

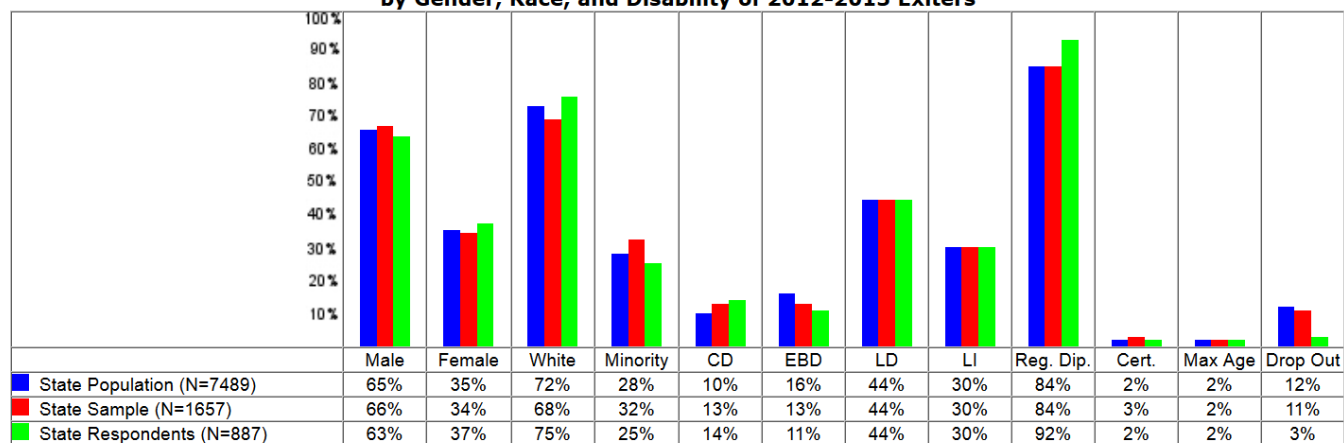
## 2014 Wisconsin Statewide Post High School Outcomes Survey Report of 2012-2013 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2012-2013 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, Race, and Disability of 2012-2013 Exiters**



"**Minority**" presents a combined view of the racial 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 in the sample who exited their educational placement during the 2012-2013 school year. Of the 1657 available former students, 887 interviews were successfully completed, representing 54% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 60% were the former student
- 34% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 4% identified themselves as someone else

Interviews could not be completed because:

- 11% declined to answer interview questions
- 5% unresolved language, comprehension or communication barrier
- 2% former student was unavailable and no other responder was available (e.g. jail, military, work)
- 45% unable to find phone #, lost #, moved and no forwarding #
- 35% no answer (after multiple attempts)
- 2% 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, 73% of the respondents continue to live with their parent(s) or custodial guardian.
- 23% of respondents report living independently. Of those, 4% live alone, 6% live with another family member, 11% respondents live with a spouse or roommate and 1% are in the military.
- During the last year of high school, 38% of respondents report they planned to live independent of their parents one year after exiting high school;
- 77% 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.

- 91% 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
- 57% have a valid driver's license; another 1% have a suspended license; 26% do not have a license but planned to obtain one, 9% do not have a valid license and do not plan to obtain one, and 6% report being medically restricted from obtaining a driver's license.
- 15% 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. 11% 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. The following are some of their responses: (see additional responses at the end of this report)

Respondents report the following Independent Living Services:

1. GT Financial
2. IRIS (self-directed personal care--hiring someone to help with dorm life next year and mom is current assistant)
3. The Salvation Army has helped me find food, and that has helped me maintain a job.
4. IRIS
5. Case manager county, CCS-community centered services-mental health issues transition into adult world.

29% 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. The following are some of their responses: (see additional responses at the end of this report)

Respondents report the following Employment Agency Services:

1. Worked with Workforce Resource to gain employment.
2. Went to an employment agency but they didn't call back.
3. DVR, YMCA
4. Yes, but I try to rely on friends more than DVR.
5. DVR - but due to lack of understanding stopped pursuing paid work

### 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. Looking for a job that pays enough that I have money to buy a house and newer car.
2. Parent reported some medical issues and complications
3. I have to work very hard to get by and so I don't get to do as many fun things as I would like to.
4. Finding a job/career has been a challenge, getting together with friends is hard because fewer friends since she doesn't have a job.
5. Making enough to live on her own
6. Finding a job when I have no transportation.

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. Lost my job at the foundry
2. Waiting to get an apartment.
3. Circumstances changed.
4. My grandfather died which caused me to move closer to other family and this made me make different choices about school and work.
5. Wants to live on own but cannot afford it right now.

### Outcomes Reporting and Reporting Measures

This report provides two types of reporting.

1. 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:
  - a. **"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.
  - b. **"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
  - c. **"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
  - d. **"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.
2. **"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

### Participation in Higher Education and Other Postsecondary Education or Training by Gender, Race, Disability and Exit Type

39% 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.

