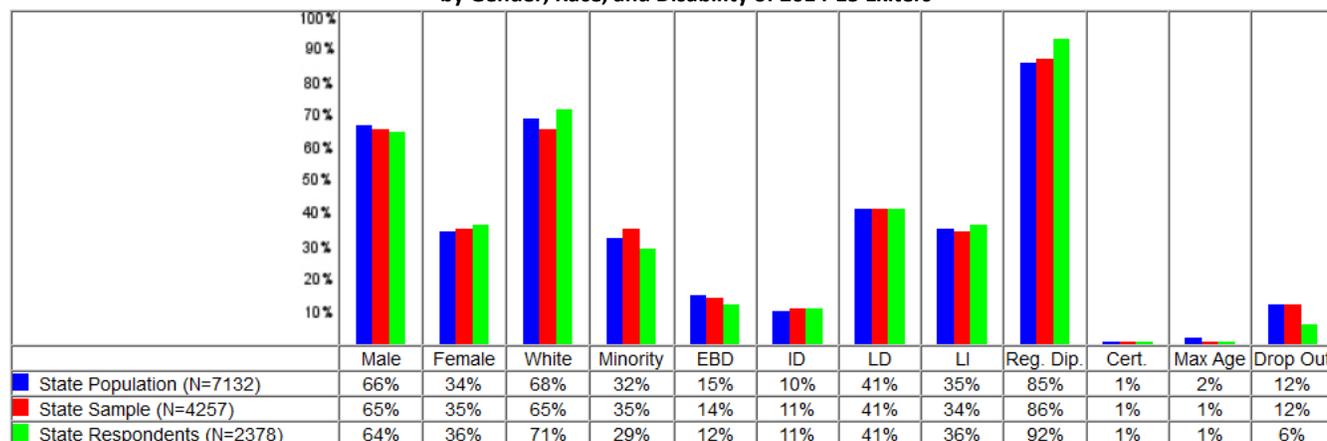# 2016 All-Inclusive Wisconsin Statewide Post High School Outcomes Survey Report
of 2014-15 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2014-15 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.

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 2014-15 Exiters**

	Male	Female	White	Minority	EBD	ID	LD	LI	Reg. Dip.	Cert.	Max Age	Drop Out
State Population (N=7132)	66%	34%	68%	32%	15%	10%	41%	35%	85%	1%	2%	12%
State Sample (N=4257)	65%	35%	65%	35%	14%	11%	41%	34%	86%	1%	1%	12%
State Respondents (N=2378)	64%	36%	71%	29%	12%	11%	41%	36%	92%	1%	1%	6%

"**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 2014-15 school year. Of the 4257 available former students, 2378 interviews were successfully completed, representing 56% of exiters. Data reported here are based on the responses of the successfully completed interviews. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:
- 63% were the former student
- 29% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 6% identified themselves as someone else

Interviews could not be completed because:
- 7% declined to answer interview questions
- 1% unresolved language, comprehension or communication barrier
- 2% former student was unavailable (e.g. jail, military, work) and no other responder was available
- 37% unable to find phone #, lost #, moved and no forwarding #
- 51% no answer (after multiple attempts)
- 3% 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, 65% of the respondents continue to live with their parent(s) or custodial guardian.
- 30% of respondents report living independently. Of those, 17% live alone, 6% live with another family member, 6% respondents live with a spouse or roommate and 1% are in the military.
- During the last year of high school, 42% of respondents report they planned to live independent of their parents one year after exiting high school;
- 78% 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
- 57% have a valid driver's license; another 2% have a suspended license; 23% do not have a license but planned to obtain one, 12% do not have a valid license and do not plan to obtain one, and 5% report being medically restricted from obtaining a driver's license.
- 14% 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.

- 14% 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.

    Respondents report the following Independent Living Services:
    1. Group Home / Family Care
    2. Payee that takes care of her money.
    3. SSI and Medicaid
    4. IRIS - Personal care / Job coach / Long-term care funding / Case Manager / Day care /Family care
    5. ADRC / Family case manager / Social worker
    6. Aspiro / Goodwill / Progressive Community Visions / Clarity Care ContinuUs / Care WI
    7. Transportation / Housing

- 22% 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.

