

## 2007 Wisconsin Statewide Post High School Outcomes Survey Report of 2005-2006 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2005-2006 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around independent living, participation in post-secondary education, and employment. The outcomes for youth with disabilities for each area are provided in this report.

### Survey Respondents

This table shows the comparison of students with disabilities who exited their secondary placement in the state, with disabilities who exited their secondary placement in the district, and those former district students who responded to the outcomes interview.

<b>2007 Wisconsin Report of 2005-2006 Exiters with Disabilities – Comparison of Statewide Population, Statewide Sample and Statewide Respondents by Gender, Ethnicity, Disability and Exit Type</b>								
	Statewide Population *		Statewide Sample *		Ineligible State Sample *		Statewide Respondents	
Totals	N=7884		N=1093		N=0		N=358	
<b>Male</b>	5218	66%	674	62%	0	0%	220	61%
<b>Female</b>	2666	34%	419	38%	0	0%	138	39%
<b>Caucasian</b>	5964	76%	624	57%	0	0%	273	76%
<b>Minority</b>	1920	24%	469	43%	0	0%	85	24%
<b>American Indian</b>	248	3.1%	15	1.4%	0	--%	2	0.6%
<b>Asian/Pacific Islander</b>	190	2.4%	40	3.7%	0	--%	7	2.0%
<b>African American</b>	1133	14.4%	334	30.6%	0	--%	56	15.6%
<b>Hispanic</b>	349	4.4%	80	7.3%	0	--%	20	5.6%
<b>Cognitive Disability</b>	913	12%	151	14%	0	0%	55	15%
<b>Emotional Behavioral Disability</b>	1400	18%	186	17%	0	0%	51	14%
<b>Learning Disability</b>	4398	56%	557	51%	0	0%	179	50%
<b>Low Incidence Disability</b>	1173	15%	199	18%	0	0%	73	20%
<b>Autism</b>	130	1.6%	26	2.4%	0	--%	13	3.6%
<b>Deaf-Blind</b>	2	0.0%	0	0.0%	0	--%	0	0.0%
<b>Hearing Impairment</b>	80	1.0%	22	2.0%	0	--%	6	1.7%
<b>Other Health Impaired</b>	649	8.2%	98	9.0%	0	--%	36	10.1%
<b>Orthopedic Impairment</b>	62	0.8%	18	1.6%	0	--%	5	1.4%
<b>Speech/Language Impairment</b>	172	2.2%	27	2.5%	0	--%	10	2.8%
<b>Traumatic Brain Injury</b>	47	0.6%	6	0.5%	0	--%	2	0.6%
<b>Visual Impairment</b>	31	0.4%	2	0.2%	0	--%	1	0.3%
<b>Regular Diploma</b>	6033	77%	820	75%	0	0%	327	91%
<b>Certificate of Attendance</b> (incl. HSED)	183	2%	13	1%	0	0%	3	1%
<b>Maximum Age of Eligibility</b>	68	1%	15	1%	0	0%	6	2%
<b>Drop-out</b> (incl. GED)	1600	20%	245	22%	0	0%	22	6%
Successfully Completed Interviews = 33%								
* = State Ineligibles have been deleted from the Statewide Population and Statewide Sample								

Attempts were made to contact all former students who exited their educational placement during the 2005-2006 school year. Of the 1093 available former students, 358 interviews were successfully completed, representing 33% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 72% were the former student
- 26% were the parent(s) of the former student
- 3% identified themselves as a guardian
- 0% identified themselves as someone else

Interviews could not be completed because:

- 3% declined to answer interview questions
- 1% unresolved language, comprehension or communication barrier
- 0% former student was unavailable and no other responder was available (e.g. jail, military, work)
- 37% unable to find phone #, lost \*, moved and no forwarding #
- 14% no answer (after multiple attempts)
- 7% other

## Outcomes by Survey Area

### Independent Living

The independent living section contains responses to questions about students' residential arrangements and general community participation, including engagement in activities outside the home, residential independence, and social and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks.