- 28% respondents are or have participated in a higher education program.
- 10% of respondents are or have participated in a postsecondary education or training program.
- 20% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 11% attend part-time (fewer than 12 credits or hours).
- 4% 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, 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.

<b>Duplicated Percentage of 2014 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education or Training Program by Gender, Race, Disability and Exit Type (N=887)</b>						
	<b>Any Postsecondary Education</b>	<b>2-Year College</b>	<b>4-Year College</b>	<b>Technical College</b>	<b>Vocational or Short-Term Ed.</b>	<b>Job Training Program or Apprenticeship</b>
<b>Total</b>	<b>39%</b>	<b>7%</b>	<b>5%</b>	<b>17%</b>	<b>6%</b>	<b>3%</b>
Male	36%	8%	4%	15%	5%	3%
Female	44%	7%	7%	19%	7%	2%
White	40%	8%	6%	17%	5%	3%
Minority	36%	5%	3%	16%	8%	4%
Cognitive Disability	9%	1%	2%	4%	0%	0%
Emotional/Behavioral Disability	34%	9%	2%	14%	4%	0%
Learning Disability	48%	8%	6%	20%	8%	3%
Low Incidence	42%	9%	6%	18%	5%	5%
Graduated with a diploma	42%	8%	6%	18%	6%	3%
Exited with certificate	9%	0%	0%	5%	0%	0%
Reached maximum age	0%	0%	0%	0%	0%	0%
Dropped Out	17%	0%	0%	10%	10%	0%

Additionally, 0% participated in a high school completion certification (e.g. GED, adult basic education) and 1% participated in a Humanitarian program.

Respondents report the following "**Other**" types of postsecondary education or training:

1. Training for summer employment through Kelly Services.
2. McBurney Program in the UW system for students with disabilities.
3. CVTC-one line courses
4. Literature at Nicolet College; History and Sociology at Bay College on line courses
5. Online- Phoenix (criminal justice program)
6. As part of my job as a childcare worker at Honey Creek School, I have ongoing trainings regarding daycare procedures.
7. Current employer is providing Forklift training
8. Remedial courses in Math and Reading at MATC
9. Heavy equipment school
10. St Anne's Day Program 2-3 times per week provided Music Therapy, life skills and recreational activities
11. Attends a school called "Life Academy" where she works on daily living skills through community venues
12. EMT Basic, Intermediate EMT and is enrolled in the paramedic program.

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

- 20% Did not want to continue their education/training
- 10% Can't afford to continue their education/not enough financial aid to continue
- 25% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 20% 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
  - 3% Health or disability-related problems prevent going to postsecondary education
  - 20% Cite another reason they discontinued their postsecondary education program
- 57% of respondents report it was their main goal to begin postsecondary education or training after leaving high school
  - 50% report participating as they had planned.
  - 60% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons
    - 18% Did not plan to go on to postsecondary education/did not want to continue their education
    - 7% Can't afford to go to school / not enough financial aid at this time
    - 35% 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
    - 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
    - 2% Homemaker/family obligations
    - 14% Health or disability-related problems prevent going to postsecondary education
    - 13% 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.

- 45% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 11% of youth disclose their disability to a teacher on-campus
- 2% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS
- 38% 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

1. Tests read out loud
2. Books on tape, extra time for tests, quiet place for testing (finals)
3. Note taker, extended time on tests/quizzes, quiet room; dragon naturally speaking
4. Extended work-time in the postsecondary training.
5. Test reading and more time for tests

### **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. Changed programs - from pharmacy tech to cosmetology.
2. Not yet enrolled.
3. Started welding degree in Youth Options in high school. I am thinking I now may want to finish it.
4. I was not ready to go to school. I was not sure which program I was interested in.
5. I wanted to go to school but I also had to work full time to pay rent.

## Employment

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

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

Duplicated Percentage of 2014 Employment Outcomes By Gender, Race, Disability and Exit Type					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
<b>Total</b>	<b>69%</b>	<b>77%</b>	<b>89%</b>	<b>36%</b>	<b>23%</b>
Male	73%	83%	90%	41%	27%
Female	62%	67%	88%	27%	15%
White	74%	81%	89%	39%	26%
Minority	55%	64%	88%	24%	13%
Cognitive Disability	52%	59%	69%	18%	18%
Emotional/Behavioral Disability	66%	79%	95%	38%	23%
Learning Disability	77%	83%	93%	38%	26%
Low Incidence Disability	79%	74%	87%	37%	20%
Graduated with a diploma	72%	79%	90%	37%	24%
Exited with certificate	27%	40%	80%	0%	0%
Reached maximum age	35%	30%	20%	10%	20%
Dropped Out	50%	65%	85%	15%	10%

81% of respondents are or have been employed in the year following high school.

An additional 17% 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".

