Final Report – Year 2

Wisconsin Statewide Post High School Outcomes Survey of Individuals with Disabilities

A Status Report of Students with Disabilities Who Exited High School between December 2000 and December 2001

Prepared for the

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by

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Berlin	Hortonville	Menomonie	Slinger
Campbellsport	Hustisford	North Fond du Lac	Waupun
Crivitz	Janesville	Oakfield	Waterloo
Dodgeland	Lormira	Oconomowoc	West Bend
Freedom	Ripon	Park Falls	Westby
Green Bay	Markesan	Plymouth	Winneconne
Green Lake	Mayville	Rosendale-Brandon	Wisconsin Rapids

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Wisconsin Statewide Post High School Outcomes Survey of Individuals with Disabilities

A Status Report of Students with Disabilities Who Exited High School Between December 2000 and December 2001

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. It is the intention of the Wisconsin Department of Public Instruction (DPI) that local educational agencies utilize the data to identify strengths and weaknesses in their instructional programs, establish performance standards in the area of post high school outcomes, and improve the transition planning process to enable individuals with disabilities to make successful transitions from high school to adult life.

This report is the second of several planned statewide transition studies, and summarizes the results of locally collected district data on individuals with disabilities who received special education and related services and who have exited their high school education setting between December 2000 and December 2001. The first state transition study summarizes the results of a representative sample of students in the state who exited their education between December 1999 to December 2000, and can be found at: Executive Summary (an eight-page summary) http://www.dpi.state.wi.us/een/doc/phsosumm.doc and Final Report (56-page full text report) http://www.dpi.state.wi.us/een/doc/phsorept.doc.

BACKGROUND

Between December 2000 and December 2001, 520 students with disabilities exited high school from local educational agencies in Wisconsin participating in this study. This report summarizes the post high school outcomes of a sample of these students by specifically addressing their participation in postsecondary education, current employment, and several aspects of independent living one year after exiting their secondary education. Results are analyzed by gender, ethnicity and disability, and some comparisons are made to the outcomes reported in the December 1999 to December 2000 state study (Year 1). Some Year 1 data is included in this report when more current data is unavailable, and sometimes for comparative purposes.

The Wisconsin Statewide Post High School Outcomes Survey also assesses several areas related to the implementation of the federal transition requirements, including student participation in their own Individual Education Plan (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. Results are included within the text of this study, as well as listed by percentage in Appendix B.

The National Longitudinal Transition Study of Special Education Students (NLTS) was mandated in 1983 by the U.S. 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 NLTS describes the experiences and outcomes of youth with disabilities nationally during high school and early adulthood. It was the first nationally representative database on students with disabilities, and gave

the best picture available of the experiences of young adults with disabilities while they were in high school and the first years afterward.

SRI International conducted the first NLTS from 1987 through 1993 under contract of the Office of Special Education Programs (OSEP), U. S. Department of Education, and 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. Data were first gathered in 1987 (wave 1) and again in 1990-91 (wave 2) so that youths' patterns of experiences through high school and into their early adult years could be charted. Telephone interviews with parents (and the youth themselves if they were able to respond), 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. Key findings of the NLTS can be reviewed in-depth at: http://www.sri.com or by contacting the Office of Special Education Programs at 202-205-9864.

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 been again contracted to conduct this study and is currently analyzing recently collected student data for the NLTS-2. Key findings of the NLTS2 can be reviewed in-depth at: http://www.nlts2.org or by contacting the Office of Special Education Programs at 202-205-9864.

METHOD

For purposes of this study, *local educational agency (LEA)* includes 32 public schools in Wisconsin and the Wisconsin Center for the Blind and Visually Impaired. *Exit* means the student exited their high school or alternative 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 2001-02 school year, 32 LEAs and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) applied for and received state mini-grants to replicate the procedures implemented during the first year of the state outcomes project (herein referred to as Year 1) in their local districts. Cooperative Educational Services Agency (CESA) # 6 applied for and conducted the study on behalf of the 18 LEAs within their cooperative agency. Unlike the statewide study, which utilized a 20% stratified random sample of 5239 students (sampling with error) who exited their secondary education the preceding year, the LEAs included in this study censused their entire population that exited between December 2000 and December 2001 (sampling without error).

The types of information collected, instruments utilized, and data analyzed essentially remained the same for both Year 1 and Year 2. Rather than having St. Norbert conduct all the interviews as they did in Year 1, CESA 11, working with an independent programming consultant, developed an Access data collection disk. The data analysis was simplified and expressed in numbers and percents, as many of the districts in the study were too small to meaningfully utilize statistical analysis. Additionally, the method of analysis needed to be "user-friendly" enough to the study participants and their audiences to be effectively utilized. The districts included in the mini-grant project assisted the project coordinators in determining if this was a method of data collection that could be easily replicated by other LEAs in future years.

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

Demographic Information

The LEAs and WCBVI utilized student data as reported on their 2001 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.

To ensure as much consistency as possible in implementation and analysis, CESA #11 provided training to mini-grant participants on the survey process, interviewing, data entry, and data analysis. Districts collected their own data, interviewed their exiters, and reviewed their data. Districts were required to submit a final report and their database to the project coordinator. The participants were given a report template that could be utilized in whole or in part. Given the variation in the size of districts and the information they hoped to gain from the study, the Year 2 districts were not required to address all the areas that the Year 1 statewide study did, but for purposes of statewide analysis, participants were required to provide all requested IEP and interview data to the project coordinators. Additionally, the districts were required to summarize their survey results and include them in their district's annual Special Education Plan (SEP).

Study Participants

For this study, students with disabilities in the participating LEAs and the WCBVI who successfully exited their high school education between December 2000 and December 2001 were included in the population. Districts are geographically distributed around the state, and include small, medium and large districts. Because CESA #6 applied for the mini-grant to conduct the study for the LEAs located in their region, there is a concentration of districts in the east-central part of the state.

Attempts were made to contact all 520 possible respondents. The districts were able to contact 70% (365) of the 520 former students in the population. Eleven of the 365 contacts are not included here due to lack of data following the contact. WCBVI was able to contact 88% of their identified exiters.

Final results include respondents from the 32 LEAs and the WCBVI. It was the intention of WCBVI to assess the outcomes of all blind or visually impaired (primary or secondary disability) exiters in the state to specifically review the outcomes of this unique population. The WCBVI collected this information and returned the results to the home district of those students whose district was a participating district in this study. Those results are reported within the home district's outcomes and are included within this report.

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 impaired (HI), visually impaired (VI), speech and language impaired (S/L), autism (Autism), deaf/blind (D/B), other health impaired (OHI), othropedically 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.

Limitations of the Study

A limiting factor in the study is the small number of responses for individual items when analyzed by gender, ethnicity and disability. Many of these individual cells had fewer than five responses, making it necessary to interpret results with caution.

For this study, only those students with disabilities who were receiving special education and successfully exited their high school education were included in the population, and results were not compared to non-disabled exiters or dropouts. This may present a somewhat limited view of outcomes for *all* students with disabilities who received special education and related services and no longer attend high school. The NLTS data suggest that 38% of students with disabilities who left school did so by dropping out (compared to 25% of students in the general population).

