

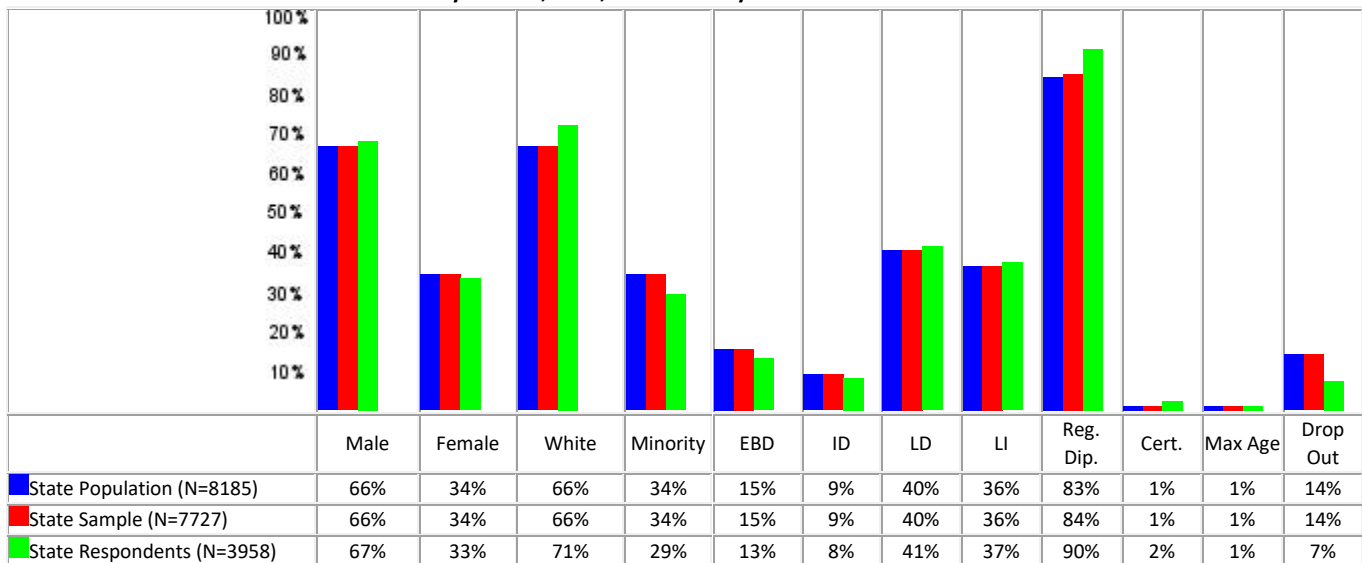
# 2018 All-Inclusive Wisconsin Statewide Post School Outcomes Survey Report of 2016-17 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2016-17 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 2016-17 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 types** 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 2016-17 school year. Of the 7727 available former students, 3958 interviews were successfully completed, representing 51% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 35% were the former student
- 61% were the parent(s) of the former student / guardian
- 4% identified themselves as another person who knows the former student

Interviews could not be completed because:

- 7% Contacted: declined to answer interview questions
- 1% Contacted: unresolved language, comprehension or communication barrier
- 1% Contacted: former student was unavailable and no other responder was available (e.g. jail, military, work)
- 29% No Contact: unable to find phone #, lost #, moved and no forwarding #
- 60% No Contact: no answer (after multiple attempts)
- 2% other

# Outcomes by Survey Area

## Outcomes Reporting and Reporting Measures

This report provides two types of reporting, Duplicated and Unduplicated.

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 the following activities youth participated in within one year of leaving high school:
  - 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 or the military AND not counted 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 not counted 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 not counted in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program
  
2. "**Duplicated**" is a count of all the activities in which the former student participated in within one 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.
  - a. **Higher Education** - Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University.
  - 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 or the military.
  - 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.
  - d. **Other Employment** - 90 consecutive or cumulative days of employment in any setting.

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

46% of respondents are or have attended some type of higher education or other type of postsecondary education or training within one year of leaving high school.

- 31% respondents are or have participated in a higher education program.
- 14% of respondents are or have participated in a postsecondary education or training program.

