

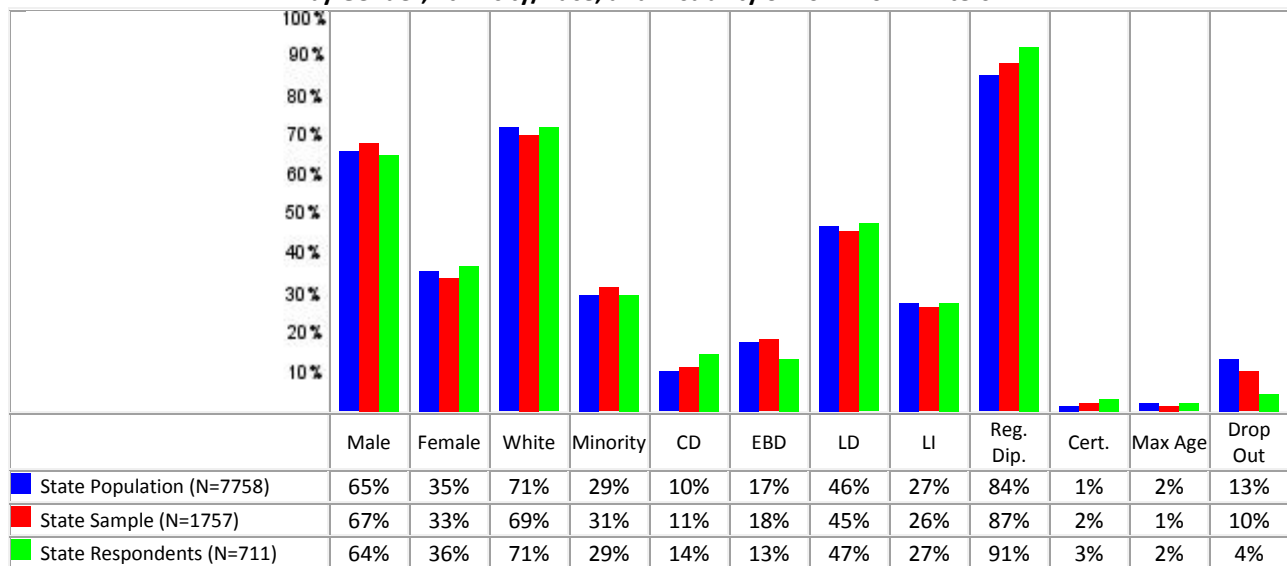
2013 Wisconsin Statewide Post School Outcomes Survey Report of 2011-12 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2011-2012 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 adult living, participation in higher education, other postsecondary education or training, competitive employment, and other employment. The outcomes for youth with disabilities for each area are provided in this report.

Survey Respondents

This table shows the comparison of former students with disabilities who exited their secondary placement and are eligible to participate in the survey (Population), and former students with disabilities who exited their secondary placement and who responded to the outcomes interview (Respondents).

**Comparison of State Population, State Sample, and State Respondents
by Gender, Ethnicity/Race, and Disability of 2011-2012 Exiters**



"Minority" presents a combined view of the racial/ethnic subcategories of American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian and two or more races reported. "Low Incidence" presents a combined view of the disability areas of autism, deaf/blind, hearing impairment, orthopedic impairment, other health impairment, speech and language disability, traumatic brain injury and visual impairment. Exit reasons include a regular diploma, certificate of attendance, reaching the maximum age of eligibility for services, and dropping out.

Attempts were made to contact all former students who exited their educational placement during the 2011-2012 school year. Of the 1757 available former students, 711 interviews were successfully completed, representing 40% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 62% were the former student
- 35% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 1% identified themselves as someone else

Interviews could not be completed because:

- 11% declined to answer interview questions
- 1% unresolved language, comprehension or communication barrier
- 1% former student was unavailable and no other responder was available (e.g. jail, military, work)

- 48% unable to find phone #, lost #, moved and no forwarding #
- 38% no answer (after multiple attempts)
- 1% other

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, 71% of the respondents continue to live with their parent(s) or custodial guardian.
- 25% of respondents report living independently. Of those, 6% live alone, 5% live with another family member, 12% respondents live with a spouse or roommate and 2% are in the military.
- During the last year of high school, 40% of respondents report they planned to live independent of their parents one year after exiting high school;
- 74% 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.