- 69% have been employed for 90 consecutive or cumulative days in the year following high school
- 12% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school
- 19% of respondents report they have not been employed since leaving high school
- 52% 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:

- 97% of respondents work in a community-based setting.
- 2% Military / Service
- 4% 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
- 1% In an Institutional or Residential setting
- 2% Sheltered Employment (a setting where most workers have disabilities)
- 0% Other

### Length of Employment

Of the youth with disabilities who are currently employed,

- 27% have been employed more than one year
- 25% have been working seven to 12 months
- 40% have worked one to six months
- 7% have been working less than one month

## Hours Worked

- 44% of the employed respondents work 35 or more hours per week
- 33% of the employed respondents work between 20 and 34 hours per week
- 10% of the employed respondents work between 16 and 19 hours per week
- 11% of the employed respondents work less than 16 hours per week

## Rate of Pay

- 5% of the employed respondents earn less than minimum wage
- 25% of the employed respondents earn minimum wage
- 38% of the employed respondents earn between minimum wage and \$10.00 per hour
- 23% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 3% 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:

- 38% found their own jobs
- 41% had help from family or friends
- 11% had assistance from an adult service agency such as DVR, Human Services, Job Service or a Workforce Development Center
- 5% had assistance from someone from their previous high school
- 4% had assistance from someone else

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

- 11% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 20% Division of Vocational Rehabilitation (DVR)
- 4% Health and Family/Human Services/Social Services
- 12% Someone from their former high school, such as a teacher or guidance counselor
- 58% 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, 80% received that request

## Unemployment

12% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 4% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 24% Full-time student/going to school
- 29% Unable to find work/lack of employment opportunities
- 6% Don't have the necessary skills or qualifications to work/disability prevents working
- 3% 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
- 2% Homemaker/family obligations
- 7% Health or disability-related problems prevent working
- 4% Would lose benefits SSI benefits
- 5% Laid off/recently dismissed
- 15% Cite another reason they are currently unemployed

19% 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:

- 5% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time



- 11% Full-time student/going to school
- 19% Unable to find work/lack of employment opportunities
- 4% 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
- 2% Have not received necessary services from community agencies / on waiting list for services
- 7% Homemaker/family obligations
- 31% Health or disability-related problems prevent working
- 4% Would lose benefits SSI benefits
- 1% 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: *(see additional responses at the end of this report)*

1. Job did not work out for me.
2. Was temporary employment.
3. I am working a lot harder and more hours than I planned so that I can support myself. I wanted to work part time rather than full time.
4. Part time job, not a lot of money.

### **High School Experiences and Employment IEP Planning**

- 70% Participated in any type of work experience while in high school:
  - 27% School setting – unpaid/volunteer
  - 14% School setting – paid
  - 12% Community setting – unpaid/volunteer
  - 72% Community setting – paid
    - 57% had one paid community job experiences
    - 27% had two different paid community job experiences
    - 12% had 3 or 4 different paid community job experiences
    - 4% had 5 or more different paid community job experiences
- 48% of respondents report they had a paying job in the community when they exited high school.
  - 45% had that same job 1 – 6 months after exiting
  - 53% had that same job 7 or more months after exiting
    - 38% 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 high school exit
- 61% 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: *(see additional responses at the end of this report)*

1. Took Welding class through Youth Options and did some school to work through my special ed class.
2. My special education teacher's support.
3. Taught me to not care what other people think about what you do and am a stronger person.
4. The Real Life Academy was very helpful.
5. The special education class/teacher provided the most support; she wouldn't have graduated without this program.

## **Summary**

### **View of Duplicated Outcomes for Respondents by Gender, Race, Disability and Exit Type**

These tables review the major duplicated (counted in all categories) postsecondary outcomes of respondents who exited their secondary education during the 2012-2013 school year by gender, race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.



<b>Duplicated Percentage of 2014 Engagement of 2012-2013 Exiters by Gender, Race, Disability and Exit Type (N=887)</b>				
	<b>Higher Education</b>	<b>Competitive Employment</b>	<b>Other Postsecondary Education or Training</b>	<b>Other Employment</b>
<b>Total - Unduplicated Count</b>	<b>28%</b>	<b>37%</b>	<b>3%</b>	<b>10%</b>
<b>Total - Duplicated Count</b>	<b>28%</b>	<b>52%</b>	<b>10%</b>	<b>17%</b>
Male	26%	60%	10%	13%
Female	31%	39%	11%	23%
White	29%	57%	9%	16%
Minority	22%	37%	14%	18%
Cognitive Disability	6%	26%	0%	27%
Emotional/Behavioral Disability	22%	55%	9%	11%
Learning Disability	33%	63%	13%	14%
Low Incidence Disability	31%	48%	12%	17%
Graduated with a diploma	29%	55%	11%	16%
Exited with certificate	5%	9%	9%	18%
Reached maximum age	0%	0%	0%	35%
Dropped Out	10%	40%	10%	10%

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, Race, Disability and Exit Type - Indicator 14 percentages for the 2014 Post High School Outcomes Survey of 2012-2013 exiters**

The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2012-2013 school year by gender, race, disability and exit reason.