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

<b>2018 <u>Duplicated</u> 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=3958)</b>						
	Any Postsecondary Education	2-Year College	4-Year College	Vocational	Short-Term Ed.	Other
<b>Total</b>	<b>46%</b>	<b>22%</b>	<b>10%</b>	<b>4%</b>	<b>10%</b>	<b>1%</b>
Male	42%	21%	8%	4%	9%	1%
Female	54%	25%	13%	3%	0%	1%
White	49%	23%	10%	4%	10%	1%

Minority	40%	19%	7%	3%	9%	1%
Emotional/Behavioral Disability	36%	14%	6%	3%	8%	1%
Intellectual Disability	31%	6%	1%	1%	18%	1%
Learning Disability	51%	28%	11%	5%	8%	0%
Low Incidence	48%	22%	11%	4%	10%	1%
Graduated with a diploma	49%	24%	10%	4%	10%	1%
Exited with certificate	25%	3%	0%	0%	18%	0%
Reached maximum age	24%	8%	3%	3%	5%	3%
Dropped Out	22%	6%	2%	3%	8%	1%

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

1. Beyond Sports - Play games over seas - basketball in Italy - Run Clinics for the kids there as a Humanitarian program!
  2. AmeriCorps for a 12 week summer program.
  3. REU program-work research program which paid a stipend
  4. Cerebral Palsy Aquatic Center - adult enrichment classes
  5. Early Childhood (online requirement through employer)
  6. Skills to Pay the Bills - 6 week course
  7. AmeriCorps - working with at-risk students in the school setting
  8. Independence First classes 2x per week for independent living skills/socialization
  9. Adjustment to Blindness Training program in Minneapolis, Blind Incorporated. Will be attending Minneapolis Community Technical College.
  10. Day Services and ENOW
  11. Curative Connection's "Ready, Set Go" program for adult enrichment
  12. Insurance license - 20 hours of class time and investment license on-line
  13. Curative's "Ready, Set, Life" program designed to foster independence and develop job readiness.
  14. Logan takes classes at the "CP Center" which are designed to foster independence.
  15. He participates in the "Police Explorers" program through the Boy Scouts.
  16. Participates in the "New View Industries" job readiness / socialization program
- 52% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons:
    - 44% Did not want to or plan to continue their education / Working instead / Joined Military
    - 6% Could not afford to continue their education / Need to earn money first
    - 20% Plans to go in the future / Wasn't sure what he/she wanted to do
    - 15% Health or disability-related problems
    - 1 % No transportation / No car or insurance / No driver's license
    - 0% On waiting list for services
    - 3% Family obligations / Had a baby
    - 7% Other reason not listed above
    - 4% Doesn't Know/Prefers Not to Answer

## Employment

Two outcomes of employment were considered:

1. **Competitive Employment** - meets all the criteria of 90 days or more of work within the year of leaving high school, in the community/self-employed/military, minimum wage or greater, 20 or more hours of work per week.
2. **Some Other Employment** - 90 days or more of work within the year of leaving high school.

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

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

<b>2018 <u>Duplicated</u> Employment Outcomes by Gender, Race, Disability and Exit Type (N=3958)</b>			
	<b>Paid Employment Over 90 Days</b>	<b>Works 20+ Hours/Week</b>	<b>Earns Min. Wage or Greater</b>
<b>Total</b>	<b>77%</b>	<b>82%</b>	<b>91%</b>
Male	77%	84%	91%
Female	77%	79%	91%
White	80%	82%	91%
Minority	70%	82%	90%
Emotional/Behavioral Disability	74%	84%	90%
Intellectual Disability	57%	56%	84%
Learning Disability	85%	88%	92%
Low Incidence Disability	79%	78%	91%
Graduated with a diploma	80%	82%	91%
Exited with certificate	31%	53%	84%
Reached maximum age	43%	29%	82%
Dropped Out	59%	85%	85%

82% of respondents are or have been employed within one year of leaving high school.

- 77% have been employed for 90 consecutive or cumulative days in the year following high school
- 5% 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

61% 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.

An additional 16% of respondents have worked 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".

#### **Employed respondents work in the following settings**

- 98% of respondents work in a community-based setting
  - 93% In the community
  - 4% Self-employment or working in a family business
  - 2% Military / Service
- 0.7% Sheltered Employment (a setting where most workers have disabilities)
- 0% Other Setting

#### **Hours Worked**

- 82% of the employed respondents work 20 or more hours per week
  - 51% of the employed respondents work 35 or more hours per week
  - 31% of the employed respondents work between 20 and 34 hours per week
- 10% of the employed respondents work between 10 and 19 hours per week
- 5% of the employed respondents work less than 10 hours per week

#### **Rate of Pay**

- 91% of the employed respondents earn minimum wage or greater
- 2% of the employed respondents earn less than minimum wage
- 7% of the employed respondents did not know or declined to respond

- 10% of the employed respondents earn current minimum wage
- 81% of the employed respondents earn more than the current minimum wage
  - 31% of the employed respondents earn between minimum wage and \$10.00 per hour
  - 39% of the employed respondents earn between \$10.00 and \$15.00 per hour
  - 9% of the employed respondents earn above \$15.00 per hour
  - 3% of the employed respondents did not know or declined to respond