- 87% 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
- 53% have a valid driver's license; another 2% have a suspended license; 26% do not have a license but planned to obtain one, 7% do not have a valid license and do not plan to obtain one, and 10% report being medically restricted from obtaining a driver's license.
- 16% 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.

8% 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 (*additional responses at the end of this report*):

Respondents report the following Independent Living Services:

- Adult day services/Adult daycare facility
- Assisted living/Help with personal needs.
- Community activities
- Day care for persons with disabilities
- Health insurance and health insurance

17% 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:

- Budgeting money.
- Getting ready for school, looking for a job/Help finding a job.
- Help with resume.
- Helped me with getting to college/Funding for attending college.

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 (*additional responses at the end of this report*):

- Transportation barriers
- Budgeting money
- Just finding a job.
- Getting together with friends.
- Getting ready for school, looking for a job.

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 (*additional responses at the end of this report*):

- Lack of money and did not have a person to share living with.
- Wanted to live on his own but couldn't because of the cost factor.
- Various reasons, mostly financial reasons made independent living plans fall through.
- I stayed at home to save money and plan to move out when I have more saved.
- Wanted to live with his friends and location of work and a girlfriend.

Outcomes Reporting and Reporting Measures

This report provides two types of reporting.

Indicator 14 only considers an **"Unduplicated"** count, or participation in one type of activity within the year of leaving high school. Respondents are counted in only one category, and in the highest category. For example, if the former student completed one term at a 2-year technical college and is working full-time, only participation in the higher education program is counted and reported. If the former student is participating in a short-term vocational program and also working full-time, competitive employment is counted and reported. The hierarchy of reporting criteria includes:

1. **"Higher Education"** - Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University, regardless of participation in employment or other postsecondary education or training.
2. **"Competitive Employment"** - 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater AND never engaged in higher education, and regardless of engagement in other postsecondary education or training or other employment
3. **"Other Postsecondary Education or Training"** - Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND never engaged in higher education or competitive employment and regardless of engagement in other employment
4. **"Other Employment"** - 90 consecutive or cumulative days of employment in any setting AND never engaged in higher education or competitive employment or postsecondary education or training program.

"Duplicated" means the former student may have participated in or are participating in more than one type of activity within the year of leaving high school. On a district level, it is important to consider all of the postsecondary activities in which youth participate. Data provided in this report is "Duplicated" unless otherwise specified.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. 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 Higher Education and Other Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type

42% of respondents attend or have attended some type of higher education or other typed of postsecondary education or training in the year since leaving high school.

- 30% respondents are or have participated in a higher education program.
- 9% of respondents are or have participated in a postsecondary education or training program.
- 21% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 12% attend part-time (fewer than 12 credits or hours).
- 5% have completed some type of postsecondary education or training.
- 5% have attended a postsecondary education or training program, but discontinued before completing.

This table reviews the major postsecondary outcomes of respondents by gender, ethnicity/race, disability, and exit reason. 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.

Duplicated Percentage of 2013 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education Program by Gender/Race, Ethnicity, Disability and Exit Type (N=711)						
	Any Postsecondary Education	2-Year College	4-Year College	Technical College	Vocational or Short-Term Ed.	Job Training Program or Apprenticeship
Total	42%	7%	5%	20%	4%	3%
Male	37%	5%	4%	19%	3%	4%
Female	49%	9%	8%	21%	6%	2%
White	44%	7%	6%	22%	4%	3%
Minority	36%	5%	4%	13%	4%	4%
Cognitive Disability	7%	0%	1%	1%	3%	2%
Emotional/Behavioral Disability	29%	3%	2%	7%	4%	1%
Learning Disability	53%	10%	6%	26%	4%	5%
Low Incidence	46%	6%	8%	24%	4%	3%
Graduated with a diploma	45%	7%	6%	22%	4%	4%
Exited with certificate	11%	0%	0%	5%	0%	0%
Reached maximum age	0%	0%	0%	0%	0%	0%
Dropped Out	10%	3%	0%	0%	0%	0%

Additionally, 1% participated in a high school completion certification (e.g. GED, adult basic education) and 2% participated in a Humanitarian program.

