

Final Report – Year 1

**Wisconsin Statewide Post High School Outcomes Survey of
Individuals with Disabilities**

*A Status Report of Students with Disabilities Who Exited
High School between December 1999 and December 2000*

Prepared for the

Wisconsin Department of Public Instruction

Office of the Superintendent

by

Cooperative Educational Services Agency #11

Turtle Lake, Wisconsin

In Partnership With

St. Norbert College Survey Center

De Pere, Wisconsin

September 2001

Prepared by Mary Kampa, Project Coordinator and Carolyn Sorensen,
Associate Project Coordinator, Cooperative Educational Services Agency #11
Funded by IDEA Discretionary Grant # 2001-9911-24

ACKNOWLEDGEMENTS

Several individuals contributed significantly to this study. Many thanks to those who shared their time, talents, and expertise, specifically:

- Anita Castro, School Administration Consultant - Special Education, Wisconsin Department of Public Instruction
- Kathy Laffin, RSN/CSPD Coordinator, CESA #11
- Val Peters, Support Staff, CESA #11
- Don Kotecki, Director, St. Norbert College Survey Center
- Craig Stencel, Project Management/Research Analyst, St. Norbert College Survey Center
- Steve Gilles, Consultant – Transition/CSPD, Wisconsin Department of Public Instruction
- John Triphan, State Transition Initiative Coordinator, CESA #3
- The School Districts of Shell Lake, Birchwood and Clayton

CONTACTS

Please use the following contacts if you have questions or wish to comment on this study.

DPI Consultants

State of Wisconsin Department of Public Instruction
P. O. Box 7841
Madison, WI 53707-7841
(608) 266-3390 TDD (608) 267-2427
Internet Address: www.dpi.state.wi.us

St. Norbert College Survey Center

100 Grant Street
De Pere, WI 54115-2099
(920) 403-3960
Website: www.snc.edu/survey

Project Coordinators

Mary Kampa
Shell Lake School District
271 Hwy 63
Shell Lake, WI 54871
(715) 468-7815
e-mail address: kampam@shelllake.k12.wi.us

Carolyn Sorensen
Polk County Special Education School
400 Co. Plaza
Balsam Lake, WI 54810
(715) 485-3143
e-mail address: carolyns@cesa11.k12.wi.us

CONTENTS

Acknowledgements and Contacts	2
Contents and List of Figures	3
List of Tables	4
Final Report	
Introduction	5
Literature Review.....	6
Method.....	8
Results.....	11
Independent Living.....	11
Postsecondary Education.....	13
Employment.....	18
Summary.....	24
References.....	26
Appendices	
Appendix A – Student Suggestions.....	27
Appendix B – IEP Data.....	31
Appendix C - Survey Instruments.....	33

FIGURES

Figure 1	Comparison of Gender, Ethnicity, and Disability Area by Population, Sample, and Respondents.....	10
Figure 2	Current Living Arrangements.....	12
Figure 3	Percentage of Students Who Identify Themselves to Anyone at Their Place of Postsecondary Education.....	15
Figure 4	Percentage of Former Students Who Use Assistive Technology or Accommodations in Postsecondary Education.....	16
Figure 5	Percentage of Former Students' Rate of Pay by Gender, Ethnicity, and Disability.....	20