## Unemployment

5% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 8% Not interested in working more
- 1% Volunteering
- 26% Going to school or job training
- 12% Health or disability-related problems
- 2% Family obligations / Had a baby
- 2% On waiting list for services
- 5% Unable to find work
- 3% No transportation / No car or insurance / No driver's license
- 0% Would lose social security (SSI) or disability benefits
- 8% Recently let go or laid off
- 27% Other reason not listed above

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

- 6% Not interested in working more
- 1% Volunteering
- 18% Going to school or job training
- 34% Health or disability-related problems
- 4% Family obligations / Had a baby
- 1% On waiting list for services
- 10% Unable to find work
- 2% No transportation / No car or insurance / No driver's license
- 1% Would lose social security (SSI) or disability benefits
- 0% Recently let go or laid off
- 16% Other reason not listed above

## 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 2016-17 school year by gender, race, disability and exit reason. Outcomes are reported as both duplicated and unduplicated (Indicator 14) measures.

Results can reviewed for differences in outcomes, but caution should be used when interpreting outcomes for youth under-represented in the Respondents. Review the District Population and the District Respondents on the District Demographics Report found under "District Data".

For the 2018 Statewide Indicator 14 Post School Outcomes Survey Report of 2016-17 Exiters with Disabilities survey, youth with disabilities who dropped out of high school and black youth with disabilities are under-represented in the respondents.

<b>2018 <u>Duplicated</u> Participation of 2016-2017 Exitors by Gender, Race, Disability and Exit Type (N=3958)</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 - Unduplicated Count</b>	<b>31%</b>	<b>40%</b>	<b>4%</b>	<b>8%</b>
<b>Total - Duplicated Count</b>	<b>31%</b>	<b>61%</b>	<b>14%</b>	<b>16%</b>
Male	28%	62%	13%	15%
Female	38%	60%	15%	17%
White	33%	63%	14%	17%
Minority	27%	56%	13%	14%
Emotional/Behavioral Disability	20%	61%	12%	13%
Intellectual Disability	7%	28%	20%	30%
Learning Disability	38%	72%	12%	13%
Low Incidence Disability	33%	57%	15%	17%
Graduated with a diploma	34%	64%	14%	16%
Exited with certificate	3%	13%	18%	18%
Reached maximum age	8%	14%	11%	30%
Dropped Out	8%	47%	13%	12%

**View of Unduplicated Outcomes for Respondents by Gender, Race, Disability and Exit Type - Indicator 14 Percentages for the 2018 Post High School Outcomes Survey of 2016-17 exitors**

The table below reviews the major unduplicated postsecondary outcomes of respondents who exited their secondary education during the 2016-17 school year by gender, race, disability and exit reason.

<b>2018 <u>Unduplicated</u> Participation of 2016-2017 Exitors by Gender, Race, Disability and Exit Type (N=3958)</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>31%</b>	<b>40%</b>	<b>4%</b>	<b>8%</b>
Male	28%	43%	3%	9%
Female	38%	35%	4%	7%
White	33%	41%	4%	8%
Minority	27%	40%	3%	9%
Emotional/Behavioral Disability	20%	47%	3%	9%
Intellectual Disability	7%	24%	13%	18%
Learning Disability	38%	45%	1%	6%
Low Incidence Disability	33%	36%	4%	9%
Graduated with a diploma	34%	41%	3%	8%
Exited with certificate	3%	13%	13%	10%
Reached maximum age	8%	14%	8%	22%
Dropped Out	8%	42%	6%	11%

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. 31% (1243) have been enrolled in higher education within one year of leaving high school.
- B. 72% (2838) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 84% (3320) 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))

16% of respondents do not meet the criteria of any of the indicator 14 measures.

- 13% report they have never been engaged in in any postsecondary education or employment
- 4% 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>2018 Unduplicated Indicator 14 Reporting Measures of 2016-2017 Exiters (N=3958)</b>				
	<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>Does Not Meet Indicator 14 Criteria</b>
<b>Total</b>	<b>31%</b>	<b>72%</b>	<b>84%</b>	<b>16%</b>
Male	28%	71%	84%	16%
Female	38%	73%	85%	15%
White	33%	74%	86%	14%
Minority	27%	66%	78%	22%
Emotional/Behavioral Disability	20%	67%	80%	20%
Intellectual Disability	7%	31%	63%	37%
Learning Disability	38%	83%	90%	10%
Low Incidence Disability	33%	70%	83%	17%
Graduated with a diploma	34%	75%	86%	14%
Exited with certificate	3%	16%	39%	61%
Reached maximum age	8%	22%	51%	49%
Dropped Out	8%	49%	66%	34%