    Respondents report the following Employment Agency Services:
    1. DVR – case worker / job coach / job training program for 3 months / help looking for a job
    2. DVR – transportation assistance / getting adaptations for vehicle / vision and mobility training / Smart pen

3. DVR – doing some job shadows and working with "other people" to practice interviews and filling out applications / interview skills development / job exploration / job shadow
4. DVR – helped first semester of college / help get what was needed to go to college / paid for books / FAFSA assistance / help paying for tuition help getting registered for college
5. DVR – helped at first; he was successful and case was discontinued /
6. DVR – didn't get the help she needed / didn't feel they were providing good services
7. Job Center – lets me know about job openings / Workforce Development sends me on interviews

Difficulties Related to Independent Living Outcomes

Respondents were asked what **problems or difficulties**, if any, they have had in areas such as **obtaining long-term supports, mental health services, benefits or funding through the county**.

The following are some of their responses.
1. He is having a hard time getting a job. He's discouraged. He did well in school.
2. Didn't have job experience now can't find a job / Attempted to work, but struggled with knowing how to communicate and get along with co-workers
3. Transportation / There is no public transportation available in our town / Lack of public transportation
4. Depression, anxiety and drug & alcohol use / My son has a disability: cannot speak and has difficulties with mobility so these are barriers for him to be self-sufficient / She is non-verbal and non-ambulatory / Due to medical needs, employment is difficult / Social anxiety
5. My son can sometimes put up road blocks for meeting expectations for the service providers / Trying to apply for disability for my daughter / Seeking more assistance for job coaching and mental health help.
6. Needs employment support has a baby and at present is homeless / I am pregnant and have no skills. I also have no insurance or transportation
7. Currently on a waiting list / Applied for services with the county but wasn't eligible.
8. I did have a case worker with DVR when I graduated but my case was closed. They weren't helping me or providing any services to help me so I stopped responding to them
9. Student went to alternative high school, there were many mix ups in earning credits and parents decided "enough is enough" and pulled him from school. The school did not help put supports in place for transition to employment/education / Money got tight and I left high school before I graduated
10. Not having a diploma has made it hard. The wait to get mental health services keeps me from my medication.
11. He has gone to DVR for a number of years, but he never got an interview / They didn't do anything for him but have meetings and classes. He did have an interview but the agencies would not help, as promised with interviews, job shadowing, etc. Very disappointed with the services they received.
12. I have not had any trouble / I have not used any services / No services needed; we are very fortunate.

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.
1. Lost job and couldn't afford to live independently. Also needed to help care for a friend who has ill
2. Homeless / Staying with sister; thought I would be living on my own /
3. Still living at home / Can't afford to live on her own / Had to be realistic and stay at home / Had to move back with parents due to lack of money / Her savings account is empty, she has experienced inconsistency with roommates.
4. He wanted to live with his parents, however his parents insisted that he live with his grandparents / Not enough money to leave and mom is nervous about me living on my own
5. Finances / No money to support himself / Was hoping to be earning more / On a waiting list for DCHS adult living
6. Mental Health issues prevented student from keeping a job and being able to afford living on own / Mental disabilities got in the way / Too much anxiety to work / Difficulties due to hearing impairment
7. I had hoped to be in the Military but am not / I wanted to live in the dorms at college but was dropped from college because of my grades / Planned on 4-year college, completed 1 year and moved back home to pursue Culinary Arts and Hospitality
8. No transportation / Had a baby / Was in an accident / Don't have a driver's license
9. AODA issues and bad choices / Been in legal trouble and served jail time / Under house arrest / Did not plan to be in trouble with the law / Incarcerated

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

Postsecondary education includes any type of formal education program after high school.

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

40% 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.
- 8% 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)
- 10% 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 number of exiters in these categories are generally few so can represent wide variation.

Duplicated Percentage of 2016 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=2378)						
	Any Postsecondary Education	2-Year College	4-Year College	Technical College	Vocational or Short-Term Ed.	Job Training Program or Apprenticeship
Total	40%	**8%**	8%	16%	3%	3%
Male	38%	7%	8%	16%	2%	3%
Female	45%	8%	10%	17%	4%	3%
White	42%	8%	8%	18%	3%	3%

Minority	35%	7%	8%	12%	2%	3%
Emotional/Behavioral Disability	31%	6%	5%	9%	1%	2%
Intellectual Disability	13%	1%	1%	4%	2%	3%
Learning Disability	47%	9%	8%	21%	4%	3%
Low Incidence	45%	9%	12%	16%	2%	2%
Graduated with a diploma	42%	8%	9%	17%	3%	3%
Exited with certificate	17%	6%	0%	6%	0%	0%
Reached maximum age	11%	0%	0%	4%	0%	0%
Dropped Out	18%	1%	1%	1%	1%	2%