RESULTS

Table 1 shows the proportionality of students with disabilities exiting high school by percentage of gender, ethnicity, and primary disability. Year 2 respondents are similar in comparison to the Year 1 state population (2000-01 state data is not yet available), with the exception that black youth are somewhat underrepresented within the minority respondents. Given the nature of the mini-grant structure, this is something that could not be controlled. The NLTS experienced a similar response pattern. They conducted a non-respondent bias analysis to detect the magnitude of difference that existed between respondents and non-respondents and found very few differences (Javitz and Wagner, 1993).

Table 1 - Comparison of State Population, LEA Population and LEA Respondents

	Yr. 2 State Population		Yr. 2 LEA Population		Yr. 2 LEA Respondents	
	N=5888		N = 520		n=354	
	N	**Percent**	**N**	**Percent**	**n**	**Percent**
Male	3917	66	327	63	228	64
Female	1971	34	193	37	126	36
White	5132	87	491	94	333	94
Minority	756	13	29	6	21	6
Asian	96	1.6	3	0.6	2	0.6
Black	423	7.2	7	1.3	5	1.4
Hispanic	162	2.8	10	1.9	7	2.0
Indian	75	1.3	9	1.7	7	2.0
CD*	812	14	71	14	48	14
EBD*	1009	17	95	18	60	17
LD*	3425	58	288	55	197	56
LI*	642	11	66	13	49	14
HI	101	1.7	7	1.3	7	2.0
OHI	257	4.4	30	5.8	22	6.2
OI	59	1.0	6	1.2	5	1.4
S/L	118	2.0	10	1.9	8	2.3
TBI	34	0.6	2	0.4	2	0.6
VI	26	0.4	4	0.8	0	0.0
Autism	47	0.8	6	1.2	5	1.4
D/B	0	0.0	1	0.2	0	0

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

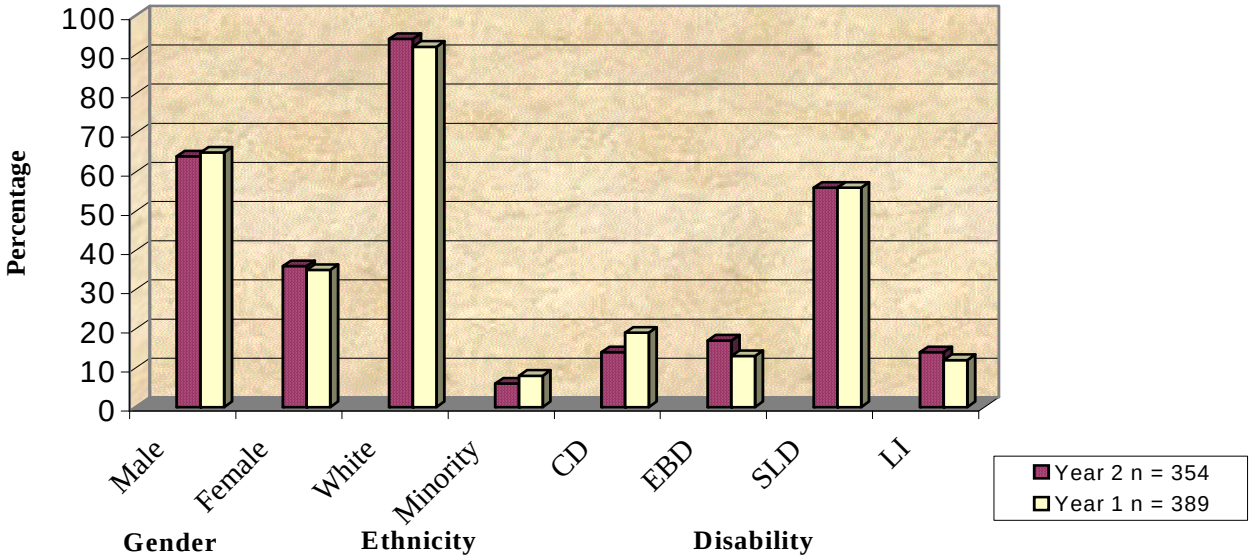
Respondents

Of the 354 successfully completed interviews, 74% of the respondents were the former students themselves; 22% of the respondents were the parents of the former students, and 4% identified themselves as guardian or other. Of the 90 former students that were unable to respond for themselves, 26% were unable to communicate responses, 13% were unable to be located, and 61% indicated another reason they could not respond.

Nineteen percent (19%) of the respondents were identified as having a secondary disability, and 4% were identified as having three or more disabilities. During their last year of high school attendance, 40% of the respondents were in the special education environment for less than 21% of their school day, 34% were in the special education environment between 21% and 60% of their school day, 20% were in the special education environment for more than 61% of their school day, and 6% attended a separate public day school or residential facility. Of the 48 respondents identified with cognitive disabilities, 60% were reported as having a mild or moderate disability and 40% were reported as having a severe or profound disability (5% of all survey respondents).

Figure 1 represents a comparison of the Year 2 and Year 1 respondents (those students who actually responded to the interview) by gender, ethnicity, and disability. Results indicate a good comparison between analysis years.

Figure 1 - Comparison of Year 1 and Year 2 Respondents by Gender, Ethnicity and Disability



Graduation Status

The database for this study included students who successfully exited their high school education placement. Respondents predominantly exited with diplomas, as opposed to certificates of attendance or reaching maximum age. Because such a high percentage of students exited with a diploma, it was difficult to determine the impact of exiting high school education with a certificate of attendance or reaching maximum age on post high school outcomes such as employment status, rate of pay, or participation in postsecondary education.

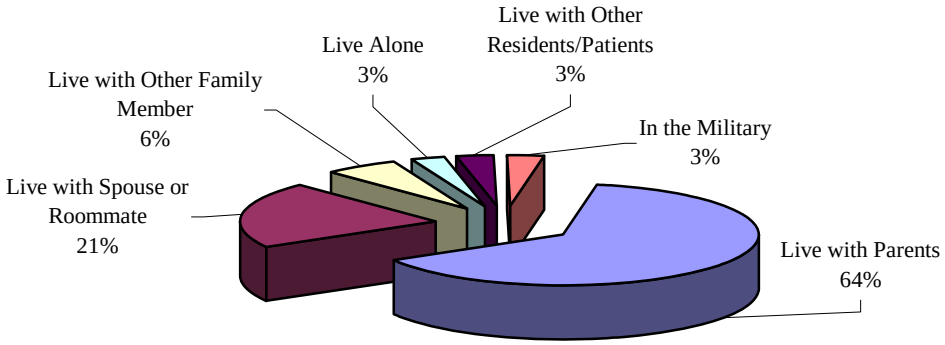
INDEPENDENT LIVING

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. Paying bills, preparing meals and voting are indicative of functioning adults (Wagner, Blackorby, Cameto and Newman, 1993).

Living Arrangements

Figure 2 shows the current living arrangements of former students. The majority of young adults (64%) in Wisconsin continue to live with their parent(s) one year after exiting high school. Thirty-three percent (33%) of survey respondents report living independently; either living alone, with another family member, with a spouse or roommate, or in the military. NLTS (1993) analyses indicated that 28% of youth in the general population were living independently less than 2 years after high school compared to 13% of youth with disabilities (Blackorby and Wagner, 1996). Three to five years post high school, 37% of youth with disabilities live independently, while 60% of non-disabled youth live independently.