<b>Unduplicated Percentage of 2014 Engagement of 2012-2013 Exiters by Gender, Race, Disability and Exit Type (N=887)</b>				
	<b>1. Higher Education</b>	<b>2. Competitive Employment</b>	<b>3. Other Postsecondary Education or Training</b>	<b>4. Other Employment</b>
<b>Total</b>	<b>28%</b>	<b>37%</b>	<b>3%</b>	<b>10%</b>
Male	26%	44%	2%	8%
Female	31%	25%	4%	13%
White	29%	41%	2%	9%
Minority	22%	28%	6%	12%
Cognitive Disability	6%	24%	0%	25%
Emotional/Behavioral Disability	22%	41%	1%	7%
Learning Disability	33%	45%	3%	6%
Low Incidence Disability	31%	32%	4%	10%
Graduated with a diploma	29%	39%	3%	9%
Exited with certificate	5%	9%	5%	18%
Reached maximum age	0%	0%	0%	35%
Dropped Out	10%	33%	0%	10%

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. 28% (244) have been enrolled in higher education within one year of leaving high school.
- B. 65% (576) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 78% (688) 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))

22% of respondents do not meet the criteria of any of the indicator 14 measures. Of those, 64% report they have never been engaged in in any postsecondary education or employment and 36% 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.

<b>Unduplicated Indicator 14 2014 Reporting Measures of 2012-2013 Exiters (N=887)</b>				
	<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>Not Engaged</b>
<b>Total</b>	<b>28%</b>	<b>65%</b>	<b>78%</b>	<b>22%</b>
Male	26%	70%	80%	20%
Female	31%	56%	74%	26%
White	29%	70%	81%	19%
Minority	22%	50%	69%	31%
Cognitive Disability	6%	30%	55%	45%
Emotional/Behavioral Disability	22%	63%	71%	29%
Learning Disability	33%	77%	86%	14%
Low Incidence Disability	31%	64%	78%	22%
Graduated with a diploma	29%	69%	81%	19%
Exited with certificate	5%	14%	36%	64%
Reached maximum age	0%	0%	35%	65%
Dropped Out	10%	43%	53%	47%

### 2014 Statewide Exiter Comments

*Please Note: Other than spelling and some minor grammatical changes, the respondent comments below are as recorded by the interviewers. A sample of responses is shared.*

**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?**

- Case manager county, CCS-community centered services-mental health issues transition into adult world.
- IRIS (many similar responses) - transportation and extra-curricular stuff like horseback riding.
  - Transportation and scheduling appointments
  - Endeavors Program funded by IRIS
  - Supportive home care, personal care
  - Pays for her to go to her vocational training
  - Find things for him/get her a job.
  - Paid for certain activities during the day
  - Help with group home
  - Daily living skills, job coaching as needed
  - Programs purchase things, and pre-vocational school busing
  - Helped get in with IRIS to help with adult day care
  - Living Environmental

- Check every two months, does outside activities, provide money for outside activities.
  - Working with IRIS to provide funding for needed services. She is working with DVR.
  - Provide funding for transportation services, meet with a nurse and counselor, I receive daily living help, personal care and daily care support.
  - IRIS comes to the house to make sure I have what I need. Project Search internship completed
  - Supportive personal home care, a transportation budget, allows family to employ 5 people for his care.
  - Home care, YMCA membership, transportation, St Anne's Day Program
  - homecare, transit plus
  - IRIS caseworker that helps coordinate transportation, day services and other things I need
  - Transit Plus & wheelchair maintenance
  - Job coaching through DVR and supported employment provider
  - Work and Day Services
- ADRC – and ADRC/Family Care (many similar responses)
    - Assisting her in getting disability payments due to her disability and health issues.
    - Helping with clothing
    - Transportation to work, personal checks on her well-being, agent helping her with leisure activities and volunteer activities, socializing with someone her own age
    - Health and food services
- Family Care-Lakeland Care District/Family care - medical help
  - Independent living center and health and human services/Independent Living Center, making a plan on the bus schedule, budgeting, using money for when he gets older.
  - Community Care –
    - Community Care of Central Wisconsin
    - payee for benefits-keep track of budgets/
    - Community Care, Goodwill - ADRC and Dep.t of vocational rehab/Goodwill Industries
    - helps with transportation
    - Career Development Center/ Community Care of Central Wisconsin, ADRC, DVR
  - Independence First
  - Curative - nurse for evaluations, case manager Transit Plus or Able Access
  - Family Care: Transportation, coordinating employment/career services with DVR
  - Developmental Disabilities Board & Catholic Charities. He is currently on a wait list for a group home.
  - A contact with Dane Co Human Services has helped her - directly by putting student in touch with resources - with setting up her CNA training, finding a mobile home, dealing with her pregnancy, etc.