#### Living Arrangements

Respondents were asked several questions related to their living arrangements. Nationally, 73% of youth with disabilities live with a parent up to two years after exiting high school (NLTS2, 2005).

- One year after exiting high school, 68% of the respondents continue to live with their parent(s).
- 28% of respondents report living independently. Of those, 6% live alone, 3% live with another family member, 18% respondents live with a spouse or roommate and 2% are in the military.
- During the last year of high school, 49% of respondents report they planned to live independent of their parents one year after exiting high school;
- 64% of respondents report they are living as they planned to while in high school.

#### Social/Community Participation

Respondents were asked to identify how often they participated in social activities and the types of social activities in which they participated. The NLTS2 (2005) results indicate that nationally 28% of youth with disabilities participate in community groups and 20% volunteer or participate in community service activities.

- 84% of respondents report participating in a leisure time activity such as going to a movie, theater, concert or sporting event within the past six months
- 54% have a valid driver's license; another 4% have a suspended license; 25% do not have a license but planned to obtain one, 4% do not have a valid license and do not plan to obtain one, and 12% report being medically restricted from obtaining a driver's license.
- 18% of respondents indicate getting a ride to a social event is a barrier to their participation.

#### Adult Agencies/Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school. 7% of respondents report working with someone from an Independent Living Center or Health and Human Services to help them with things like shopping, transportation or scheduling appointments.

Respondents report the following Independent Living Services:

1. Receive SSI.
2. Health and Family work with her cousin.
3. Volunteering, school to work program.
4. independent care

20% of respondents report working with someone from an Employment Agency such as DVR on things like finding a job, helping them with things like transportation to work or college, driver's training, or paying for classes or books.

Respondents report the following Employment Agency Services:

1. Pay for everything MATC.
2. Wiser choice.
3. Continue on with school with DVR, problems with computer, intends to continue on with school with DVR help.
4. Not afford 6.50 per day to work for transportation.

### Difficulties Related to Independent Living Outcomes

Respondents were asked what problems or difficulties, if any, they have had in areas such as finding housing, getting together with friends, or doing things they enjoy since leaving high school. The following are some of their responses: *(see additional responses at the end of this report)*

1. She doesn't socialize because of her handicap.
2. Trying to get a job first. Now I got one.
3. Getting together with friends.
4. Problems with financial aid for college.
5. Trying to find work.
6. Money, is causing me problems, I have a little girl.

Respondents were asked what problems or difficulties, if any, they have had in living as they planned to after high school. The following are some of their responses: *(see additional responses at the end of this report)*

1. Ending up switching plans.
2. I am commuting to college instead of living on campus.

## Postsecondary Education

Postsecondary education includes any type of formal education program after high school. Former students may be enrolled in a 2-year college, a 4-year college or university, or a technical college program. A technical college offers training that leads to specific certification in a field of study. Postsecondary education may also include a formal apprenticeship or short-term training program. Adult education and job training are not considered formal postsecondary education programs, but are included here as types of postsecondary education. NLTS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

### Participation in Postsecondary Education by Gender, Ethnicity, Disability and Exit Type

This table reviews the major postsecondary outcomes of respondents by gender, ethnicity and disability. Be cautious when interpreting low incidence, maximum age, certificate of attendance and drop out data. These categories are generally small in number so can represent wide variation.

<b>Percentage of Respondents Participating in a 2-Year College, 4-Year College, or a Technical College by Gender, Ethnicity, Disability and Exit Type [N=358]</b>				
	2-Year College	4-Year College	Technical College	Vocational, Short-Term, Apprenticeship
<b>Male</b>	6%	12%	26%	6%
<b>Female</b>	5	10	26	6
<b>Caucasian</b>	9	16	25	7
<b>Minority</b>	4	13	27	5
<b>Cognitive Disability</b>	15	8	20	12
<b>Emotional Behavioral Disability</b>	2	0	5	7
<b>Learning Disability</b>	2	6	14	1
<b>Low Incidence Disability</b>	9	17	34	7

<b>Regular Diploma</b>	5	12	29	4
<b>Certificate of Attendance</b> (incl. HSED)	7	13	27	7
<b>Maximum Age of Eligibility</b>	0	0	33	0
<b>Drop-out</b> (incl. GED)	0	0	0	0
<b>Male</b>	0	0	9	5

Additionally, 20% participated in a high school completion certification (e.g. GED, adult basic education) and 2% participated in another type of program.