Additionally, 1% 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:

1. Through Employer - Med Program
2. NWTC GED Program
3. Breeding Training Classes (Agricultural) through FSA (Farm Service Agency)
4. Completed a course at technical college after graduation and prior to starting at MSOE
5. CNA Training Program (completed and looking for a job) / CNA Class Southeast Technical College
6. Training program at Walgreens
7. Lakeshore Technical College.
8. Church Mission trip for a week
9. Classes online through NWTC over the summer.
10. Berklee College of Music
11. Southwest Technical College
12. Prep courses for MATC to enter in the fall.
13. Fresh Start
14. WTC college prep classes
15. Cosmetology school
16. Kaplan University
17. AIT Army Training
18. U-Rock- General Education
19. Attending Century College
20. Madison Virtual Campus for two courses
21. Campus connect
22. Online courses supplied through employer
23. MATC basic math and reading non-credit classes before starting CNA program
24. Through the Marines he is earning credits
25. Madison College for CNA
26. Attended a one-year program, Life Academy, a joint program of Green Valley Enterprises and Beaver Dam High School.
27. Fire inspector classes
28. Volunteer firefighter certification training through the local fire department.

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

- 19% Did not want to continue their education/training
- 10% Can't afford to continue their education/not enough financial aid to continue
- 19% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 11% 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

- 4% Have not received necessary services from community agencies/on waiting list for services
- 2% Homemaker/family obligations
- 13% Health or disability-related problems prevent going to postsecondary education
- 20% Cite another reason they discontinued their postsecondary education program

- 49% of respondents report it was their main goal to begin postsecondary education or training after leaving high school
- 67% report participating as they had planned.
- 59% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons:
  - 32% Did not plan to go on to postsecondary education/did not want to continue their education
  - 6% Can't afford to go to school / not enough financial aid at this time
  - 28% 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
  - 1% Have not received necessary services from community agencies/on waiting list for services
  - 2% Homemaker/family obligations
  - 11% Health or disability-related problems prevent going to postsecondary education
  - 9% Cite another reason they have not participated in postsecondary education

Disability Disclosure
Self-determination is defined as acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference. Disclosing one's disability type to those who can provide needed accommodations is an activity of self-advocacy.
- 43% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 8% 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
- 42% of youth disclose their disability to no one at their place of postsecondary training

Accommodations and Assistive Technology
- 33% use some type of accommodation or assistive technology.

- Types of Accommodations and Assistive Technology Utilized
  1. Tests without time limits / Extended time for tests but not homework
  2. Testing accommodations / Quiet environment for test / Distraction Free Environment Preferential Seating
  3. Notetaker / Tests read / Translator / Tutoring Disability Center / Testing Center / Perlab / Reader
  4. Electronic textbooks / Computers with specialized software / Calculator / Scanned text Text-to-Speech / Kurzweil /LiveScribe / Smart Pen / iPhone application such as Speakit! / Dragon Naturally Speaking / Amplifier
  5. Academic Coaching / 1:1 with teacher Disability Specialist on campus

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.
1. Didn't get into the program he wanted to / Was looking more for exploratory courses, not a degree program so he ran out of classes to take / Wanted to change what I majored in but not sure what to pursue / GPA too low
2. Lost motivation / It wasn't what I wanted after trying it / Didn't get signed up for the right program yet / Incarcerated
3. Planned to wait / Things didn't work out the way I wanted them to / Needed a break
4. It is more difficult than I thought / Had higher hopes for future while in high school. Getting a higher education and finding work took more work than expected accident and had to take time off before semester ended / Seizures prevented him from going and playing sports / Expectations too high there
5. Too expensive and cannot afford; has debt / Could not afford it / Lack of money
6. Health problems / Transportation problems / Had a baby / Family responsibilities / Mom got sick; helping her.

Employment

Two outcomes of employment were considered: "Competitive Employment" and "Some Other Employment".

Employment by Gender, Race, Disability and Exit Type
83% of respondents are or have been employed in the year following high school. The table below reviews the major employment outcomes of respondents by gender, race, disability and exit type.