Figure 2 - Current Living Arrangements



Social/Recreation

Of the 354 respondents, 95% reported getting together socially with friends or family members, other than those they live with, on a regular basis. The majority of respondents (72%) had a valid driver's license (another 4% had suspended license), 13% did not have a license but planned to obtain one, 8% did not have a valid license and did not plan to obtain one, and 3% were medically restricted from obtaining a driver's license.

A majority of former students (85%) reported 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 attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity), 34% have attended religious activities (i.e. church services/events), and 31% have voted in the past 6 months. Some young adults (12%) indicated getting a ride to a social event is a barrier to their participation. The NLTS results indicate that nationally, nearly 82% of youth regularly participate in social activities (Wagner, Blackorby, Cameto and Newman, 1993).

Contact with Adult Agencies in High School

Districts report that 36% of the IEPs developed for the former students' senior year indicated a need for involvement from an outside agency. Of those, 67% indicated that the agency attended the student's IEP meeting. Regardless of whether the outside agency attended the IEP meeting, 23% 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, 5% of respondents reported utilizing the support of a one-on-one personal care assistant (i.e. aide, service coordinator or manager), 11% reported working with a counselor or social worker to maintain their independent living arrangement, and 18% reported that they were receiving services from an adult agency (e.g. Division of Vocational Rehabilitation (DVR), Human Services).

Types of Adult Services being Utilized
Respondents report the following adult services currently being utilized:

Agency Utilization

- Division of Vocational Rehabilitation (DVR) services
- Job Center
- Human Services/Unified Services
- Pathways
- Enrichment Center
- Cerebral Palsy (CP) Center
- Women, Infants and Children (WIC)/Healthy Start
- Community Investment Program (CIP)/Community Options Program (COP)

Agency Services

- help with a summer job/permanent employment
- workforce resources/job coaching/job placement interviews and training
- postsecondary education books/tuition paid
- paid travel (mileage reimbursement) for college
- education search/careers program
- family education classes
- health insurance/medical services
- Early Childhood services

Suggestions by Former Students for Improving Participation in Independent and 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. Please refer to Appendix A for those suggestions.

Comparison of Year 1 and Year 2 Independent Living Results
Only two data points have been collected (Year 1 and Year 2 surveys), so trends should be interpreted cautiously. Below are noted trends between survey years:

- Fewer students continue to live with their parents (76% to 64%), and more report living with a roommate or spouse (10% to 21%).

- More students have obtained a driver's license (69% to 72%) and conversely fewer indicate getting a ride to a social activity is a barrier (15% to 12%).

- More outside agencies attended IEP meetings (51% to 67%).

- Need for outside agencies and statement of responsibilities or needed linkages declined (44% to 36% and 29% to 23%, respectively).

- Fewer students report using a one-on-one personal care assistant (12% to 5%), counselor/social worker (14% to 11%), and DVR counselor (22% to 18%).

POSTSECONDARY EDUCATION

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 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

Forty-five percent (45%) of former students are attending or have attended some type of postsecondary education program. Fourteen percent (14%) of the students started a postsecondary program then discontinued. Some former students participated in more than one type of postsecondary program. Technical training programs and two-year community college were most attended by all groups, followed by four-year college.

NLTS (1993) data suggest that, among youth with disabilities out of high school up to 3 years, only 16% enrolled in academic programs and 15% enrolled in technical programs. Nationally, only 27% of those students with disabilities who complete high school are enrolled in postsecondary education compared to 68% of the general student population (Wagner, Blackorby, Cameto and Newman, 1993).

Postsecondary Participation by Gender, Ethnicity and Disability

Table 2 indicates the type of postsecondary program former students who attended by gender, ethnicity, and disability. The percentages represent the percent attending within that category. For example, 10% of the males in this study went to a 2-year college.

Table 2 - Percentage of Respondents Who Attend Postsecondary Education by Gender, Ethnicity and Disability (N = 354)

	2-yr. College	4-yr College	Voc./ Tech.	Adult Ed.	Apprentice	Job Training	Military
Male	10	6	28	<1	2	6	6
Female	10	6	17	1	1	4	2
White	10	6	17	1	1	5	5
Minority	5	0	19	0	5	10	0
CD	0	0	8	0	0	4	0
EBD	3	0	13	0	0	5	7
LD	12	7	21	2	3	6	6
LI* **	16	16	16	0	0	4	2
HI	14	29	0	0	0	0	0
OHI	9	14	9	0	0	5	5
OI	0	0	40	0	0	0	0
S/L	25	12	38	0	0	0	0
TBI	50	0	50	0	0	0	0
Autism	40	40	0	0	0	20	0
Total (n=354)	10%	6%	18%	<1%	1%	5%	5%
Total (n=159)	22%	13%	39%	1%	3%	11%	11%

*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.

The second to last row in Table 2 indicates percentage of students in this study within that category who attended postsecondary training. For example, 10% of the former students with disabilities went on to a 2-year college and 6% went on to a 4-year college. The last row in Table 2 indicates the percentage of all students who attended postsecondary education by type of education. For example, 22% of those who went on for postsecondary training participated in a 2-year college and 13% went to a 4-year college.

Table 3 indicates the percentage of students within each category who attended postsecondary education. It also shows a comparison of the ratio of former students in this study to those who actually attend postsecondary education. Participation in postsecondary education is fairly even in relation to gender and ethnicity. Youth with learning disabilities and youth with low incidence disabilities represent the greatest majority of students participating in all types of postsecondary education. Students with CD or EBD attend less than LD or LI students. Similarly, the NLTS data (Wagner, Blackorby, Cameto and Newman, 1993) indicate that nationally, students with low incidence disabilities are most likely to participate in postsecondary college and technical training.

Table 3 - Comparison of Survey Respondents and Those Who Attend Postsecondary Education by Gender, Ethnicity and Disability

	# Who Attended	# of Survey Respondents	% Who Attend		% of Survey Respondents	% Who Attend
Male	108	228	47		64	68
Female	51	126	40		36	32
White	151	333	45		94	95
Minority	8	21	38		6	5
CD	6	48	12		14	4
EBD	17	60	28		17	11
LD	109	197	55		56	68
LI*	27	49	55		14	17
HI	3	7	43		2.0	1.9
OHI	9	22	41		6.2	5.7
OI	2	5	40		1.4	1.2
S/L	6	8	75		2.3	3.8
TBI	2	2	100		.6	1.2
Autism	5	5	100		1.4	3.1
Total**	159	354	45%		100%	100%

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence
** Numbers and percents are totals for each of the categories of gender, ethnicity and disability

Self-Advocacy and Disclosure

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 55% 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 or advisor (27%), a disability specialist (18%), or teacher (10)%. This indicates very few students convey their needs to their teachers.