**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?**

- Worked with Workforce Resource to gain employment.
- Went to an employment agency but they didn't call back.
- DVR (many similar responses)
  - Waiting to hear back from them/ due to lack of understanding stopped pursuing paid work
  - I worked with DVR for 5 months. I found a full time job and so did not need them.
  - finding a job
  - Getting a license and job.
  - Working, Jobs program for computer and a scanner for the job.
  - Paying for tuition and technology.
  - Helped me with my resume.
  - Car, finding a job.
- Kelly Services (multiple responses)
- Manpower/ Manpower-find a job (multiple responses)
- Workforce Development/Workforce Development through the Middle College program/ Workforce development and Goodwill.

- Trillium employment agency
- QPS Employment Agency
- Job Center.
- VIP enterprises-help disability kids.
- Argus industries -help in getting a job
- Aurora Vocational Services

**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 job when I have no transportation/ Transportation is an issue/Can't leave campus when I have the whim but a shuttle bus is not available.
- Expensive, but saving up
- No problems or difficulties--very busy schedule as is
- Finding a place to live: I think I did pretty well as soon as I had enough money to get a place. The lack of transportation affects my ability to see friends. Budgeting and transportation are my two biggest concerns.
- No car, friends live too far away.
- Money for food is a problem.
- Hard time keeping a job/Trying to find a job.
- Social problems/anger management problems
- I do not have enough money for housing.
- Connecting with friends/ Work too much to have a social life
- Getting a driver's license/I want to get my license to drive/ Transportation is sometimes a challenge.
- Finding a car to buy, deciding/enrolling in school
- He doesn't have transportation means so doesn't go very many places without someone to come and get him. If he has a working vehicle he uses it - and drives without a license.
- Easier to get in touch with peers while in high school. No difficulty in doing this because he lives in a good area and friends live near to him.
- No significant problems/Not really any difficulties. He is a loner. He doesn't express what he wants or needs. Mom is hoping that Family Care will assist with finding socialization opportunities/No difficulty. Mom helps him out.
- Very dependent on dad because of autism. He can't be left alone.
- The wait list is extremely long. Not only are students on a wait list with agencies that provided resources, but also with individual placements. It was recommended that in the future, parents/guardians get their student on waiting lists when they begin touring facilities, even if they haven't made any decisions yet as to which facility they like - the earlier the better. Because staffing changes occur in these facilities so often, families need to keep their options open and continue to revisit them over time.
- Every day things are difficult for her. Things like a checkbook are impossible for her. Mom spent a lot of time helping her learn to make change so she could handle her current job at Dairy Queen.
- Getting medical/health insurance; student lives independently and is sustained by part-time periodic employment.
- Yes, she has problems figuring out what to do as an adult.

**10. What is the main reason the former student discontinued their postsecondary education or training program?**

- Work schedule, difficult on test.
- Took care of health related problems/going back to school in the fall of 2014
- Attended an ER course but failed it twice; student did not want to access services and was not allowed to have accommodations for the program. Student wouldn't ask for help for testing.
- Former student has a learning disability in reading and written language. He never asked for any kind of assistance at tech because he doesn't want anyone to know about it. He did not succeed at classes -- took 3 courses and then left.
- I plan to attend a technical college in the near future to pursue training for video game design.
- I was taking an online class for early childhood but I couldn't keep up with the class work and my hours at work.

**20. Is the former student currently using accommodations or assistive technology, such as computers, spelling, magnifier, calculator, shortened assignments or extended work time at their place of postsecondary education or training?**

- Circuit television, laptop, victor reader screen, iPad, double time on exams, reader scribe on exams, notetakers for classes, in-class aids.
- Adaptive computer.

- Extended work time.
- Extended time on assessments, assignments, copy of professor's lecture notes, tested in a secluded area.
- Tried to help with classes but had to discontinue due to health reasons.
- Calculator.
- Books on tape, extra time for tests, iPhone for spelling
- Computers, spelling, magnifier, calculator, shortened assignments, extended time. (all of the above)
- audio recorder for note taking; extended time on exams as needed; quiet environment to take exams as needed; large print text books; audio books/texts
- Reading tests to her, computer pen program, tutor, and note takers.
- Due to his speech difficulties, his teachers at MATC do not require him to present in front of class; they allow him to do any presentation one-on-one. He does not use his assistive technology device any more.
- Someone takes notes for me, I have extended time to take exams and I take them in a separate location.
- Extra time on breaks for diabetes and ADHD
- Personal tutor and extra time for tests