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

- Job Corp program/sponsored by the federal government.
- The Falls Recreation Department
- Child Care Development
- One line classes for her job.
- Medical Assistant course to help in assisted living residences.
- Church mission on line courses
- Marine Corps
- Manager program through her present job.
- I completed all of my child care training classes and got my certification. I worked through DVR to get that training.
- EMT classwork
- Driver Education Class
- I completed training for 4C's Childcare
- On-line classes.
- EMT Class

5% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:

- 23% Did not want to continue their education/training
- 6% Can't afford to continue their education/not enough financial aid to continue
- 9% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 23% 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
- 0% Homemaker/family obligations
- 6% Health or disability-related problems prevent going to postsecondary education
- 34% Cite another reason they discontinued their postsecondary education program

58% of respondents report it was their main goal to begin postsecondary education or training after leaving high school

- 53% report participating as they had planned.

58% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons

- 14% Did not plan to go on to postsecondary education/did not want to continue their education
- 9% Can't afford to go to school / not enough financial aid at this time
- 27% Working full-time/earning money to go to postsecondary education/training
- 0% No postsecondary opportunities/none close to home
- 7% Don't have the necessary skills/qualifications to enter postsecondary education
- 2% Unable to find transportation to school/no car/can't get to campus
- 1% Have not received necessary services from community agencies/on waiting list for services
- 2% Homemaker/family obligations
- 19% Health or disability-related problems prevent going to postsecondary education
- 16% 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.

- 47% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 9% of youth disclose their disability to a teacher on-campus
- 4% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS
- 37% of youth disclose their disability to no one at their place of postsecondary training

Accommodations and Assistive Technology

37% use some type of accommodation or assistive technology.

Types of Accommodations and Assistive Technology Utilized

- Computer assistance/Computer/Lap top/iPad.
- Disability coach/Tutoring.
- Extended test taking time, calculator.
- Kurzweil-helps read tests and quizzes/ Kurzweil-reads her books, accommodation card-more time on tests.
- Close circuit television/ E-reader/white cane.

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 (*additional responses at the end of this report*):

- I had no time for school.
- Skills were a loss.
- **Result of my disability.**
- Trying to get into school this year
- Did not plan on going to college.

Employment

Two outcomes of employment were considered: "Competitive Employment" and "Some Other Employment". 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/Race, Disability and Exit Type

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

Duplicated Percentage of 2013 Employment Outcomes By Gender, Ethnicity/Race Disability and Exit Type					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
Total	64%	77%	90%	33%	24%
Male	67%	78%	89%	33%	29%
Female	60%	74%	92%	33%	15%
White	71%	79%	90%	34%	25%
Minority	48%	69%	89%	30%	22%
Cognitive Disability	40%	38%	76%	16%	20%
Emotional/Behavioral Disability	60%	84%	80%	23%	26%
Learning Disability	76%	83%	93%	38%	27%
Low Incidence Disability	66%	72%	94%	34%	19%
Graduated with a diploma	67%	78%	91%	34%	25%
Exited with certificate	21%	33%	33%	0%	0%
Reached maximum age	63%	30%	70%	10%	20%
Dropped Out	29%	71%	88%	18%	6%

73% of respondents are or have been employed in the year following high school.

An additional 16% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment".

- 64% have been employed for 90 consecutive or cumulative days in the year following high school
- 9% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school
- 27% of respondents report they have not been employed since leaving high school
- 48% of respondents have been competitively employed, meaning they have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 90 days at any time in the year since leaving high school.