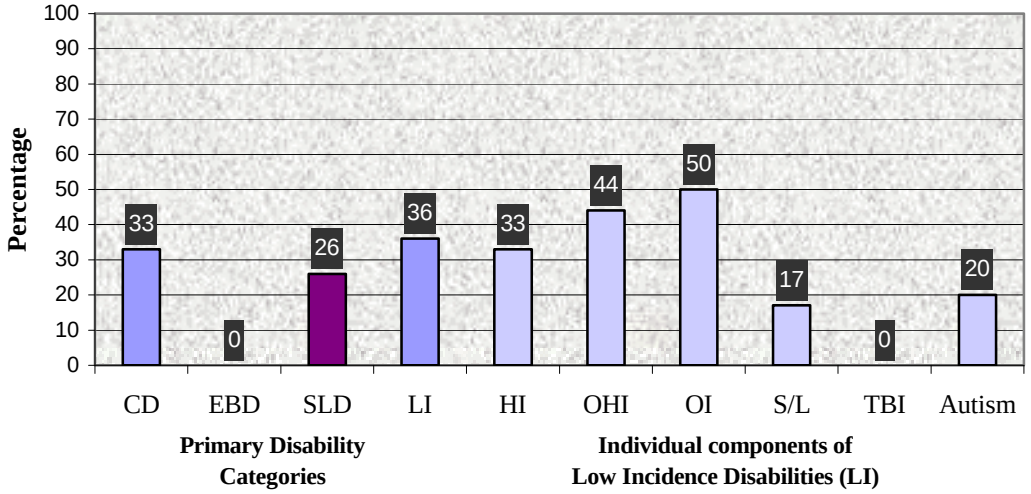
Year 1 results indicate that students with low incidence disabilities (specifically, hearing impairments, other health impairments and visual impairments) are most likely to disclose their disability status. Teachers and disability specialists are nearly equally as likely to be informed by the student of the student's disability

status. Only 5% of students with emotional disabilities identified themselves as disabled to their teachers. Students with low incidence disabilities most often contacted a counselor or advisor rather than their teacher or disability specialist. Minority students were much more likely to identify themselves as disabled to a counselor/advisor or teacher than were white students.

Accommodations and Assistive Technology

Of the 159 students attending postsecondary education, 29% reported using some type of accommodation or assistive technology device. Figure 3 indicates that students with low incidence disabilities were most likely to have accommodations or use assistive technology, with the majority of those students having hearing impairments, other health impairments, or orthopedic impairments. Respondents with autism, speech and language disabilities and traumatic brain injury request and/or get very few accommodations or assistive technology. NOTE: 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.

Figure 3 - Percentage of Former Students Who Use Assistive Technology or Accommodations in Postsecondary Education



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

Accommodations

- interpreter/note taker
- study guides
- preferred seating
- extra or unlimited test and study time
- in-class modifications by teacher
- tutoring/peer tutoring
  - help with homework and study habits
  - advisor/counselor
  - quiet room
  - writing center/math lab

Assistive Technology

- computers/laptops
  - spell checker/grammar checker/ calculator
  - voice activated computer program
- tape recorder
- books on tape

Goal of Postsecondary Education while in High School

Of the 159 students participating in postsecondary education, 74% had IEP transition plans indicating it was the student's primary intention to begin postsecondary education rather than begin employment following graduation from high school. Fewer than 8% of former students attended postsecondary education when it was not part of their transition plan. This indicates the importance of planning for postsecondary education while the student is still in high school if it is the student's intent to continue their education.

Vocational and Technical Preparation While in High School

Table 4 indicates that trade and industry courses are taken in high school (15%) at nearly the same rate of participation as in postsecondary education (18%). This may indicate that students tend to continue the course of study developed in high school into postsecondary education.

Table 4 - Student Participation in Vocational Courses While in the High School Setting (n = 354)

Participation during the Last Two Years of High School	%
Agriculture education	20
Business, office, marketing	18
Health occupations education	7
Home economics/family and consumer education	17
Graphic arts education	4
Trade & industry (e.g. woodworking, metals, mechanics, electronics)	15
School-to-work	9

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. Please refer to Appendix A for those suggestions.

Comparison of Year 1 and Year 2 Postsecondary Education Results

Only two data points have been collected (Year 1 and Year 2 surveys), so trends should be interpreted cautiously. Below are noted trends between survey years:

- Nearly the same percentage of former students are participating in some type of postsecondary education (47% to 45%), but many more students report discontinuing a program they began (2% to 14%).
- Students continue to enroll in postsecondary vocational training programs (18%) at nearly the same rate as they participated in high school vocational education classes (15%).
- Fewer students are attending technical training programs (28% to 18%) or participating in job training programs (24% to 5%) this year.
- Fewer students are disclosing their disability status to disability specialists and teachers (60% to 50%).
- Fewer students had the primary IEP goal of postsecondary education (84% to 74%).
- Fewer students participated in postsecondary education programs when participation was not a planned part of the IEP process (15% to 8%).

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. Year 1 study used $7.00 as the level of underemployment. This was increased to $8.00 to reflect the poverty standards utilized by DVR for funding. This will, naturally, increase the percentage considered underemployed.

Type of Employment

Table 6 indicates that of the 354 respondents, 76% (268) reported being employed for pay, with 84% of those working in the community or family business. Seven percent (7%) work in a sheltered workshop. This is comparable to the percentage of survey respondents who were identified as severely cognitively delayed. Most former students were employed in business/sales (24%), followed by factory/production (10%) and construction (10%).

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).

Table 5 - Primary Place and Type of Post High School Employment (n = 268)

Primary Place of Employment	%		Primary Type of Employment	%
In the community	66		Business/sales	24
Family-owned business	9		Clerical/Office	3
Sheltered workshop	7		Medical	6
Own business/self-employed	0		Agriculture	6
Other	18		Mechanics	6
			Factory/Production	10
			Child Care/Cleaning	4
			Construction	10
			Other	31

Employment by Gender, Ethnicity and Disability

Table 6 indicates the number of former students who are currently employed for pay, and of those employed for pay, how many have received a raise from their current place of employment, and how many receive benefits. Male youth are slightly more likely to be *employed* than female youth. White and minority youth are similarly employed. Students with learning disabilities are most likely to be employed.

The percentage of male youth who have *received a raise in pay* is slightly higher than for female and minority youth. Students with learning disabilities, emotional/behavioral disabilities and low incidence disabilities were nearly as likely to receive a raise in pay. Young minority adults and those with cognitive disabilities were the least likely groups to receive a raise in pay in their current employment.

The percentage of male youth who *receive benefits* is higher than female youth and comparable for minority youth. Students with learning disabilities and emotional/behavioral disabilities were as likely to receive

benefits. Young female adults and those with cognitive and low incidence disabilities were the least likely groups to receive benefits through their current employment.