**21. What is the main reason the former student has not enrolled in a postsecondary education or training program?**

- I decided to go to work instead.
- Doing education within the military (MOS training) and has earned some college credit/ Went into the military service
- Program filled up.
- I am working.
- Did not want to go on to school. Still looking for a job/Seeking employment/Started new job.
- I have not figured out what I want to go to school for. I started some classes for Child Caregiver and did a 6 week work experience but I am not sure that is what I want to do.
- Committed a crime and now is in jail.
- He is on a waiting list for welding/going to start this fall
- National Guard servicer in October/National Guard/I'm joining the Marines/Joined Army.
- Financial Aid never processed.
- Parent said was lazy and she couldn't do anything with him. He slept and watched TV all day. He is now enrolled for this fall to attend NWTC for welding.
- Not knowing what I wanted to go for.
- Lack of motivation and lack of funds
- I work full time and have to pay the bills of living on my own.
- I didn't know what I wanted to study, but I will be going to (Technical College or beauty school) soon in the fall.
- I'm not sure what I want to study so I don't want to waste money on college until I know what I want to do. I know kids that I have spent thousands of dollars on college and end up with a job that they didn't go to college for. I plan to go to college when I decide what I want to study.
- His plan has always been to get his diploma and then work full-time.
- Became frustrated with the whole process and gave up.
- Knew I would be doing on-the-job training
- Got a full time job right out of high school would like to go but doesn't know exactly what he would go to school for so will not go unless he can come up with some idea of what he would like to pursue as a career.
- Did not want to take on school loans.

**23. What is the primary reason the former student has worked less than 90 days within the year of leaving high school?**

- Choose not to get a job.
- Transportation issues.
- Moved out of state and recently returned
- I want to start the right job right away and do not know what that will be. I am going to work for a person who has a stand at the Farmers' Markets in the area this summer.
- Just found a job a few months ago
- Just got a nanny job/Babysitting.
- I got placed in a job but only got 3-5 hours per week (sometimes I didn't get any hours in a pay period).
- Getting counseling

### 32. What accommodations or other help the former student request and receive from their current employer?

- A job coach from Workforce Resource helped me to learn how to do my job/ Job coaching/ Temporary job coach.
- Lowered things to a lower cupboard so she could reach them
- Long-term problem/short-term problem they work well together...more time to complete tasks or help with math layouts
- Job Service, Social Services.
- Help with work.
- Direct support services due to cognitive/physical disability.
- Making sure of what is required of him.
- Company is aware of his disabilities.
- Issues are worked thru any problems.
- Parents have spoken to employer, did not state any special needs that they addressed.
- Asks a co-worker to read for him when he needs it.
- With Digital Blood Pressure machine
- Was able to go at a slower pace.
- More one-on-one training/more assistance
- A mat for her to stand on, a job coach
- Since the job was obtained through an assisted employment agency it was expected to be more accommodating to his needs.
- Job coach while working to assist with directions and understanding duties. Training for job tasks.
- An individual reward system (music)
- Reteach/further explain/demonstrate job duties
- Use cell phone to help with schedule, alarm, notes to self(reminders)
- Computer, calculator
- They show me how to do things instead of just telling me.
- I needed specific directions related to where parts are located and I needed help in learning how to get around town; I am a parts driver.
- extended time & text read during training activities
- Job coach provided by DVR.
- Regular check ins from the teacher
- modeling, one on one during internship, still requires ongoing supervision but remembers how to do the task
- Mostly just asked for another hand or assistance with a task - had a question on type of job confused about what to do next -- would be given direction on what to do next.
- He just needed more time for breaks.
- The job I do is based on my ability. I work slowly.
- helped with numbers
- My employer knows that they may need to explain something to me more than once.
- My job coach helped me set a schedule and routine using pictures and simple words. I didn't have to read the directions.
- I just asked that they repeat instructions or directions if needed.
- Job coaching and breaking tasks down into steps
- Job coaching
- He had job coaching at first
- Flexible schedule
- Things that weigh a lot or are too high for me; I ask for help.

### 33. What is the primary reason the former student has not worked since leaving high school?

- Besides not having a vehicle - she feels she was not sure how to begin.
- He is working in the Bridge Program/trying to find the right fit.
- He does not take the initiative to go and look for a job/Not motivated to find a job or to work.
- I left for military training right after high school graduation
- Needed time to find his direction. Parent encouraged school before employment.

- Disability/behavior impedes ability to attend work related program.
- Part-time student
- Lack of resources

**38. Is the former student currently living where they planned to live after leaving high school?**

- Wants to live on own but cannot afford it right now.
- Couldn't find a job that would pay for an apartment/trying to save enough.
- Family issues came up
- Have not had the time to fill out the paperwork for low income housing.
- Not enough money/Lack of funds
- I planned to live with my parents for a few months, but will probably live with them a couple years, until I can save up enough money.
- It's hard to find an apartment and money for food and rent and everything.
- Is homeless per mom.
- Undecided at this point. Mom wishes that counselors would have pushed more for him to go and see other jobs at the technical level instead of pushing college like Kimberly does.
- Just didn't work out.
- I had a baby and need to live with my parents because I can't afford to live on my own.
- I thought I would have my own place but I don't have enough money to do so.

