cohort 1 and Cohort 2

Below are noted outcomes between survey years. Cohort 1 is the first figure, followed by Cohort 2.

- ❖ 21% (34%) of the respondents live independently.
- ❖ 76% (63%) of the respondents continue to live at home with their parents.
- ❖ 93% (84%) of the respondents report getting together socially more than one time per week.

- ❖ 47% (45%) of the respondents participate in postsecondary education.
- ❖ 23% (21%) of the respondents attend an academic (2-year or 4-year) college.
- ❖ 28% (27%) of the respondents attend technical college.

- ❖ 80% (74%) of the respondents are employed.
- ❖ 80% (77%) of the employed youth work more than 20 hours per week
- ❖ 64% (49%) of the employed youth work more than 37 hours per week
- ❖ 57% (43%) of the employed youth earn \$8.00 or more per hour and 41% (20%) earn less than \$8.00
- ❖ 50% (60%) of the employed youth earns between \$5.75 and \$9.99 per hour.
- ❖ 19% (16%) of the employed youth earns more than \$10.00 per hour.
- ❖ 38% (34%) of the respondents are working and also participating in postsecondary education.
- ❖ 12% (13%) of the respondents are neither employed nor attend postsecondary education.

COHORT 1 RESULTS – ONE AND THREE YEARS AFTER EXITING HIGH SCHOOL

Cohort 1 Survey Respondents

There is a representative comparison of the state population of Cohort 1 exiters with the respondents who completed the interview process one and three years after exiting their secondary placement. For the purpose of this report, Cohort 1 will refer to students with disabilities who exited high school in Wisconsin between December 1999 and December 2000 and participated in the first Post High School Outcomes Survey one year after exiting. Cohort 1(3) will refer to this same group of students three years after exiting high school. Seventy-five percent (75%) of the former students who were interviewed year one of this survey were re-interviewed during year three of this survey.

Cohort 1(3) Respondents

Of the 293 successfully completed interviews, 67% of the respondents were the former students themselves; 30% of the respondents were the parents of the former students, and 3% identified themselves as guardian or other. Of the 95 former students who were unable to respond for themselves, 29% were unable to communicate responses, 14% were unable to be located at the time of the interview, and 16% indicated another reason they could not respond. Fewer former students personally answered the interview questions three years after exiting high school than one year after exiting (67% vs 81%, respectively).

Cohort 1(3) Independent Living

Cohort 1(3) Living Arrangements

One year after exiting high school, 76% of former students reported living with their parent(s). Three years after exiting high school, this number dropped to 30%. The majority of young adults (63%) now live alone, with a roommate, or with another family member (Cohort 2 = 21%). Those living with other residents or in the military is relatively unchanged. Minority youth are most likely to live independently one (33%) and three (73%) years after exiting high school. One year after high school, students with cognitive disabilities were most likely to continue to live with their parents (82%), but three years after high school, that percentage has dropped to percentages similar to other disability areas (29%). Approximately 3% of young adults report owning their own homes three years after exiting high school. This question was not asked of respondents one year after exiting high school.

Cohort 1(3) Social/Recreation

Three years out of high school, the percentage of young adults who report socializing more than once *per month* increased, while the percentage of socializing *per week* decreased from what youth reported one year after exiting high school. Ninety-three percent (93%) of the Cohort 1 respondents reported getting together regularly to socialize. This percentage decreased to 83% three years out of high school.

One year out of high school, 69% of former students had obtained a valid driver's license; three years after high school, 75% of former students have a valid driver's license. Fewer young adults indicate getting a ride to a social event is a barrier to their participation in social activities three years after exiting high school (11% compared to 15%).

Three years out of high school, 84% of former students report participating in a leisure activity such as going to a movie, theater, concert or sporting event within the past six months (compared to 90% of Cohort 1). Twenty-two percent (22%) have attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity) (compared to 25% of Cohort 1), and 46% attend religious activities (i.e. church services/events) (compared to 48% of Cohort 1). Nearly 43% have voted in the past six months (53% of Cohort 1).