Employed respondents work in the following settings:

- 95% of respondents work in a community-based setting.
- 3% **Military / Service**
- 3% **Supported Employment** setting (paid work in the community but can also include on-the-job training or assistance at work)
- 6% **Self-employment** or working in a family business
- 0% In an **Institutional or Residential** setting
- 4% **Sheltered Employment** (a setting where most workers have disabilities)
- 1% **Other**

Length of Employment

Of the youth with disabilities who are currently employed,

- 31% have been employed more than one year
- 22% have been working seven to 12 months
- 38% have worked one to six months

- 8% have been working less than one month

Hours Worked

- 46% of the employed respondents work 35 or more hours per week
- 30% of the employed respondents work between 20 and 34 hours per week
- 8% of the employed respondents work between 16 and 19 hours per week
- 12% of the employed respondents work less than 16 hours per week

Rate of Pay

- 4% of the employed respondents earn less than minimum wage
- 29% of the employed respondents earn minimum wage
- 38% of the employed respondents earn between minimum wage and \$10.00 per hour
- 19% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 4% of the employed respondents earn above \$15.00 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:

- 47% found their own jobs
- 36% 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
- 6% had assistance from someone from their previous high school
- 1% had assistance from someone else

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

- 14% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 17% Division of Vocational Rehabilitation (DVR)
- 7% Health and Family/Human Services/Social Services
- 17% Someone from their former high school, such as a teacher or guidance counselor
- 55% Talked to no one about employment opportunities

Of those respondents who are or were employed, 9% 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, 69% received that request. Accommodations included:

- Assistance with reading schedule, time clock
- Job coach, he also gets breaks when he fatigues
- I told them that I needed to be shown how to do things not just told. They showed me.
- Gave her multiple jobs, to try out how she would do with them.

Unemployment

9% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 0% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 16% Full-time student/going to school
- 25% Unable to find work/lack of employment opportunities
- 3% 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
- 3% Homemaker/family obligations
- 5% Health or disability-related problems prevent working
- 0% Would lose benefits SSI benefits
- 10% Laid off/recently dismissed
- 35% Cite another reason they are currently unemployed

27% 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:

- 6% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 9% Full-time student/going to school
- 24% Unable to find work/lack of employment opportunities
- 7% 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
- 1% Have not received necessary services from community agencies / on waiting list for services
- 4% Homemaker/family obligations
- 27% Health or disability-related problems prevent working
- 2% Would lose benefits SSI benefits
- 0% Laid off/recently dismissed
- 16% Cite another reason they have not been employed since 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 (*additional responses at the end of this report*):

- Wanted to go into automotive care
- There are no real jobs in the place I live.
- Due to financial.
- Just got laid off from job
- I am currently unemployed.

High School Experiences and Employment IEP Planning

- 45% of respondents report they had a paying job in the community when they graduated from high school
- 42% of youth maintained that job for more than one year following high school exit
- 50% of respondents had the intention in high school to begin employment following graduation
- 59% report they are employed as they planned while in high school

What Helped Youth Reach Their Goals

Respondents were asked what happened in high school to help them meet their goals. The following are some of their responses (*additional responses at the end of this report*):

- Taking the right classes and receiving help with academic planning at the university level. Focus on college was big last term of HS.
- Connecting with transition services and paid work assistance.
- Getting extra help from teachers and DVR to graduate.
- I know how to be on-time for work since I was told to be on-time for school.
- Staff working with her; staff working with her on attending to a project for longer than 30 minutes.

Summary

View of Duplicated Outcomes for Respondents by Gender, Ethnicity/Race, Disability and Exit Type

These tables review the major Duplicated postsecondary outcomes of respondents who exited their secondary education during the 2011-2012 school year by gender, ethnicity/race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

Duplicated Percentage of 2013 Engagement of 2011-2012 Exiters by Gender, Ethnicity/Race, Disability and Exit Type (N=711)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total - Unduplicated Count	30%	30%	3%	10%
Total - Duplicated Count	30%	48%	9%	16%
Male	27%	49%	9%	17%

Female	35%	45%	10%	15%
White	33%	54%	10%	17%
Minority	21%	32%	9%	16%
Cognitive Disability	2%	11%	4%	28%
Emotional/Behavioral Disability	13%	46%	9%	14%
Learning Disability	39%	62%	11%	14%
Low Incidence Disability	36%	42%	10%	17%
Graduated with a diploma	33%	51%	10%	16%
Exited with certificate	5%	5%	0%	16%
Reached maximum age	0%	19%	0%	44%
Dropped Out	3%	13%	6%	16%

Results can reviewed for differences in outcomes, but caution should be used when interpreting outcomes for minority youth, youth with emotional/behavioral disabilities and youth who dropped-out as they are under-represented in the sample.