Respondents report the following "Other" types of postsecondary education:

1. Taking a couple of classes.
2. Attempting to get diploma from school, having trouble getting final credits. Was a high school dropout.
3. DVR- vet training
4. Always testing for another rank.
5. Midwest horse shoeing school-furrier and African American smithing.

46% of respondents attend or have attended some type of postsecondary education or training.

- 27% attend or have attended postsecondary training full-time (12 or more credits or hours) and 11% attend part-time (fewer than 12 credits or hours).
- 3% have completed some type of postsecondary education or training.
- 5% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:
  - 18% Did not want to continue their education/training
  - 12% Can't afford to continue their education/not enough financial aid to continue
  - 6% Working full-time/plan to return after earning enough money to go to postsecondary education
  - 0% No postsecondary opportunities/none close to home
  - 6% Don't have the necessary skills/qualifications to enter postsecondary education
  - 0% Unable to find transportation to school/no car/can't get to campus
  - 0% Have not received necessary services from community agencies/on waiting list for services
  - 12% Homemaker/family obligations
  - 0% Health or disability-related problems prevent going to postsecondary education
  - 47% Cite another reason they discontinued their postsecondary education program
- 63% of respondents report it was their main goal to begin postsecondary education or training after leaving high school; 49% report participating as they had planned.
- 53% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons
  - 19% Did not plan to go on to postsecondary education/did not want to continue their education
  - 15% Can't afford to go to school / not enough financial aid add this line
  - 20% Working full-time/earning money to go to postsecondary education/training
  - 1% No postsecondary opportunities/none close to home
  - 3% Don't have the necessary skills/qualifications to enter postsecondary education
  - 1% Unable to find transportation to school/no car/can't get to campus
  - 2% Have not received necessary services from community agencies/on waiting list for services
  - 7% Homemaker/family obligations
  - 19% Health or disability-related problems prevent going to postsecondary education
  - 9% Cite another reason they have not participated in postsecondary education

### Disability Disclosure

Self-determination is defined as acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference. Disclosing one's disability type to those who can provide needed accommodations is an activity of self-advocacy.

- 39% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 7% of youth disclose their disability to a teacher on-campus
- 5% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS

- 47% of youth disclose their disability to no one at their place of postsecondary training

### Accommodations and Assistive Technology

48% use some type of accommodation or assistive technology.

#### Types of Accommodations and Assistive Technology Utilized

1. Internet is specialized with larger text.
2. calculator and extended time
3. Computers.
4. Computer.
5. Computer with a pressure sensitive switch, Knex access the computer

### Difficulties Related to Postsecondary Education and Training Outcomes

Respondents were asked what problems or difficulties, if any, they have had participating in postsecondary education or training as they planned while in high school. The following are some of their responses: (see *additional responses at the end of this report*)

1. stopped due to costs

## 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 competitive employment in the community, earning more than minimum wage and working for pay 35 hours or more per week. On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

### Employment by Gender, Ethnicity, Disability and Exit Type

This table reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

<b>Percentage of Respondents Who are Currently Employed, Have Received a Raise, and Have Benefits By Gender, Ethnicity Disability and Exit Type [N=358]</b>			
	<b>Paid Employment</b>	<b>Received a Raise</b>	<b>Receive Benefits</b>
<b>Total</b>	<b>68%</b>	<b>48%</b>	<b>33%</b>
<b>Male</b>	70	48	39
<b>Female</b>	64	48	24
<b>Caucasian</b>	73	48	33
<b>Minority</b>	52	48	34
<b>Cognitive Disability</b>	55	37	30
<b>Emotional Behavioral Disability</b>	59	37	33
<b>Learning Disability</b>	74	55	36
<b>Low Incidence Disability</b>	68	44	26
<b>Regular Diploma</b>	69	49	34
<b>Certificate of Attendance</b> (incl. HSED)	33	0	0
<b>Maximum Age of Eligibility</b>	83	60	0
<b>Drop-out</b> (incl. GED)	45	40	40