TABLES

Table 1	Population, Sample, and Respondents.....	9
Table 2	Percentage of Participation in Postsecondary Education by Gender, Ethnicity, and Disability.....	14
Table 3	Percentage of Former Students Attending Postsecondary Education Who Identify Themselves as Disabled to Professionals.....	16
Table 4	Percentage of Former Students' Participating in Postsecondary Education by High School Special Education Setting.....	18
Table 5	Student Participation in Vocational Courses While in High School.....	18
Table 6	Primary Place and Type of Post High School Employment.....	19
Table 7	Percentage of Former Students Who are Currently Employed, Have Received a Raise and Have Benefits.....	19
Table 8	Employment Statistics of Former Students.....	20
Table 9	Employment Assistance and Former Students.....	21
Table 10	Reasons Former Students are Unemployed.....	21
Table 11	Percentage of Former Students Who are Currently Employed and Those Who Intended to Begin Employment after High School.....	22
Table 12	Percentage of Former Students' Length of Paid High School Employment and Current Employment by Gender, Ethnicity, and Disability.....	23
Table 13	Percentage of Former Students Participation in High School Job Exploration and Paid High School Work Experience, and Current Employment by Gender, Ethnicity, and Disability.....	24
Table 14	Percentage View of Former Students Who Have Paid Employment, Attend Postsecondary Education, and Live Independently.....	25

INTRODUCTION

The Wisconsin Department of Public Instruction (DPI) is committed to identifying and responding to the needs of students with disabilities. To that end, it is necessary to document the post high school outcomes of students with disabilities and to subsequently use that information to make programming and planning decisions that will improve education and transition services for students, and ultimately improve post high school outcomes.

This report is the first of several planned statewide transition studies, and establishes baseline data of post high school outcomes of individuals with disabilities who received special education and related services and have exited their high school education setting. It is the intention of the DPI that local educational agencies utilize the data to identify strengths and weaknesses in their instructional programs, establish performance standards in the area of post high school outcomes, and improve the transition planning process to enable individuals with disabilities to make successful transitions from high school to adult life.

This study assesses the outcomes of students who successfully exited their high school educational placement by examining the student's current participation in independent living activities, postsecondary education, and employment. Student participation in post high school academic, vocational, and social opportunities was assessed. Additionally, several required Individual Education Plan (IEP) transition components were reviewed. Outcomes were analyzed by gender, ethnicity, and primary disability.

By examining the outcomes of youth who exited high school between December 1999 and December 2000, the state educational agency (SEA) has baseline data that can be utilized several ways:

- local educational agencies (LEA) can implement a similar outcomes study to survey or sample local outcomes for students who have exited their educational system;
- SEA and LEA projects can measure desired outcomes by comparing current baseline data with future data;
- by examining the IEP transition requirements of IDEA, LEAs can identify specific areas of weakness and demonstrate improvement;
- LEAs can review high school curriculum, community participation and work experiences offered to students to identify specific areas that need to be addressed to improve future outcomes of students exiting their high school placement;
- LEAs can examine different outcomes specifically related to gender, ethnicity, and disability area to detect any areas of weakness in current high school programming that may affect outcomes;
- LEAs can assess local participation by outside agencies, postsecondary educational training institutes, and employment agencies in meeting the transition needs of youth with disabilities.

The Wisconsin Statewide Post High School Outcomes Survey also assessed several areas related to the implementation of the federal transition requirements, including student participation in their own IEP meetings, inclusion of the student's interests and preferences in the IEP, course of study, needed transition services, content items, and outside agency participation. Results are included within the text of this study, as well as listed by percentage in Appendix B.

LITERATURE REVIEW

The National Longitudinal Transition Study of Special Education Students (NLTS) was mandated in 1983 by the United States Congress to provide information to practitioners, policymakers, researchers, and others in the special education community regarding the transition of youth with disabilities from high school to early adulthood. The first NLTS was conducted from 1987 through 1993 by SRI International, under contract with the Office of Special Education Programs (OSEP), U. S. Department of Education, and included more than 8,000 youth with disabilities from 300 school districts across the nation, representing students in high school special education during the 1985-86 school year. Data were first gathered in 1987 (wave 1) and again in 1990-91 (wave 2) so that youths' patterns of experiences through high school and into their early adult years could be charted. Telephone interviews with parents, the youth themselves (if they were able to respond), surveys of teachers and principals who served them, and analyses of students' school records contributed to a comprehensive look at many aspects of the lives of young people with disabilities.