View of Unduplicated Outcomes for Respondents by Gender, Ethnicity/Race, Disability and Exit Type - Indicator 14 percentages for the 2013 Post High School Outcomes Survey of 2011-2012 exiters

The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2011-2012 school year by gender, ethnicity/race, disability and exit reason.

Unduplicated Percentage of 2013 Engagement of 2011-2012 Exiters by Gender, Ethnicity/Race, Disability and Exit Type (N=711)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	30%	30%	3%	10%
Male	27%	33%	3%	12%
Female	35%	23%	4%	8%
White	33%	32%	3%	10%
Minority	21%	24%	4%	11%
Cognitive Disability	2%	10%	3%	27%
Emotional/Behavioral Disability	13%	37%	3%	10%
Learning Disability	39%	37%	2%	7%
Low Incidence Disability	36%	23%	5%	8%
Graduated with a diploma	33%	31%	3%	9%
Exited with certificate	5%	5%	0%	16%
Reached maximum age	0%	19%	0%	44%
Dropped Out	3%	13%	3%	13%

Indicator #14 reports the following three data points as an unduplicated count and percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. 30% (212) have been enrolled in higher education within one year of leaving high school.

- B. 59% (422) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 73% (518) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

27% of respondents do not meet the criteria of any of the indicator 14 measures. Of those, 71% report they have never been engaged in in any postsecondary education or employment and 29% report being under-engaged, meaning they worked less than 90 days, or did not complete at least one term in a postsecondary program, or declined to respond to questions such as salary range.

Unduplicated Indicator 14 2013 Reporting Measures of 2011-2012 Exiters (N=711)				
	A.	B.	C.	Not Engaged
Total	30%	59%	73%	27%
Male	27%	60%	75%	25%
Female	35%	58%	70%	30%
White	33%	65%	78%	22%
Minority	21%	45%	60%	40%
Cognitive Disability	2%	13%	43%	57%
Emotional/Behavioral Disability	13%	50%	63%	37%
Learning Disability	39%	76%	85%	15%
Low Incidence Disability	36%	59%	72%	28%
Graduated with a diploma	33%	64%	76%	24%
Exited with certificate	5%	11%	26%	74%
Reached maximum age	0%	19%	63%	38%
Dropped Out	3%	16%	32%	68%

2011/2012 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?

Agencies/Type of Agency

- Adult foster home/Group home
- ARC of Milwaukee
- Care Wisconsin
- Catholic Charities
- Community Care of Central Wisconsin
- Curative Workshops
- Family Care
- Food Share
- Health and family services / Health and Family Services/ County Human Services / Social services
- Home Care Worker
- Human Services/County Services
- Independence First
- Independent Living Center
- IRIS (Include, Respect, I Self-Direct)
- Lakeside Curative services.
- Life Navigators

- MCFI Life Academy
- Next Step
- Paradigm
- Paragon Community Services
- Rec Plex Day program
- Transit Plus
- VIP Vocational Industry Program
- Western Wisconsin Cares
- Youth Summit with Independence First

Types of Services

- Help with food stamps, and with medical bills.
- Food share/Food stamps/ W2 and WIC program
- Group home
- Help looking for a job.
- Helps paying for medical things like her diapers.
- Job coach and community outings
- Nurse that comes to the house to see me. I also have worker from the county and a therapist.
- Rides to where I need to go.
- Transportation/Scheduling appointments and providing transportation to all out of town appointments
- Social worker/case worker/social worker takes me shopping.

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?

Agency/Program

- APS Temp Agency
- Division of Vocational Rehabilitation (DVR)
- Department of Workforce Development
- Express Temp Agency (Janesville)
- IRIS job coach
- Job Center
- Kenosha Achieve Center
- MCFI Life Academy
- PANTHEON(sheltered work shop)
- QPS temporary service
- The Step Program
- Tomah private employment agency
- VARK (sheltered workshop)
- WIA (Wisconsin Investment Act)
- YMCA

Types of Service

- Help with transportation.
- College placement and part-time job placement.
- Accommodations and employment plans (DVR).
- Workforce development-searching for two jobs I had and working on resume/Interviewing for jobs.
- Money for gas/Gas money to get to college classes, working on getting a decent car.