Duplicated Percentage of 2016 Employment Outcomes by Gender, Race, Disability and Exit Type (N=2378)					
	Paid Employment Over 90 Days	Works 20+ Hours/Week	Earns Min. Wage or Greater	Received a Raise	Receive Benefits
Total	**74%**	**79%**	**90%**	**41%**	**28%**
Male	74%	79%	89%	44%	30%
Female	73%	78%	92%	37%	24%
White	75%	79%	91%	44%	28%
Minority	70%	79%	88%	34%	27%
Emotional/Behavioral Disability	68%	83%	94%	39%	26%
Intellectual Disability	54%	51%	74%	22%	13%
Learning Disability	84%	87%	94%	49%	35%
Low Incidence Disability	80%	74%	89%	37%	23%
Graduated with a diploma	76%	80%	91%	42%	29%
Exited with certificate	67%	69%	85%	38%	31%
Reached maximum age	57%	41%	53%	12%	24%
Dropped Out	47%	78%	92%	26%	12%

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".
- 74% 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
- 16% of respondents report they have not been employed since leaving high school
- 57% 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.
- 2% Military / Service
- 4% Supported Employment setting (paid work in the community but can also include on-the-job training or assistance at work)
- 4% Self-employment or working in a family business
- 0% In an Institutional or Residential setting
- 2% Sheltered Employment (a setting where most workers have disabilities)
- 2% Other

Length of Employment
Of the youth with disabilities who are currently employed,
- 30% have been employed more than one year
- 24% have been working seven to 12 months

- 37% have worked one to six months
- 7% have been working less than one month

Hours Worked
- 47% of the employed respondents work 35 or more hours per week
- 32% 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
- 11% of the employed respondents work less than 16 hours per week

Rate of Pay
- 3% of the employed respondents earn less than minimum wage
- 17% of the employed respondents earn minimum wage
- 32% of the employed respondents earn between minimum wage and $10.00 per hour
- 36% of the employed respondents earn between $10.00 and $15.00 per hour
- 5% 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:
- 41% found their own jobs
- 37% had help from family or friends
- 12% 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
- 2% had assistance from someone else

Respondents report talking to the following agencies about job opportunities since leaving high school:
- 8% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 18% Division of Vocational Rehabilitation (DVR)
- 7% Health and Family/Human Services/Social Services
- 18% Someone from their former high school, such as a teacher or guidance counselor
- 53% Talked to no one about employment opportunities

Of those respondents who are or were employed, 11% 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, 88% received that request

Unemployment
9% 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
- 18% Full-time student/going to school
- 24% Unable to find work/lack of employment opportunities
- 8% 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
- 3% Have not received necessary services from community agencies / on waiting list for services
- 3% Homemaker/family obligations
- 10% Health or disability-related problems prevent working
- 0% Would lose benefits SSI benefits
- 6% Laid off/recently dismissed
- 17% Cite another reason they are currently unemployed

16% of respondents report that they <u>have not worked</u> at any time within one year of leaving high school. Unemployed respondents report they have not worked for the following reasons:

- 13% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 18% Full-time student/going to school
- 10% Unable to find work/lack of employment opportunities
- 8% 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
- 4% Have not received necessary services from community agencies / on waiting list for services
- 5% Homemaker/family obligations
- 23% Health or disability-related problems prevent working
- 2% Would lose benefits SSI benefits
- 1% Laid off/recently dismissed
- 12% 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.

1. Have moved group homes and is hoping to start employment soon with new agencies
2. His parents wanted him to work part-time and go to school full-time, but he did not get the support that he needed to obtain employment from the agencies that he was involved with
3. Planned to work as a cosmetologist / He had thought about maybe doing work on cars
4. Haven't gotten a better job / I haven't found a job with more hours in my community that I like.
5. I am working with DVR and will be working soon / On a waiting list / I want social security money so I can't have a job
6. He didn't have a plan / Don't know what I want to do
7. He wanted to work full time and control his own money / Wanted to go to military but that didn't work out
8. Medical issues / Can't keep a job due to anxiety. He is not lazy; he just stops going to work / Health problems / Due to his disability and not finding a job suitable for him
9. I can't find a job right now, but I have applications out and am waiting to hear from them / I quit my job at Taco Bell but cannot find another job; I want to get a job badly / Quit job now cannot find one / Can't keep a job
10. I thought I would be going to school full time / Wanted to go to school full time but am now working / My plan was to start school and focus on school not work; not doing that at this time
11. Working more than planned / No one is hiring full time; working two jobs instead
12. Being a CNA was not what I thought I'd be doing. I love being a CAN!