The NLTS describes the experiences and outcomes of youth with disabilities nationally during high school and early adulthood. It was the first nationally representative database on students with disabilities, and gave the best picture available of the experiences of young adults with disabilities while they were in high school and the first years afterward.

Findings of the NLTS have been widely cited in the literature. Key findings related to the Wisconsin Post High School Outcomes study are summarized below (additional findings of the NLTS can be reviewed in-depth at <http://www.sri.com/policy/cehs/nlts/nltssum.html>), or by contacting the Office of Special Education Programs at 202-205-9864):

- Youth with disabilities trailed the general population in achieving residential independence, despite increases over time.
- Social integration after high school posed difficulties for some youth with disabilities.
- Adult services were needed by many youth with disabilities post high school.
- Although academic courses dominated their high school programs, most students with disabilities also had some vocational education courses.
- School experiences strongly influence school performance for students with disabilities:
 - Students who took occupationally oriented vocational education classes were significantly less likely to drop out of school than students who did not.
 - Community-based work experience had generally more positive impacts than school-based programs.
 - Students with disabilities who were more integrated into group activities also did better academically.
 - Overall, students with disabilities who participated in school or community groups while in high school were significantly more likely to go on to academic postsecondary education and to live independently after high school than those who did not.
- Few youth with disabilities pursued additional education after high school:

- Rates at which youth with disabilities had enrolled in postsecondary schools lagged substantially behind that of youth in the general population.
- Youth with disabilities were about as likely as others to enroll in postsecondary vocational schools, but they were only about one-third as likely to enroll in 2- or 4-year colleges.
- Spending more time in general education classes was related to a higher probability of competitive employment and to higher earnings.
- Youth with disabilities experienced substantial gains in employment and wages after high school.
- The post high school path of youth with disabilities reflected their transition goals – twelfth-graders who had a transition goal related to competitive employment or to postsecondary education were more likely to find jobs or go on to postsecondary education than students who did not.

In 1999, OSEP began designing its second longitudinal transition study of high school-aged students with disabilities as they leave high school and engage in post high school activities. SRI International has again been contracted to conduct this study and is currently collecting student data for the NLTS-2.

The final regulations for IDEA were intended to improve the post high school outcomes of youth with disabilities by requiring state and local education agencies to develop and implement formal procedures and strategies to address this critical period of transition. Among the literature that examines post high school outcomes and that recommends best practices is a body of literature that focuses on local efforts to implement policies and practices related to the transition requirements of IDEA. Data has been collected nationally (Johnson and Sharpe, 2000; Sherin and Roessler, 1999; Williams and O’Leary, 2001) and within Wisconsin as a component of the State Transition Initiative. During the 2000-01 school year, IEP data was collected from 24 school districts in Wisconsin, and during the 2001-02 school year, data will be collected from additional school districts in Wisconsin.

OSEP, in its 22nd Annual Report to Congress (U. S. Dept. of Education, 2000) reported that while some progress is being made, there remain areas that need to be improved to achieve the full purposes and intent of transition requirements, including:

- ⇒ determination of appropriate agency linkages;
- ⇒ development of interagency agreements and memoranda of understanding;
- ⇒ increased collaboration with other agencies;
- ⇒ provision of training on the implementation of transition requirements to parents, students, and services providers;
- ⇒ increased understanding of, involvement in, and availability of independent living centers;
- ⇒ the development of culturally sensitive transition plans to meet the needs of students.

METHOD

Between December 1999 and December 2000, 5239 students with disabilities exited high school from local educational agencies in Wisconsin. This report summarizes the post high school outcomes of a representative sample of those students by specifically addressing their participation in postsecondary education, current employment, and several aspects of independent living. Results are analyzed by gender, ethnicity, and disability.