33% of respondents are or have been competitively employed for pay in the community, work full-time, and earn minimum wage or above

- 83% of respondents are or have been employed since leaving high school
- 68% of respondents report they were employed for pay at the time of the survey
- 15% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school

- 17% of respondents report they have not been employed since leaving high school

Employed respondents are employed in the following settings:

- 80% **Integrated, competitive employment setting**, where most employees are non-disabled, including farming
- 2% **Military / Service**
- 6% **Supported Employment** setting (paid work or employment program in the community, often with support services)
- 1% **Institutional or Residence** setting, such as a medical, correctional, convalescent, mental health facility
- 3% **Home / Homemaker / Day Care**
- 5% **Sheltered Employment** (a setting where most workers have disabilities)
- 1% **Other**

### **Length of Employment & Hours Worked**

Of the youth with disabilities who are currently employed,

- 37% have been employed more than one year
- 21% have been working seven to 12 months
- 32% have worked one to six months
- 9% have been working less than one month
- 48% of the employed respondents work 35 or more hours per week
- 18% of the employed respondents work between 21 and 34 hours per week
- 16% of the employed respondents work between 16 and 20 hours per week
- 15% of the employed respondents work less than 16 hours per week

### **Rate of Pay**

- 6% of the employed respondents earn less than minimum wage
- 36% of the employed respondents earn between minimum wage and \$7.99 per hour
- 42% of the employed respondents earn between \$8.00 and \$12.00 per hour
- 6% of the employed respondents earn above \$12.00 per hour

### **Employment Assistance**

Respondents were asked questions regarding those individuals or agencies that primarily helped them seek or obtain employment, and assistance once employed.

Of those respondents who are currently employed:

- 42% found their own jobs
- 37% had help from family or friends
- 10% had assistance from an adult service agency such as DVR, Human Services, Job Service or a Workforce Development Center
- 7% had assistance from someone from their previous high school
- 3% had assistance from someone else

Respondents report they actually talked to the following agencies about job opportunities since leaving high school:

- 13% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 11% Division of Vocational Rehabilitation (DVR)
- 4% Health and Family/Human Services/Social Services
- 17% Someone from their former high school, such as a teacher or guidance counselor
- 59% Talked to no one about employment opportunities

Of those respondents who are or were employed, 7% report they asked for accommodation or other help from their employer because of their learning difference, disability or other special need. Of those who requested accommodation or other help from their employer, 78% received that request

### **Unemployment**

15% of respondents report that they are currently unemployed one year after leaving high school. Unemployed respondents report they are not currently working for the following primary reasons:

- 4% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 17% Full-time student/going to school
- 24% Unable to find work/lack of employment opportunities
- 0% Don't have the necessary skills or qualifications to work/disability prevents working
- 2% Unable to find transportation to work/no car/can't get to work
- 0% Have not received necessary services from community agencies / on waiting list for services
- 7% Homemaker/family obligations
- 4% Health or disability-related problems prevent working
- 0% Would lose benefits SSI benefits
- 20% Laid off/recently dismissed
- 22% Cite another reason they are currently unemployed

17% of respondents report that they have not worked at any time within one year of leaving high school. Unemployed respondents report they have not worked for the following reasons:

- 8% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 20% Full-time student/going to school
- 21% Unable to find work/lack of employment opportunities
- 5% Don't have the necessary skills or qualifications to work/disability prevents working
- 0% Unable to find transportation to work/no car/can't get to work
- 3% Have not received necessary services from community agencies / on waiting list for services
- 8% Homemaker/family obligations
- 21% Health or disability-related problems prevent working
- 2% Would lose benefits SSI benefits
- 0% Laid off/recently dismissed
- 8% Cite another reason they have not been employed since high school

### High School Experiences and IEP Planning

- 58% of respondents report they had a paying job in the community when they graduated from high school
- 47% of youth maintained that job for more than one year following high school exit
- 48% of respondents had the intention in high school to begin employment following graduation; 65% report they are employed as they planned while in high school

### Difficulties Related to Employment Outcomes

Respondents were asked what problems or difficulties, if any, they have had becoming or staying employed as they planned while in high school. The following are some of their responses: *(see additional responses at the end of this report)*

1. would like to find seasonal work and continue with school full
2. She would like to pursue childcare or health care industry. She is realizing that education is the only way to get away from being paid minimum wage.
3. Change of plans.