**40. Has the former student participated in postsecondary education or training as they planned while they were in high school?**

- I was not ready to go to school. I was not sure which program I was interested in.
- I wanted to go to school but I also needed to get out of my home and live somewhere else so I was required to work full time to pay rent.
- Waiting to get a job that helps pay for it
- No vehicle to get to your education location.
- Not enough credits for financial aid for next semester.
- Too difficult, work schedule.
- Transportation.
- Finished it.
- I planned on NOT attending postsecondary education or training
- Disability prevents her from additional education.
- School would not allow him to participate due to his disabilities.
- Finances.
- Lack of money.
- Family obligations has a 2 year old.
- Disability at present does not allow her to attend but is hoping to find a program in the future.
- Not having my license.
- Disability and can't afford it.
- Did not plan on it.
- Pursuing a career in Insurance.
- Just did not like school and too hard to learn
- Working, he thinks he can make it to the top without college.
- Schooling for police officer was too much for him.
- Health reasons
- Felt he was unable to do the work required of him in higher education.
- Did not plan on going to college.

**42. Is the former student currently working as they planned while they were in high school?**

- Planned on working some but attending school too. Would see self in a different job
- Lack of services available.
- I haven't found any job yet, but I am still keeping busy with volunteer work.
- I'm only working 30 hrs. per week/Working, but not full-time yet/Would like to work more hours.



- Presently in Costa Rica-study abroad thru UW Madison.
- Looking for a job/Cannot find a job.
- Laid off last job, looking for another job.
- Cannot find a job.
- No transportation to get job.
- Working for military (guards) but civilian work not as planned
- Working full time instead of school
- Serious illness
- Planned to attend technical college and work part time. Presently, he is not attending technical college and working full-time.
- Due to disability does not have a job/is working with job coach
- I had wanted to be a nurse but I am working in a factory.
- Going to school full time
- I had never considered working in accounting, but now that I have my current job, I've become really interested in it and am actually thinking about going to school to learn more about it. My employer said they will even pay for it.
- She is still working at the job she had while she was in high school, but she is currently trying to apply for jobs in the vet tech field, which she went to technical college for.
- I didn't think I'd be working full time right away out of high school. But since I moved out, I knew I had keep working to pay the bills.
- Going to school and working with IRIS/starting new job.
- Family responsibilities/Homemaker/ I quit my job after 8 months because I had to help with family.
- Wanted to work part time while attending school, but was laid off so she is unfortunately not working as much as she would like at the moment.
- Lack of work at the supported employment agency
- I don't have a diploma so I can't get a good job. If I would have had more 1:1, more showing me "how" to do things and more learning that matches my learning style, I may have been able to stay in school. I have dyslexia with letters but not with numbers. School is hard for me without support and I had no dreams.
- Currently in process of completing vocational assessment through DVR; on waiting list until beginning of 2014
- I was planning on working part-time and am now working full-time.
- He wanted a job and it helped his confidence, but he moved to a group home outside of our district. Parent responded that DVR would not fund one-on-one job coaching long term. He would need to work in a place either before it opened or after it closed due to high distractibility.
- I quit my job and am now looking for a new one.
- Didn't plan to work.
- AODA issues
- I got fired from the two jobs I had. I would like to work but am having trouble finding a job.
- Fills out 2-3 applications a week/ can't find a job.
- My parent's health. They need me to stay home.
- I have been unable to get a job.

**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?**

- I was encouraged to do my work and to work hard to get things done.
- My teachers helped me to get where I am and helped to motivate me to go to a massage therapy program.
- Youth Options/ school to work/The work experience program.
- Planning ahead to attend WITC-Rice Lake was very helpful because it encouraged me to go to college.
- Getting connected with Workforce Resource was very important for me so that I could get my job.
- The help I received from resource staff helped me to meet my goals so that I could go to school.
- The thing that helped me the most was learning how to have a good work ethic and how to work hard. It has helped me when I work on the farm.
- Being able to take the CNA course before I graduated through WITC-Rice Lake was a help to further my goals. The resource room was a very big help in me meeting my goals for academic and social support.
- Attending school helped her value education, connections with different colleges/job shadows/tours.
- All the help and pushing we gave. Someone always told me I could do it.