For purposes of this study, *local educational agency (LEA)* includes 426 Wisconsin public schools, three County Children with Disabilities Education Boards, the Department of Corrections, the Department of Health and Family Services, the Wisconsin School for the Deaf and the Wisconsin Center for the Blind and Visually Impaired. *Exit* means the student exited their high school education setting with a regular diploma, with a certificate of attendance, or reached the maximum age of eligibility (21 years old) for special education and related services.

St. Norbert College Survey Center was selected to assist with this study based on their extensive work in the educational field, and to ensure consistency in procedures such as interviewing and data analysis.

Procedures

A 1% stratified random sample of students was drawn from the population of exited students provided by the DPI in order to conduct a pilot study and refine the study procedures. The final study involved a 20% stratified random sample of students drawn from the remaining population. With the exception of several minor adjustments to questions on the district questionnaire and student interview, sample groups for the pilot and final studies received the same information and surveys (see Appendix C) to complete, including:

- (a) a cover sheet describing the Wisconsin Statutes and IDEA requirements for this research;
- (b) a letter to directors of special education or other local education agency representatives from the Project Coordinator and Co-Coordinator describing the study procedures, purpose and future use;
- (c) a letter to local education agency representatives from State Director of Special Education, Stephanie Petska, citing the requirements of this data and permission to release confidential information without parent/guardian/student consent (*not included in Appendix*);
- (d) a sample press release districts could utilize to notify the public and potential study participants of this study;
- (e) a Demographics Data Collection Record containing student information based on the Federal Student Data Report for each former student selected to participate in the study;
- (f) a Respondent Information sheet to record additional student and Individual Education Plan (IEP) data for each former student selected to participate in the study;
- (g) directions for completing the Respondent Information sheet;
- (h) a copy of the letter St. Norbert College Survey Center would send to the former student upon receipt of information received from the student's district of exit;
- (i) a postage-paid return envelope for each student selected to participate in the study (*not included in Appendix*).

The Wisconsin DPI provided Cooperative Educational Services Agency (CESA) 11 student data as reported by LEAs on the 2000 December 1 Federal Student Data Report, including:

- ◆ the student’s name, district of attendance, date of birth, gender, ethnicity, and primary disability
- ◆ educational environment (i.e. program model/setting for primary disability)
- ◆ exit status (i.e. exit with a regular diploma, certificate of attendance, or termination at maximum age of eligibility)

Each school district’s director of special education or other LEA representative used the Respondent Information sheet to collect additional student and IEP data for each former student selected for participation, then returned the information sheet directly to St. Norbert College Survey Center. Student IEP data was recorded from the former student’s senior (or last year) of high school of attendance. Multiple attempts were made to contact all of the former students identified by LEAs.

Study Participants

For this study, students with disabilities who successfully exited their high school education between December 1999 and December 2000 were included in the population. Table 1 shows the comparison of the population with the randomly drawn sample of potential respondents, and with those participants who responded to the interview questions. Potential respondents represented a 20% stratified random sample (n = 1048) of all available students in the population (N = 5239) provided by the DPI. The sample yielded students from 151 LEAs. Results for students selected for participation in the pilot study were not included in the random sample or final data analysis.