## Summary

### View of Respondent by Gender, Ethnicity, Disability and Exit Type

This table reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2005-2006 school year by gender, ethnicity and disability.

<b>Percentage of Respondents Who Participate in Postsecondary Education, are Competitively Employed, or Both by Gender, Ethnicity Disability and Exit Type [N=358]</b>			
	<b>Any Postsecondary Education</b>	<b>Competitively Employed</b>	<b>Postsecondary Education <u>and</u> Employed</b>
<b>Male</b>	46%	33%	40%
<b>Female</b>	42	37	36
<b>Caucasian</b>	52	25	46
<b>Minority</b>	47	36	42

<b>Cognitive Disability</b>	44	24	35
<b>Emotional Behavioral Disability</b>	11	13	9
<b>Learning Disability</b>	29	29	29
<b>Low Incidence Disability</b>	59	44	51
<b>Regular Diploma</b>	52	22	44
<b>Certificate of Attendance</b> (incl. HSED)	48	33	42
<b>Maximum Age of Eligibility</b>	33	67	33
<b>Drop-out</b> (incl. GED)	0	0	0
<b>Male</b>	27	32	27

### Respondents 2005/2006 Wisconsin Exiters District Data Sort Comments

Please Note: Other than spelling and some minor grammatical changes, the below respondent comments as recorded by the interviewers.

**6. Does the former student currently work with someone from an Independent Living Center or from Health and Family / Human Services to help them with things like shopping, transportation or scheduling appointments?**

- Receive SSI.
- Health and Family work with her cousin.
- Volunteering, school to work program.
- independent care
- Everything.
- He has a worker that takes care of his transportation.
- student is severely handicapped – doesn't go to school and needs help with every day activities
- SHOPPING SERVICES
- Lincoln Industries
- standard of living
- Health and Family/Human Services
- at group home
- group home advisor handles all shopping and activities, student is severely disabled and unable to do anything
- Adult worker support person in Lacrosse.
- I'm getting help via volunteer drivers.
- DVR-post high school education.
- Works at Riverfront they help him with different things.
- He has 24/7 care.
- Transportation, adult services through La Crosse County getting help in the home and stuff like that.
- State agency PACT-Apartment, general help in everyday living, medications.
- Had some issues. Health and Family
- REM agency Dane county.
- Going to work-Dane County Human Services.

**7. Does the former student currently work with someone from an Employment Agency, such as DVR (the Division of Vocational Rehabilitation), the Job Center, Workforce Development Center or other employment agency on things like finding a job, helping them with transportation to work or college, driver's training, or paying for classes or books?**

- Pay for everything MATC.
- Wiser choice.
- Continue on with school with DVR, problems with computer, intends to continue on with school with DVR help.
- Not afford 6.50 per day to work for transportation.