- They didn't let anything stop me for being who I am
- Support from friends and teachers to continue to keep going.
- advocating for myself and learning how to, getting experience with project live to learn to live independently while in college (For next year)
- To really sum it up, meeting friendly teachers and staff that were willing to help out students in need made a big difference, and the same goes for building friendships inside and outside of school.
- Pushing myself to take advanced classes
- I had a great teacher who taught me how to think critically and I have used those skills the past year as I made decisions in my life.
- Getting a job during high school and doing work experience during high school was a positive experience that helped me.
- Staff was always very supportive and told me I could reach my goals if I worked hard.
- I am glad I took a Foods class. It has helped me cook more and more nutritionally good food. Making a connection with DVR while I was still in high school.
- Learning technology and Braille, learning to get around.
- A lot of good teachers/Connecting with my teachers.
- Building connections with people around me in the community.
- When I was looking for something to do when football ended, I found drama. I was accepted by the people there and it helped me find confidence to do things I hadn't thought about doing before.
- Graduating
- I got a job. Nothing really prepared me for afterwards. Most was preparing me for stuff that I don't need after high school. Classes were required but pointless, and did not help me after high school. Like US History and environmental science. None of them really prepared me for after school. I didn't expect what happened after school. I thought I would have a place to live on my own.
- I really like the volunteer jobs that I had in High school and I am still doing them now.
- Math program was very good and this allowed him to advance in college in math.
- Job coaching.
- Took landscaping/welding/classes which help him attain his goals/also due to the hands on classes it made it easier to attain goals
- Key Clubs and National Honor Society.
- Sports kept him on track to achieve his goals, several teachers were very motivating.
- The variety of classes I took, helped narrow down what I wanted to do in the future.
- I had a class that helped me prepare for jobs.
- His special education teacher was very instrumental in his achieving his graduation goal.
- Working with the IT department as an intern.
- Training go to college classes while in high school.
- Opportunity to work full-time before graduation.
- Nothing was positive in high school to reach goals
- Choir, photography class, and Praise band.
- Taking mechanics classes and math helped.
- More leadership senior year with getting ready for life after high school
- I had the job I have now in high school and I enjoy what I am doing
- Counselor at high school was very helpful and motivated him and set goals for him.
- He was on the baseball team.
- She had tons of work experience due to her special ed teacher.
- Teachers that helped me.
- Got my diploma at the end of high school. Shop classes helped--welding skills, construction class and mechanics.
- Middle College program through Workforce Development
- Music Therapy and continues with program
- On-line courses taken at home.
- Second Chance program I did.
- Goodwill experiences and working at Valley Packaging were very helpful to me. They were very friendly at Goodwill. Worked at Goodwill for at least a few months after school was out. Could not remember exactly how long she worked there.

- I felt that two teachers were very helpful when I needed help and were able to get me any information I may need for my life after school. I am happy.
- Guidance counselor was very helpful.
- Study hall teacher helped him get through school and graduate early.
- Art teacher was very helpful with classes and discussions.
- Having a part-time job during high school and having my friends help me get my job after high school.
- Volunteering in the early childhood program.
- Really good full time job/and a high school job which gave her a full time job
- Work ethic.
- Nothing - she wishes she would have taken more academics in high school and been pushed into post-secondary.
- New experiences - make her explore things outside of her comfort zone. Tour of colleges. Personal tour of Madison and bus practice with Transition Coordinator, Case Manager, and Mom. Made me feel more comfortable. Teachers encouraging her to set goals, attend college and keep pushing.
- Something positive that happened to me in high school was having a certain person as my teacher. She helped me very much. She motivated me to keep going and working on my classes to get through high school and to be ready to move on to bigger and better things.
- Special Olympics/was part of the torch ceremony
- To be able to keep one steady job.
- He had to adapt to changes.
- He had some teachers that he really liked a lot who cared a great deal about him.
- Taught job skills, Job training courses she took, Transition to Employment, Community-based Vocational training, and Project Search program. She wouldn't be successful unless she had what teachers did for her in high school.
- Support from his teachers, Vocational Training, Continuation of academic classes to further his skills
- Project Search training program in Home Health. He enjoyed being in school interacting with students and staff.
- Job training courses, computer courses
- Living skills/Occupation course. Teachers
- My coaches were helpful in making me realize I could make it to college. I had a lot of people support me in High School and made me feel I could go to college.
- Being part of the construction academy helped me learn a skill
- Getting accommodations for my disability in math and learning to advocate for myself.
- Classes that taught me to take the city bus and go shopping at Walmart by myself. The classes that taught me how to interview. Mrs. Smith and Judy Wilson were helpful.
- My teacher told me about Project Search and helped me fill out the application.
- Kept me focused and helped get me ready for college
- Getting a nursing scholarship.
- Learned how to identify errors in my thinking.
- I liked the Vocational Skills class; especially, when we visited Crossroads at Big Creek because it's a place I can go to be outside and when we had to go pick up job applications. We wore nice clothes and practiced what to say. I met with the guidance counselor to talk about personal issues and learned to set goals to graduate.
- She was encouraged that hair, makeup and nails was an area that could be a career for her. She came to the realization that you don't have to be good at everything and not everyone is good at everything and that is okay.
- Being able to meet the challenges of her math classes that prepared her for accounting major in college
- My teacher and Transition Coordinator were very helpful to me.
- My son got in trouble in high school, it made him grow up fast and settle down. Mom thinks it ended up being a positive outcome in the end.
- Doing work experience in high school, which when he graduated they kept him on. He graduated from high school with a job which was good.