Table 6 - Percentage of Former Students who are Currently Employed, Have Received a Raise and Have Benefits

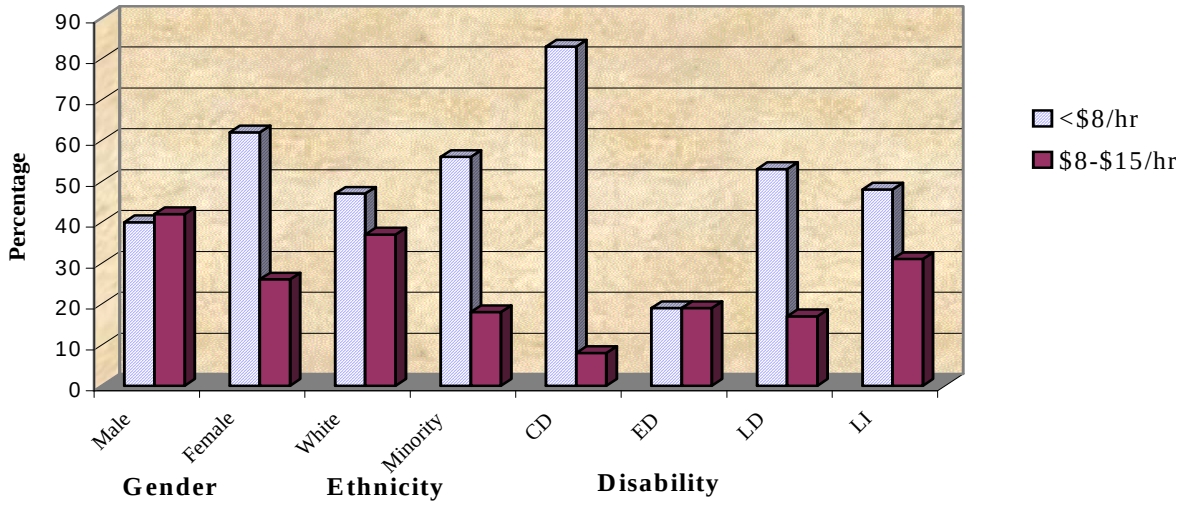
	Paid Employment (N = 354)	Received a Raise (n = 268)	Have Benefits (n = 268)
Male	78	59	50
Female	71	54	38
White	76	58	446
Minority	76	50	44
CD	75	33	28
EBD	75	60	53
LD	80	62	49
LI**	60	59	34
HI	71	40	40
OHI	68	67	40
OI	0	0	0
S/L	75	83	33
TBI	50	0	100
Autism	40	0	0
Total	76%	57%	46%

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Rate of Pay by Gender, Ethnicity and Disability

Figure 4 indicates that a higher percentage of males than females earn between $8 and $15. Similarly, a higher percentage of white young adults earn between $8 and $15 than do young minority adults. The most frequent rate of pay for females and all categories of ethnicity and disability is below $8.00 per hour. A higher percentage of students with cognitive disabilities earn significantly lower salaries than any other disability area.

Figure 4 - Percentage of Former Students' Rate of Pay by Gender, Ethnicity and Disability



Underemployment

Table 7 indicates that of those former students who are currently employed, 65% have been employed for at least six months, with a majority working between 6 months and one year. The majority of youth works more than 37 hours per week, with 75% of the former students working half-time or more, and 70% earning up to $10.00 per hour. Fourteen percent (14%) of the respondents did not know or refused to answer these questions. Fewer students refused to answer this question than in Year 1 (23%), possibly because the question was asked as a salary range rather than a dollar amount.

Table 7 - Employment Statistics of Former Students (n = 268)

Length of Employment at Current Job	%		Hour of Work Per Week	%		Current Hourly Wage	%
Less than one month	6		More than 37 hours	54		Less than $5.75	10
1 – 3 months	15		21 – 37 hours	21		$5.75 - $7.99	38
4 – 6 months	14		16 – 20 hours	11		$8.00 - $9.99	22
7 – 12 months	35		Less than 16 hours	10		$10.00 - $15.00	14
More than one year	30		Unknown/Refused	3		Above $15.00	2
Unknown/Refused	0					Unknown/Refused	14

Employment Assistance

Of those employed, 38% found their own jobs, 42% had help from family or friends, and only 6% had assistance from an adult service agency. Table 8 indicates that while 16% indicated they would talk to a work force center, only 4% actually did. The greatest majority of former students talked to family and friends, which is similar to those whom they said they would first talk to about needed employment. This indicates the importance family and friends have in guiding and advising youth with disabilities even after high school. Young adults are not actually contacting those they know are trained to assist them in finding employment.

Table 8 - Employment Assistance and Former Students (n =325)

Assistance Finding Employment	% That Would Talk To	% Actually Talked To
Work force center (e.g. Job Center, Workforce Investment Act) economic development, job service	16	9
Human Services	2	3
Past school personnel	3	6
DVR	8	8
Family/friends	41	42
Other	12	13
Unknown/Refused	19	18

Reasons for Unemployment

Less than 24% (85) young adults reported that they are currently unemployed. Table 9 indicates that some respondents stated they were not employed because they were a full-time students or homemakers. Twenty-six percent (26%) of respondents reported that the reason they are not working is because they are unable to find work, and 8% of the respondents reported not working because they are medically restricted or receiving SSI benefits. This represents less than 2% of all the exiters in the study. Less than 5% of any of the former students were fired from a job.

Table 9 - Reasons Former Students are Unemployed (n = 85)

Reasons for Unemployment	%
Recently fired	5
Unable to find work	26
Unable to find transportation	6
Disabled and/or receiving SSI	6
Homemaker	4
Full-time student	6
In a correctional institution, detention or residential facility	4
Medical restriction	14
Laid off	8
Other/Unknown/Refused	21

Employment and Postsecondary Education

Thirty-three percent (33%) of former students were currently employed and currently attending postsecondary education. Twelve percent (12%) were neither currently employed nor attending postsecondary education.

Employment as Part of Transition Plan

Fifty-three percent (53%) of former students had the primary transition goal of employment rather than postsecondary education. This is comparable to the 50% who did so last year. Year 1 results indicate that students with low incidence disabilities were the least likely to have the IEP transition goal of beginning employment rather than postsecondary or technical training after high school. 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 students with cognitive disabilities had the highest intention of working immediately after exiting high school, they had the lowest post high school employment rate.

Participation in High School Work Experiences

Of the currently employed respondents, the majority had a paid work experience while in high school. The percentage of youth currently employed (76%) is slightly lower than the percentage of former students with paid high school experiences (85%). The most common types of high school job exploration are *non-paid* job exploration (46%) *in the community* (e.g. job shadowing, informational interviewing, site visits, mentoring, service-learning and volunteering) and a *paid in-school* work experience (28%). Very few students participated in summer employment programs or sheltered workshop/ work activity centers.

Types of High School Work Experiences and IEP Participation

Year 1 results indicate that 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 also had the highest rate of all types of non-paid work exploration.

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 leisure and social activities, community participation and independent living for future students. Please refer to Appendix A for those suggestions.

Comparison of Year 1 and Year 2 Employment Results

Only two data points have been collected (Year 1 and Year 2 surveys), so trends should be interpreted cautiously. Below are noted trends between survey years:

- Slightly fewer youth are employed (80% to 76%).
- Employment rates for white, male and learning disabled youth have dropped, and are now similar to rates of employment of minority youth, and those with CD and EBD.
- Most former students were employed in business/sales (24% to 24%) and factory/production or construction (18% to 20%).
- The majority in all groups, with the exception of males, now make less than $8.00/hr (38%), compared to 57% who made less than $7.00/ hr. as reported in Year 1 of the study.
- Fewer students are earning a wage above DVR poverty figures (38% to 22%).
- Fewer students view DVR as an agency they would talk to about securing employment (27% to 8%).

SUMMARY

Table 10 reviews the major post high school outcomes for youth exiting high school. Independent living is defined as living with a spouse or roommate, another family member, alone, or in the military. Postsecondary education reflects the percentage of study participants who attended some type of postsecondary training. Paid employment is working for pay. Trends indicate that a higher percentage of students are living independently (fewer are living with their parents and almost twice as many report living with a spouse or roommate), nearly the same percentages are attending postsecondary training, and slightly fewer students are employed.