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?

- Finding a Place to Live/Finding Housing
- Finding or Getting a Job/Financial
- Independent Living/Daily Living
- Motivation/Personal Difficulties
- Social/Recreational
- Transportation

- Disability Related

20. The former student uses the following accommodations or assistive technology, such as computers, spelling, magnifier, calculator, shortened assignments or extended work time at their place of postsecondary education or training:

- Notes if needed/Note-takers/ Help with assignments, tutor/Scribe for notes.
- Extra study skill, calculator, tutoring in English.
- Smart pen, reading assistance/ Pen that records professors speaking.
- Shortened assignments.
- Books on tapes.
- Learning enrichment office -extended time on tests -able to use a smart pen in class -note taker

32. The former student received the following accommodations or other help they requested from their current employer:

- One-on-one supervision/There is someone there mentoring him and showing him what to do.
- Was hired to clean a full room she could not do that so she just made beds.
- One-on-one assistance as needed; Spanish translator
- I had to have someone read me a test during my training/Help with reading.
- Special training/Special training for jobs to be done.
- Needs help using the machine to fill the donuts.
- At the dairy farm he has one-on-one support.
- Transferred to the store due to the heat in the automotive garage.
- She had a job coach for a short time at Walgreens until she learned the job/ Job Coaching.
- When she is too tired to work as scheduled her employer is flexible and understanding and gives her time off.
- To do test as written.
- Visual learning.

43. Thinking about the things the former student is doing now, what is something positive that happened while they were in high school to help them reach their goals?

- Teachers/Support Staff
 - Good teachers, IEP Classes help focus on what he needs to do in the real world.
 - Teachers pushed to be a better person.
 - The staff was really persistent and pushy but looking back I'm grateful they were.
 - My teachers helped me to be more positive.
 - A teacher who taught AP Environmental Science taught me how to study for college class, and my special education teacher prepared me.
 - My teacher helped me meet my goals in order to get through high school and getting into college. He helped me grow into a young man.
 - Overcoming my disabilities with reading and writing because of help from my teachers.
 - My special education helped me by pushing me to believe in myself.
 - The teachers help me to do my best.
 - My transition coordinator and teachers helped me to tour the College Access Center which I go to every month and work on computers. My teachers stayed in contact with me all through senior year. I filled out DVR application but I didn't finish it.
 - I had a good teacher who supported me in my choices with my future plans and even helped me with the paper to get into the EMT program.
 - The teachers helped give ideas on possible career paths.
 - Extra help that was given to him by a teacher who assisted him in classes and helped him graduate....he really appreciated the extra help it took a lot of pressure off of him.
 - My teachers encouraged me and kept checking on me to make sure that I was keeping up and understanding my homework.
- Specific Classes
 - Got more into a career path, auto tech.
 - Shop class help reach some of his goals.
 - Working in metal shop, meeting a teacher who helped me to get in the metal shop in high school.
 - CAD-design class in HS helped me realize all the choices I had to select from in regard to career choices and secondary education.