Cohort 1(3) Adult Agency Involvement/Support Services

During Year 1 of the survey, 12% of Cohort 1 respondents reported utilizing the support of a *one-on-one personal care assistant* and 14% reported working with a *counselor or social worker*. Three years after high school, this percentage has dropped slightly to 8% and 12%, respectively. Three years after leaving high school, 20% of the respondents report that they are receiving services from an *adult agency* (Cohort 1 = 22%) such as the DVR or Human Services.

Cohort 1(3) Postsecondary Education

Cohort 1(3) Participation in Postsecondary Education

Overall, fifty-two percent (52%) of former students are attending or have attended some type of postsecondary education program three years after exiting high school compared to 47% one year after exiting. This indicates that an additional 5% of students sought postsecondary training within three years of graduation. Only 5% of former students started a postsecondary program then discontinued it.

Some former students participated in more than one type of postsecondary program (i.e. there were 306 participation responses to type of postsecondary education program for 151 respondents). Participation in technical college increased the greatest, from 28% (year 1) to 36% (year three). Participation in job training programs declined the most (24% year one compared to 17% year three). Four-year college and military participation remain fairly stable over time. Of the 151 students participating in postsecondary education, 80% report they are also employed (compared to 82% of Cohort 1), while 10% are neither currently attending postsecondary education nor employed (compared to 12% of Cohort 1).

Cohort 1(3) Self-Advocacy and Disclosure

One year out of high school, 60% of young adults who attend postsecondary education identified themselves as having a disability to someone. This percent decreases to less than one-half (42%) by the time these young adults have been out of school for three years. Approximately one-quarter (24%) of students with disabilities who attend postsecondary education three years after exiting high school disclose their disability status to a counselor/advisor. This percentage has remained relatively unchanged from year one (27%). Young adult students who are out of school for three years are less likely (4%) to disclose their disability status to their classroom teachers than when they are out of high school for one year (17%).

Cohort 1(3) Accommodations and Assistive Technology (AT)

Of the 151 students attending postsecondary education three years after exiting high school, 28% report using some type of assistive technology device or accommodation at their place of postsecondary attendance. This is similar to the 29% who reported using some type of assistive technology device or accommodation one year after high school.

Cohort 1(3) Employment

Cohort 1(3) Type of Employment

Seventy-eight percent (78%) of Cohort 1(3) report being employed for pay compared to 80% of Cohort 1. Eighty-six percent (86%) work in the community three years after exiting high school, compared to 82% one year after exiting. Slightly fewer young adults (3%) work in a family business three years after exiting high school (Cohort 1 = 6%). There was little change from year one to year three in the types of employment.

Cohort 1(3) Employment by Gender, Ethnicity, and Disability

Overall, there was little change in the total percentage of disabled youth who are employed, and a slight increase in the percentage of youth who have received a raise and have benefits at their current job one and three years after exiting high school. One year after high school, males are more likely to be employed than females, but three years after high school, males and females are nearly as likely to be employed. One and three years after high school, males are more likely than females to have received a raise and have benefits.

Young minority adults and those with cognitive disabilities were the least likely groups to be employed, receive a raise, and have benefits through their current employment. While the employment rate of white youth with disabilities has declined slightly (2%) over the past three years, there has been a significant decrease (10%) in the percentage of employed minority youth with disabilities. Minority youth are significantly less likely to receive a raise or benefits than white youth after exiting high school. This difference is greater as minority youth are out of high school for three years. Young adults with emotional behavioral disabilities experienced the greatest increase in employment three years after exiting high school. Youth with orthopedic impairments, traumatic brain injuries, and visual impairments have continued to be the least employed groups for the past three years.