Table 10 - Percentage View of Former Students Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Living Independently	Attend Postsecondary	Paid Employment
Year 2	33	45	76
Year 1	21	47	80

Summary of Key Trends Between Year 1 and Year 2 (Year 1 data is in parentheses):

- ❖ 64% (76%) of the students in the study continue to live at home with their parents.
- ❖ 76% (80%) of the students in the study are employed.
- ❖ 45% (47%) of the students in the study participate in postsecondary education.
- ❖ 54% (64%) of employed youth in the study work more than 37 hours per week.
- ❖ 38% (57%) of employed youth in the study earn at least $8.00 ($7.00) per hour.
- ❖ 60% (50%) of employed youth in the study earn between $5.75 and $9.99 per hour.

- 12% (12%) of youth in the study are neither employed nor attend postsecondary education.

Possible Areas District Staff Might Consider when Reviewing these Data

- More outside agencies attended students' IEP meetings, however, fewer IEPs indicated a need for outside agencies or contained a statement of needed agency services, and, fewer students report they are utilizing adult services agencies. Districts may wish to consider additional methods of developing relationships with outside agencies that nurture a transition relationship so young adults can benefit from available services.

- Since a very high percentage of students do not disclose their disability status to any one in their place of postsecondary education, districts may wish to consider student self-advocacy and self-determination as an important part of transition instruction. Making connections with postsecondary institutions and potential employers is something former students report they want more of to better prepare them for the transition to adult living.

- 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 post high school outcomes are not as positive for minority youth and those with cognitive disabilities as for white youth or youth with other disabilities, districts may wish to focus their time and resources on minority youth and youth with cognitive disabilities.

- Review the suggestions youth have for their former place of high school education; they are rich with good ideas.

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Appendix A

FORMER STUDENT SUGGESTIONS

Appendix A

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

Suggestions by Former Students for Improving Participation in Independent Living Activities After Leaving High School

Community Involvement

- assist students with social situations in student's own environment
- provide more clubs/leadership programs suitable for students in special education
- more after-school non-athletic activities/recreation clubs
- get them more involved and interested in community activities
- need more information on what is available out there
- provide more information on which community people/agencies to contact
- visit community services places
- get students to volunteer more

Instruction

- more recreational classes/sports training
- more community service/volunteer classes
- more real world/transition classes
- more classes to teach reading paychecks/stubs, writing checks and using a credit card
- more budgeting/money management
- have an 'English for Life' class/reading for life
- more independent living classes
- more academic and less of "this" stuff
- more hands-on/shop classes/more computer aided design (CAD)
- keep the co-op and services learning programs
- more alternative education options
- more field trips
- more attention and help every day
- help administration understand students with disabilities

Future Preparation

- teach kids about their disability and adjusting to it
- teach students to ask for help when they need it
- talk to students about taking the ACT for college
- have teachers call graduated students

Suggestions by Former Students for Increasing Participation in Postsecondary Education

Instruction

- more one-on-one with students/work with more kids
- more teachers/more special education teachers
- more counseling students about their disabilities
- encourage students more about their futures
- challenge students more but make it fun/more interesting

- more college prep/tech classes/more selection
- continue Youth Options program
- schedule and teach high school classes more like college/tech classes
- more computer classes or activities (clubs)/more CAD
- more hands-on classes/field trips/shop classes
- get students out into the community more
- get ARC more involved in high school

Encouragement

- let kids know they can do it/a little more independent pushing/more ownership
- bring back other people that have succeeded
- help students research their options more
- encourage college, even if they think they aren't going

Future Preparation

- prepare students more for what lies ahead
- teach more about college, e.g. financial aid, tour of the campus, more brochures/Career Day
- provide a better link/communication between high school and colleges
- encourage more options, e.g. four-year programs and don't just push for technical programs
- provide a chance to audit college classes to see what they are really like
- get them better set up for college – they don't know how to study when they get there
- more services from the guidance counselor
- military should be better represented at school

Suggestions by Former Students for Increasing Post High School Employment

Work Opportunity

- provide more work release/jobs training programs
- more job shadowing programs
- provide more jobs for credit
- more co-op programs
- more jobs in school
- more variety in work study opportunities
- help finding starting jobs/more school to work programs
- more community service and hands-on
- more employer participation/have employers talk directly to students
- more apprenticeships with local employers
- have a jobs coordinator/technical counselor
- career testing/test students for talent
- offer job fairs/Career Day/College Fair

Classes

- more tech ed and electronics classes
- have more job related activities in school like shop classes
- more computer classes/more CAD classes
- more job training classes
- make classes on resumes, interviewing and job applications mandatory
- social skills course
- better determine the interests of students
- get a motivational speaker
- get a job coach and transition expert
- provide a day care

Attitude/Skills

- teach how to keep jobs
- teach about job opportunities, the real world, and less focus on academics
- have a class for personal motivation/flexibility
- encourage students to talk to counselors about jobs
- look for a field you enjoy working in
- include students more in main population
- provide more discipline

Appendix B

INDIVIDUAL EDUCATION PLAN (IEP) DATA

Appendix B

IEP DATA

Additional student and IEP data were collected as part of the baseline data. The primary purpose in collecting this data was to obtain baseline data on the IEP process and its impact on transition planning. Year 1 data is in parentheses ( ) or otherwise indicated.

- 75% (84%) of students attended their IEP meetings.

- 27% (49%) of the IEPs listed *preferences and interests*
  - ◊ 17% of the IEPs reviewed indicated that the student's preferences and interests were discussed with the student before the IEP meeting but not listed on the IEP

- 77% (61%) of the IEPs stated a *course of study*.

- 35% IEPs included a statement of *needed transition services*.

	Year 1
◊ instruction	82%
◊ related services	26%
◊ community experiences	46%
◊ post high school employment objectives	65%
◊ post high school adult living objectives	33%
◊ acquisition of daily living objectives	27%
◊ functional vocational evaluation	27%
◊ other	8%

- the following are the percentage of IEP with *content items* indicated:

	Year 2	Year 1
◊ none found	2%	8%
◊ self-determination	38%	36%
◊ academic and life-long learning	80%	60%
◊ daily living	21%	29%
◊ health and physical care	8%	14%
◊ leisure/social	14%	10%
◊ mobility	15%	8%
◊ money management	24%	23%
◊ employment/work study	63%	53%
◊ paid	55%	74%
◊ unpaid	10%	17%
◊ both paid and unpaid	-	8%
◊ in-school	9%	13%
◊ in the community	87%	80%
◊ both in-school and community	-	7%
◊ other	6%	9%

Appendix C

SURVEY INSTRUMENT

WISCONSIN POSTSECONDARY OUTCOMES STUDY FOR STUDENTS WITH DISABILITIES
March 2002

I. Demographic Data

Name of respondent (person completing this form_____

Title of respondent _____ Phone Number _____

The following student information is based on the December 1, 2001 Federal Data Collection

Student's Name _____

Date of Birth _____ Gender _____

School District of Residence _____

School District of Attendance _____

Ethnic Background

_____ Asian
_____ African American/Black
_____ American Indian
_____ Hispanic
_____ White

Primary Disability (*select only one*)