DVR going to school, work, doing activities movies shopping.  
 Have to call DVR back.  
 DVR  
 DVR credits /St. Mary's working credit for his school.  
 It is finding a job.  
 DVR-job.  
 I worked with the DVR.  
 I'm working with a job coach to find a job.  
 DBL-  
 The DVR, The Milwaukee Center for Independence  
 DVR and a job coach.  
 DVR-help me find jobs.  
 Help me find a job through DVR.  
 DVR helped him find a job and Transit Plus.  
 dry -help finding job  
 On waiting list until county funds are available  
 look for jobs,  
 paying for schooling for vet assistant  
 Where work they are paying for his books.  
 Short time with DVR, half the time they didn't call us, didn't have much for Joseph  
 Working with the DVR, helping me with working at Rockwood Hospital with an internship.  
 Job Center  
 DVR - EMPLOYMENT/SCHOOL  
 Pick and Save  
 DVR  
 Adecco - job placement  
 DVR - JOB SEARCHES  
 SOCIAL SECURITY TO GET MY DISABILITY BENEFITS  
 DVR-school help  
 DVR get tools for work.  
 DVR found a job through them.  
 DVR helped me find a job.  
 DVR-Helping plan what want to go to school for.  
 DVR-waiting to hear from them.  
 Bon-lanes lounge  
 SEEK Employment agency  
 Paying for classes or books.  
 Michael corporation  
 job center and Labor Remedy  
 Sheltered workshop.  
 DVR school, and school supplies.  
 CESA 5.  
 DVR.  
 Goes to sheltered workshop  
 DVR-reading for school making sure things are set up.  
 DVR Technical college.  
 Workforce Connection-getting enrolled in school and finding a job.  
 DVR and Lutheran Social Services supported employment.

Job center-work force connection, job car apartment driver's license.

Life coach.

Focus DVR-disabled starting their own businesses.

Staffing agency got work through.

DVR - self-employment morning job his own business.

DVR helps pay for classes and books

Provide job coaches.

DVR-go to school.

Works with the DVR for 4 hrs. of work a week.

I think just financial aid for college and books.

Goes to successful work options for job coaches. Progressive helps her

She has a vocational provider and a support broker.

Quala tent-interview.

Works with Working Partnership a vocational agency

8. **What problems or difficulties, if any, has the former student had in areas such as finding housing, getting together with friends, or doing things they enjoy since leaving high school?**

She doesn't socialize because of her handicap.

Trying to get a job first. Now I got one.

Getting together with friends.

Problems with financial aid for college.

Trying to find work.

Money, is causing me problems, I have a little girl.

Limited amount of time to sit up so cannot get out of the house. Transit makes her wait longer than she can sit up.

He can't go out on his own, not find his way back home.

Getting together with friends.

Getting together with friends.

Finding a job be flexible enough for me to go to college.

Housing-ten year waiting list for disabled people

Finding a good stable job, and a low income home.

Finding houses.

Problem hard time finding a job.

Finding a job.

Alcohol.

The fact that I have a daughter, and also I am living in my parent's household.

Trying to get a steady job or get into school.

I don't have a lot of time to do stuff because we only have one car right now, and my dad cannot only take me places.

Staying out of high school.

Getting to college because financial aid is difficult.

No problem, no friends, rides on bus something he loves to do.

Not having a license or car

totally dependent on his grandmother for him,

lack of recreational activities, something organized, no day services for her, on waiting list,

housing don't have money

problems looking for apartment-picky on where want to live

Lack of time, I work a lot and can't get out much.

Transportation is always difficult in the way they are designed but it is not a big problem finding housing or getting together with friends

currently homeless - can't do much with school, work, or friends

He was pretty popular

has traumatic brain injury

no established credit, no job - cant finance housing

some seeing friends somewhat

time constraints

He has severe Cerebral palsy and is not able to do the things other people can.

having trouble finding job, hardly read or write - lacks math skills

None

Finding a place to live

Having money to do all that.

He lived at home until he went in the Navy. I do not know how to answer that one.

no time because of work. I work 5 jobs.

GETTING AROUND IS DIFFICULT - I CANT GET INTO TOWN WITHOUT HELP AND I CANNOT DRIVE. MY FATHER WORKS AND ITS BEEN HARD TO GET TOGETHER WITH PEOPLE

Working.

Finding housing-upgrade to live alone.

car breaks down

Been very fortunate involved in Special Olympics and has core group he does things with.

Keeping in touch.

No not really, my school has been really helpful with me.

Hearing.

Rising price of gas. Makes it hard to do all that stuff.

Mainly spending time with friends.

Hard time finding housing, hard time to hold a job problem with HDHD.

Mostly going to college.

I find it harder to hang out with friends. A lot of my friends have a full-time job and they are really busy.

None.

Probably housing.