Cohort 1(3) Underemployment

The length of employment, hours worked per week, and hourly wage for disabled youth in Wisconsin has been fairly stable over the past three years. More youth have been employed for at least six months, yet fewer work more than 37 hours per week. Of those youth who have been out of school more than three years, 29% are earning more than \$10.00 hour, compared to 19% of youth who have been out of school one year. Cohort 1(3) respondents are employed longer when they have been out of high school for three years (73%) than one year (62%). A greater percentage of youth earns \$10.00 or more per hour three years after high school (29%) than one year (19%).

Male youth (75%) and female youth (70%) are as likely to be employed for more than six months, while white youth (76%) are significantly more likely to be employed for more than six months than minority youth (19%). Youth with cognitive disabilities (82%) have the highest percentage of youth employed for more than six months, while youth with low incidence disabilities have the lowest percentage of youth employed more than six months. Female youth (13%) are less likely to earn more than \$10.00 per hour than are male youth (38%); only 9% of youth with cognitive disabilities (9%) earn more than \$10.00 per hour compared to youth with emotional behavioral disabilities (23%).

Cohort 1(3) Employment Assistance

In the past three years, the percentage of students who say they would contact an adult employment agency has decreased from 54% to 28%. Those who report they would talk to a workforce center decreased from 27% to 16%, and those who would talk to DVR has decreased from 27% to 12%.

Cohort 1(3) Reasons for Unemployment

Twenty-two percent (22%) of young adults report they are unemployed three years out of high school. This is comparable to the 20% who reported they were unemployed one year after high school. Both one and three years after high school, approximately 25% of those who are unemployed report they are not working because they are unable to find work. Less than 3% of the former students were fired or laid off from their job. Less than 4% of those in the survey report not working because they are receiving Social Security Insurance (SSI) benefits.

Cohort 1(3) Employment and Postsecondary Education

Slightly more respondents indicate they are both working and going to school three years after high school (41%) than one year after exiting high school (38%). Slightly fewer respondents indicate they are neither working nor going to school three years after high school (10%) than one year after exiting high school (12%).

SUMMARY OF COHORT 1 AND COHORT 1(3) OUTCOMES

The following table shows the major post high school outcomes for youth exiting high school. Independent living is defined as living alone, with a spouse or roommate, another family member, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay. A significantly higher percentage of young

adults with disabilities are living independently (fewer are living with their parents and almost twice as many report living with a spouse or roommate), more are attending postsecondary education, and slightly fewer are employed.

Table 29. Cohort 1(3) Percentage View of Students Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Live Independently	Attend Postsecondary	Paid Employment
Cohort 1(3) (n = 293)	63	52	78
Cohort 1 (n = 389)	21	47	80
NLTS (3-5 yrs. out)	37	31	55

***Reported by NLTS for students with disabilities 3 – 5 years after graduation

Summary of Key Outcomes for Cohort 1 and Cohort 1(3)

Below are noted changes between survey years. Cohort 1 is the first figure, followed by Cohort 1(3).

- ❖ 21% (63%) of the respondents in the survey live independently.
- ❖ 76% (30%) of the respondents in the survey continue to live at home with their parents.
- ❖ 93% (83%) of the respondents report getting together socially more than one time per week.

- ❖ 47% (52%) of the respondents participate in postsecondary education.
- ❖ 23% (28%) of the respondents attend an academic (2-year or 4-year) college.
- ❖ 28% (36%) of the respondents attend technical college.

- ❖ 80% (78%) of the respondents are employed.
- ❖ 80% (77%) of the employed youth works more than 20 hours per week
- ❖ 64% (53%) of employed youth work more than 37 hours per week.
- ❖ 57% (47%) of the employed youth earn \$8.00 or more per hour and 43% (20%) earn less than \$8.00
- ❖ 50% (40%) of employed youth earns between \$5.75 and \$9.99 per hour.
- ❖ 19% (29%) of employed youth earns more than \$10.00 per hour.

- ❖ 38% (41%) of the respondents are working and also participating in postsecondary education.
- ❖ 12% (10%) of the respondents are neither employed nor attend postsecondary education.