_____ SLD – Specific Learning Disability
_____ EBD – Emotional/Behavioral Disability
_____ CD – Cognitive Disability
_____ S/L – Speech and Language
_____ Autism
_____ OHI – Other Health Impairment
_____ OI – Orthopedic Impairment
_____ VI – Visual Impairment
_____ HI – Hearing Impairment
_____ TBI – Traumatic Brain Injury
_____ Deaf/Blind

Secondary Disability/Disabilities (*select as many as apply*)

_____ N/A (none)
_____ SLD – Specific Learning Disability
_____ ED – Emotional Disturbance
_____ CD – Cognitive Disability
_____ S/L – Speech and Language
_____ Autism
_____ OHI – Other Health Impairment
_____ OI – Orthopedic Impairment
_____ VI – Visual Impairment
_____ HI – Hearing Impairment
_____ TBI – Traumatic Brain Injury
_____ Deaf/Blind

Program Model/Setting for Primary Disability

_____ Regular class or itinerant (outside the general education classroom less than 21% of the day)
_____ Resource room (outside the general education classroom 21% - 60% of the day)
_____ Separate classes (outside the general education classroom more than 60% of the day)
_____ Separate public day school (e.g. alternative high school setting)
_____ Separate private school (e.g. day-treatment setting)
_____ Residential/hospital
_____ Homebound

Graduation status of the student as of May or June 2001

_____ Received regular high school diploma
_____ Received certification of completion/differentiated certificate
_____ Terminated at maximum age of eligibility

Additional Graduation Information:

_____ Graduated with a diploma from an Alternative High School
_____ Other (*please explain*):

Date of Graduation/Completion (month/year): _____

II. IEP REVIEW

DISTRICT RESPONDENT: PLEASE COMPLETE THE FOLLOWING REQUESTED INFORMATION USING THE INDIVIDUAL EDUCATION PLAN (IEP) DEVELOPED FOR THE STUDENT'S SENIOR OR LAST YEAR OF SCHOOL. Directions for completing this portion are attached.

1. If this student is identified as having a **Cognitive Disability** (CD), please indicate if the disability is:
   _____ Mild/Moderate
   _____ Severe/Profound

2. Did the student **attend** one or more IEP meetings during their **senior** year of school?
   _____ Yes
   _____ No

3. If no, how were the student's **interests and preferences** indicated?
   _____ Interests and preferences are listed/described in the IEP
   _____ Indicated in the IEP that they were discussed prior to the meeting but not listed

4. Is a **course of study** statement was found on the student's IEP?
   _____ Yes
   _____ No

5. Is a statement of **needed transition services** found on the student's IEP?
   _____ Yes
   _____ No

6. Check the following **content items** included in the IEP that was developed for the student's senior year:
   _____ None found
   _____ Self-determination/Self-advocacy
   _____ Academic and life-long learning
   _____ Daily Living
   _____ Health and physical care
   _____ Leisure/Social
   _____ Mobility
   _____ Money management
   _____ Employment/work study:
      _____ paid _____ unpaid
      _____ in-school _____ in the community
   _____ Other (*please explain*)

7. Did the IEP developed for the student's senior year indicate a need for involvement from any **outside agency**?
   _____ Yes, need was indicated
   _____ No, but need was indicated somewhere in the IEP
   _____ NA - outside agency not indicated as necessary nor indicated on the IEP

8. If yes, did the other **agency attend** the IEP meeting?
   _____ Yes
   _____ No
   _____ NA - outside agency not indicated as necessary nor indicated on the IEP

9. Does the IEP contain a **statement of interagency responsibilities** or any needed linkages?
   _____ Yes
   _____ No

Add **additional comments** regarding the student's IEP or transition needs, if desired:

III. Student Data

Student's Name _____

Student's Phone Number _____

Student's Address _____

Parent or Guardian's Name _____

Parent or Guardian's Phone Number _____

Parent or Guardian's Address _____

IV. Student Interview

Hello, my name is_____ and I'm calling from the _____ School District. We are asking questions of high school graduates who received special education while they were in school. The answers will be used to help your school districts better plan classes and activities for students with disabilities. May I please speak with _____, or someone who can proxy for him/her? The survey will only take a short time and the responses are completely confidential.

Before we begin, I would like to assure you that this interview is completely voluntary, strictly confidential, and that we really do appreciate your help. You may contact Mary Kampa, Transition Project Coordinator, at 715-468-7815 or at kampam@shelllake.12.wi.us if you have any questions about this study

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PreQ1: Person responding to the questions is:

Former student	1	
Parent	2	**Go to PreQ2**
Guardian	3	**Go to PreQ2**
Other	4	**Go to PreQ2**

PreQ2: Why is the former student unable to respond to this survey himself or herself?

Is unable to communicate responses	1
Is unable to be located	2
Other	3
Not Sure/Refused	8

POST HIGH SCHOOL LIVING

Independent Living

Q1. Where are you **currently living**?

Parent's home	1
Rental apartment/own home	2
Dormitory – college setting	3
Residential, treatment, detention or correctional facility or hospital	4
Group home	5
Foster home	6
Military housing	7
Other	8
Not Sure/ Refused	8

Q2. **With whom do you live?**

Alone	1
With spouse or roommate(s)	2
With parent	3
With another family member or relative	4
With other residents/patients	5
Other	6
Not Sure/ Refused	8

Community Participation/Recreation

Q4. Do you get together **socially** with friends or family members, other than those you live with?

Yes, sometimes 1
Yes, often..... 2
No 3
Not Sure/ Refused..... 8

Q5. Do you have a **driver's license**?

Yes, it is a valid license 1
Yes, but it is a suspended license..... 2
No, but I plan to pursue obtaining a driving license 3
No, and I do not intend to pursue
obtaining a driving license..... 4
Medically Restricted..... 5
Not Sure/ Refused..... 8

Q6. Have you participated in or attended the following **activities** in the past 6 months, starting with…

		Yes	No	Not Sure/ Refused
Q6a.	Leisure Time Activities (i.e. Movies, Concerts, Sporting Events)	1	2	9
Q6b.	Community Service Activities (i.e. Lions Club, 4-H, volunteering, helping with youth groups)	1	2	9
Q6c.	Religious Activities (i.e. Church Services/Events)	1	2	9
Q6d.	Voting	1	2	9

Q7. **Is getting a ride** a barrier to participating in community activities?

Yes..... 1
No 2
Not Sure/ Refused..... 8

Adult and Daily Living

Q8. Do you use the support of a one-on-one **personal care assistant** (e.g. aide, service coordinator or manager) to help you participate in young adult life settings (e.g. independent living, leisure activities, grocery shopping)?

Yes..... 1
No 2
Not Sure/ Refused..... 8

Q9. Are you currently working with a **counselor or social worker** to maintain your independent living arrangement?

Yes..... 1
No 2
Not Sure/ Refused..... 8

Q10. Are you currently receiving services from an **adult agency** provided by the county, city or community (e.g. Division of Vocational Rehabilitation [DVR], Human Services, Center for Independent Living)?

Yes 1
No ..... 2 **GOTO Q12**
Not Sure/ Refused..... 8 **GOTO Q12**

Q11. What type of service are you receiving? _____

Q12. What **suggestions** would you have for your previous high school for adding activities or classes to improve participation of students in leisure, community participation, or independent living after leaving high school?