High School Experiences and Employment IEP Planning

- 56% of respondents report they had a paying job in the community when they graduated from high school
- 35% 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
- 68% 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.

1. The Work Experience Program really prepared him to work / I learned the skills I needed to be prepared for work after high school / Learning about hard work and dedication--they can get you far in life / Employability classes in high school / They helped me to get job experience to further find employment / I liked having work experiences in school / Her teachers helped her with interview preparation skills and writing a resume / Program - Taught him to understand what was expected of him at work and how to be successful
2. Speech/Language Pathologist and the Transition Specialist at my school helped me to disclose my disability to my employer and to self-advocate / Teachers never gave up on me
3. Teacher in the skills center really worked with me to help me graduate / My teacher helped me every step of the way; I would not have made it without her / My case manager, who did everything to make sure I met my goals

4. Support selecting a college / Was accepted at school
5. All of the community experiences while attending high school / Field trips to businesses / DVR
6. Welding classes / Shop classes / Music classes / Robotics / Playing basketball / I made friends / Driver's license
7. I can't answer for him, but I think he would tell you nothing helped him

Summary

View of Duplicated Outcomes for Respondents by Gender, Race, Disability and Exit Type
These tables review the major Duplicated postsecondary outcomes of respondents who exited their secondary education during the 2014-15 school year by gender, race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

Duplicated Percentage of 2016 Engagement of 2014-15 Exiters by Gender, Race, Disability and Exit Type (N=2378)				
	Higher Education	Competitive Employment	Other Postsecondary Education or Training	Other Employment
Total - Unduplicated Count	**30%**	**38%**	**2%**	**11%**
Total - Duplicated Count	**30%**	**57%**	**8%**	**17%**
Male	28%	57%	7%	17%
Female	33%	56%	9%	17%
White	31%	58%	8%	18%
Minority	26%	55%	7%	15%
Emotional/Behavioral Disability	18%	58%	6%	10%
Intellectual Disability	6%	24%	5%	30%
Learning Disability	35%	71%	10%	13%
Low Incidence Disability	34%	51%	7%	20%
Graduated with a diploma	32%	59%	8%	17%
Exited with certificate	11%	39%	17%	28%
Reached maximum age	4%	11%	4%	46%
Dropped Out	1%	39%	9%	9%

Results can be 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 2016 Post High School Outcomes Survey of 2014-15 exiters
The table below reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2014-15 school year by gender, race, disability and exit reason.

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% (704) have been enrolled in higher education within one year of leaving high school.
B. 68% (1619) have been enrolled in higher education or competitively employed within one year of leaving high school.
C. 81% (1927) 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))

Unduplicated Percentage of 2016 Engagement of 2014-15 Exiters by Gender, Race, Disability and Exit Type (N=2378)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education or Training	4. Other Employment
Total	**30%**	**38%**	**2%**	**11%**
Male	28%	40%	2%	11%
Female	33%	36%	2%	11%
White	31%	39%	2%	11%
Minority	26%	38%	1%	12%
Emotional/Behavioral Disability	18%	46%	3%	7%
Intellectual Disability	6%	21%	4%	27%
Learning Disability	35%	46%	2%	7%
Low Incidence Disability	34%	33%	1%	12%
Graduated with a diploma	32%	39%	1%	11%
Exited with certificate	11%	33%	6%	22%
Reached maximum age	4%	11%	0%	43%
Dropped Out	1%	38%	6%	6%

19% of respondents do not meet the criteria of any of the indicator 14 measures. Of those, 65% report they have never been engaged in in any postsecondary education or employment and 35% 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 2016 Reporting Measures of 2014-15 Exiters (N=2378)				
	A.	B.	C.	Not Engaged
Total	**30%**	**68%**	**81%**	**19%**
Male	28%	68%	81%	19%
Female	33%	69%	81%	19%
White	31%	70%	83%	17%
Minority	26%	63%	76%	24%
Emotional/Behavioral Disability	18%	65%	74%	26%
Intellectual Disability	6%	27%	57%	43%
Learning Disability	35%	81%	90%	10%
Low Incidence Disability	34%	67%	80%	20%
Graduated with a diploma	32%	71%	83%	17%
Exited with certificate	11%	44%	72%	28%
Reached maximum age	4%	14%	57%	43%
Dropped Out	1%	40%	53%	47%