- Getting college credit while in high school for auto classes.
- I took a lot of art classes.
- My AP Environmental science class prepared me toward my future science degree /AP classes really prepare me!
- Shop classes and the teachers of those classes were very helpful in helping him decide his future goals.
- My agriculture classes did a good job of preparing me for my future plans.
- Mechanics and welding helped him find a job...the school had a good program.
- Extra-Curricular
 - Sports keep me going in high school.
 - Lots of positives: she went to her prom, teachers were excellent-very involved at school- went across stage at her graduation, was a greeter in high school at the cafeteria.
 - Sports helped give her a sense of worth and taught her to be a team player.
 - He was active in the drama club and the band.
 - Wrestling and Coach
 - He broke the all-time school track record in the medley relay. He went on two AFS to Europe, and it increased his interest in school.
 - Being on the football team helped him learn team work and working with others.
 - Basketball helped him to set his goals and keep on track.
 - My weightlifting helped with getting into the military.
 - Sports helped her to communicate with other people.
 - Cheerleading; being a part of something.
 - Photography classes Teacher's Aide Work Skills/Work Experience.
 - Being on the swim team.
- Specific Skills/Course Development
 - Resume building.
 - Connecting with transition services and paid work assistance.
 - I got into all the agricultural classes I could. They helped me out a lot with what I do now. It helps me at home on my own farm and helps me with regular job and at the home farm.
 - Working in the World Cafe and going on Community Based Outings.
 - He really liked the WORKS program and the transition program.
 - My auto class helps me in my current job.
 - I was given access to a lot of art programs. It helps me with my graphic design major in college.
 - I got to be in a class for cooking, and it helped me work at the restaurant I am working in now.
 - She learned how to use a keyboard to communicate what she like and dislikes.
 - AP Bio and high level German I got college credit for.
 - Culinary Arts Program/Classes Transition Program: Work Skills & Transition Field trips (i.e. Reality for Life and Student Leadership Conference)
- Work/Work Preparation
 - Got a decent paying job during high school and was able to continue working there after graduation.
 - Volunteer work in school is now applying to job and post schooling volunteer opportunities.
 - Work Readiness was very helpful to him.
 - The work experience he had in high school has helped him to be successful at both his current positions.
 - Yes, when he was working thru the school at an unpaid job, he got to do a lot of hands on work and one of his employers was a good role model
 - The WORKS program helped me learn job skills to get my job.
 - He had so many work experiences when he was in high school and his teachers were all so helpful.
 - Having the job experiences at school and working with the employment training program. My teachers helped me a lot too.
 - Her job in high school was working in the cafeteria and this position brought out her personality and gave her self-confidence.
 - Work experience through transition program.
- Self-Advocacy/Social/Friends/Family Support

- Being with friends and having them encourage me.
 - I learned responsibilities like the importance of being on time.
 - Good relationship with friends.
 - My mom and grandma kept pushing me to keep going while I was in high school.
 - The social aspect of school was good for him.
 - My transitions class that you taught. Really helped me a lot to understand things and advocate for myself.
 - I learned how to control my money.
 - Friends gave support and confidence.
 - Getting support from both teachers and friends, such as helping with homework so he can get the GPA he wanted and complete his goals.
 - PERSEVERANCE!!!!
 - The teachers helped with test and work when I did not understand it. So I have learned to ask for help when I need it.
 - Getting involved with other kids helped me, be able to talk to others. That now helps me in the real world now.
 - The teachers were really helpful in giving out information on adult agencies. We took trips to some adult service centers.
 - Encouraged me to study harder and have good work habits.
 - Community service program
- Other Programs/Experiences
 - Got to be school mascot and worked in the school kitchen.
 - Working with my IEP teacher and doing volunteer work.
 - Going into the community with my teacher.
 - Talking to Guidance Counselor.
 - Having a structured schedule in school was positive for him to succeed in life.
 - Being in the Transition Skills class has helped me transition into a working job.
 - Being in reg. ed. classes and working with the VI teacher helped me some.
 - Transition Office with job experience and Work Skills Class
 - Child Care co-op Work Transition Program
 - ROTC in high school which gave me a promotion in the military.
- Graduation/Graduating
 - I graduated from high school.
 - The help from my teachers allowed me to graduate on time.
 - I left high school and attended MATC and received my GED.
 - Graduation encouraged me to continue with my goals!
 - I graduated. I have a supportive girlfriend. I haven't given up.
- Not Much/Little/Did Not Have a Good High School Experience
 - Mother does not think he had a positive high school experience.
 - I can't think of anything positive that happened to me.
 - She just barely made it through high school and needs help.
 - Nothing prepared me for work and school.
 - All of the help you gave me and the other teachers. I should have listened to all of you.
 - Mother felt that the teachers were not helpful with her son.; information on postsecondary plans was not given.
- Adversity
 - Hard work and put in time eventually reach your goal.
 - Teachers helped him get through and gave him confidence that he could do it