POSTSECONDARY EDUCATION/TRAINING

Q13. Which of the following **educational or training** have you participated in since leaving high school?

		Yes	No	Not Sure/ Refused
Q13a.	2-year college **related** to High School vocational education program	1	2	9
Q13b.	2-year college **unrelated** to High School vocational education program	1	2	9
Q13c.	4-year college **related** to High School vocational education program	1	2	9
Q13d.	4-year college **unrelated** to High School vocational education program	1	2	9
Q13e.	Vocational or technical college	1	2	9
Q13f.	Adult education classes	1	2	9
Q13g.	Formal apprenticeship	1	2	9
Q13h.	Job training program	1	2	9
Q13i.	Military	1	2	9
Q13j.	Never attended educational/training program	1	2	9

Q14. What is your **current educational or vocational training status**?

Still pursuing degree.....1
Completed program/degree 2
Attended but discontinued the program.....3
Other.....5 **GOTO Q18**
Not Sure/ Refused.....8 **GOTO Q18**

Q15. To whom have you **first identified yourself** as having a disability at your place of post-high school training?

Counselor/Advisor.....1
Teacher 2
Disability specialist.....3
No one 5
Not Sure/ Refused.....8

Q16a. Are you currently using **accommodations or assistive technology** at your place of post-high school training (i.e. computers, spelling, magnifier, calculator, voice box, etc.)?

Yes.....1
No .....2 **GOTO Q17**
Not Sure/ Refused.....8 **GOTO Q17**

Q16b.What types of accommodations or assistive technology are you using? _____

Q17. Was it your **primary** intention in high school to **begin post-secondary training** rather than begin employment following graduation?

Yes.....1
No 2
Not Sure/ Refused.....8

Q18. What suggestions would you have for your previous high school for adding activities or classes to enhance the participation of students in post-high school education?

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EMPLOYMENT

Q19. Do you currently do any work for which you are **paid** (do you currently have a job)?

Yes	1	
No	2	**GOTO 28**
Not Sure/ Refused	8	**GOTO 28**

Q20. Where are you working (if respondent has more than one job, answer for the position they attend most)?

In the community	1
Family-owned business	2
Sheltered work-shop	3
Your own business	4
Other	5
Not Sure/ Refused	8

Q21. What **type of work** are you primarily involved in/what do you do?

Business/Retail sales	1	
Education	2	
Medical	3	
Agriculture	4	
Computers	5	
Factory production	6	
Child care	7	
Fast Food	8	
Other	9	**GO TO Q21a**
Not Sure/ Refused	88	

Q.21a What type of work do you do? _____

Q22. How **long** have you been employed at this job?

Less than one month	1
1 – 3 months	2
3 – 6 months	3
6 – 12 months	4
More than one year	5
Not Sure/ Refused	8

Q23. How many **hours** do you work per week?

More than 37 hours (full time)	1
21 – 37 hours per week	2
16 – 20 hours per week	3
Less than 16 hours per week	4
Other	5
Not Sure/ Refused	8

Q24. What is your current **hourly wage**?

Less than $5.75	1
$5.75 to $7.99	2
$8.00 to $9.99	3
$10.00 to $15.00	4
Above $15.00	5
Not Sure/ Refused	8

Q25. Have you received a **raise** in pay since beginning your present job?

Yes	1
No	2
Not Sure/ Refused	8

Q26. Do you receive **benefits** from your employer (e.g. sick leave, paid vacation, health insurance, retirement)?

Yes 1
No 2
Not Sure/ Refused 8

Q27 Who primarily **helped you** find your job?

I found it on my own ..... 1 **GOTO Q28**
Family ..... 2 **GOTO Q28**
Friend ..... 3 **GOTO Q28**
Adult services provider (e.g. DVR, human services, job service) ..... 4 **GOTO Q28**
School personnel ..... 5 **GOTO Q28**
Other 6
Not Sure/ Refused ..... 8 **GOTO Q28**

Q28. To whom have you primarily **talked to** about job opportunities since leaving high school?

Work force center (e.g. job service, economic development, job center) 1
WIA (Workforce Investment Act) 2
Department of Vocational Rehabilitation (DVR) 3
Human Services 4
Past school personnel 5
Family/Friends 6
Other 7
Not Sure/ Refused 8

Q29. What is the **primary reason** you are not working?

Recently fired 1
Unable to find work 2
Unable to find transportation to work 3
Receiving SSI benefits 4
Homemaker 5
Full-time student 6
In a correctional, detention, or residential facility 7
Medical Restriction 8
Laid Off 9
Other 10
Not Sure/ Refused 88

Q30. Who would you **contact** first if you wanted assistance with finding a job?

Work force center (e.g. job service, economic development, job center) 1
WIA (Workforce Investment Act) – formerly JTPA 2
Department of Vocational Rehabilitation (DVR) 3
Human Services 4
Past school personnel 5
Family/Friends 6
Other 7
Not Sure/ Refused 8

Q31. Was it your **primary** intention in high school to **begin employment** rather than post-high school training following graduation?

Yes 1
No 2
Not Sure/ Refused 8

Q32. What suggestions would you have for your previous high school for adding activities or classes to enhance the participation of students in post-high school employment?

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HIGH SCHOOL EXPERIENCES

Q33 During your last two years of high school, did you participate in any of the following specially designed vocational classes:

		Yes	No	Not Sure/ Refused
Q33a.	Job exploration in school (e.g. job shadow, non-paid job)	1	2	8
Q33b.	Job exploration in the community (e.g. job shadowing, informational interviewing, site visits, mentoring, service learning, volunteer)	1	2	8
Q33c.	Paid in-school work experience	1	2	8
Q33d.	Paid community work experience	1	2	8
Q33e.	JTPA/WIA Summer Youth	1	2	8
Q33f.	Sheltered-workshop/work activity center	1	2	8

Q34. Did you have a **paid job** during your last two years of school?

Yes	1	
No	2	**GOTO Q36a**
Not Sure/ Refused	8	**GOTO Q36a**

Q35. How many **months** were you **employed?**

Less than 6 months	1
6 - 12 months	2
More than 12 months	3
Not Sure/ Refused	8

Q36. During your last two years of high school, did you participate in any of the following classes:

		1-2 Classes	3+ Classes	Not Sure/ Refused
Q36a.	Agriculture education	1	2	8
Q36b.	Business, office and marketing education	1	2	8
Q36c.	Health occupations education	1	2	8
Q36d.	Home economics occupations	1	2	8
Q36e.	Graphic arts education	1	2	8
Q36f.	Trade and Industry (i.e. woodworking, metals, auto mechanics, electronics)	1	2	8
Q36g.	School-to-work	1	2	8
Q36h.	None	1	2	8

Thank you for participating in this survey. To further improve the transition services provided to other students, you will be contacted in three years and asked to again answer similar questions about your current employment, training, and other adult living situations. Your input is very valuable, and very greatly appreciated. Please be reminded that this information will be kept confidential, and that no individual student or school data will be disclosed. You may contact Mary Kampa, Transition Project Coordinator, at 715-468-7815 or at kampam@shelllake.12.wi.us if you have any questions about this study.