Table 1 - Population, Sample and Respondents

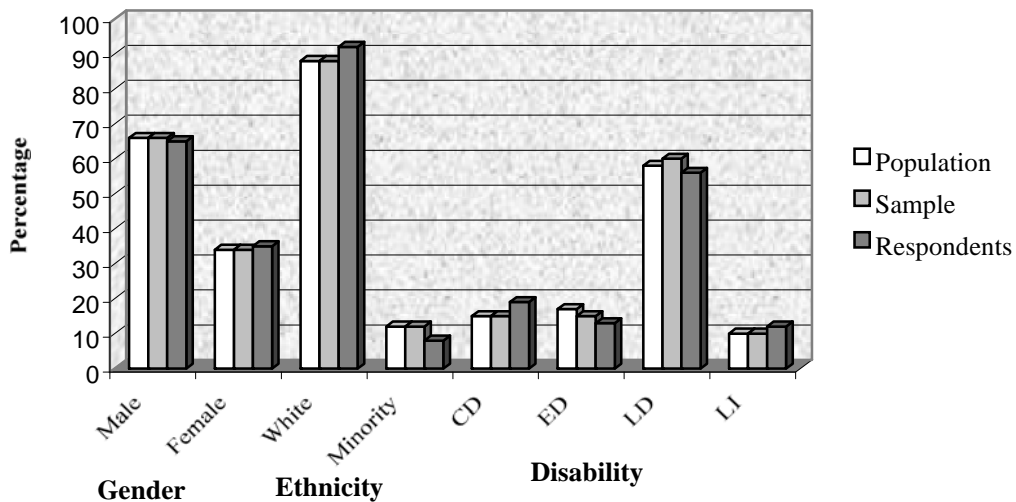
	Population		Sample		Respondents	
	N=5329		n=1048		n=389	
	N	Percent	N	Percent	n	Percent
Male	3430	66%	694	66%	253	65%
Female	1809	34	354	34	136	35
White	4585	88	922	88	358	92
Minority	654	12	126	12	31	8
Asian	87	1.6	12	1.1	5	1.3
Black	373	7.0	77	7.4	16	4.1
Hispanic	134	2.5	21	2.0	6	1.5
Indian	60	1.1	16	1.5	4	1.0
CD*	781	15	161	15	73	19
ED*	871	17	157	15	50	13
LD*	3054	58	621	60	219	56
LI*	533	10	109	10	47	12
HI	95	1.8	18	1.7	7	1.8
OHI	187	3.6	40	3.2	19	4.9
OI	61	1.2	15	1.4	8	2.1
S/L	109	2.1	24	2.3	9	2.3
TBI	26	0.5	7	0.7	3	0.8
VI	24	0.5	3	0.3	1	0.3
Autism	30	0.6	2	0.2	0	0
D/B	1	0.02	0	0	0	0

*CD Cognitive Disability, ED Emotional Disability, LD Learning Disability, LI Low Incidence

For portions of this report, ethnic categories of Asian/Pacific Islander, Black/Not Hispanic, Hispanic, and American Indian/Alaskan Native were combined and grouped “Minority”. Similarly, the disability areas of hearing impaired (HI), visually impaired (VI), speech and language impaired (S/L), autism (Autism), deaf/blind (D/B), other health impaired (OHI), othropedically impaired (OI) and traumatic brain injury (TBI), were grouped as “Low Incidence” (LI). This was done because many of the data points had fewer than five responses when analyzed by gender, ethnicity, and disability.

Figure 1 represents a comparison of population, random sample and respondents by gender, ethnicity, and disability. The respondents were representative of the state population of students exiting high school by percentage of gender, ethnicity, and primary disability. The NLTS conducted a non-respondent bias analysis to detect the magnitude of differences that exist between respondents and non-respondents and found very few differences (Javitz and Wagner, 1993).

Figure 1 - Comparison of Gender, Ethnicity and Disability by Population, Sample and Respondents (n=389)



Seventy-two percent (751) of the Respondent Information sheets pertaining to the 1048 students randomly selected for the study were returned to St. Norbert College Survey Center from the LEAs. Following the receipt of the pre-notification letter sent to all potential survey participants, four former students asked not to be contacted for an interview. Attempts were made to contact all 747 possible respondents. Fifty-two percent of the student interviews (389) were successfully completed. The margin of error for the total sample is +/-5% at the 99% confidence interval. In other words, it can be assumed that 99 out of 100 times, there will be a confidence of a 5% +/- error rate.

Limitations of the Study

A limiting factor in the study is the small number of responses for individual items when analyzed by gender, ethnicity, and disability. Many of these individual cells had fewer than five responses, making it necessary to interpret results with caution.

For this study, only those students with disabilities who successfully exited their high school education were included in the population. This may present a somewhat limited view of outcomes for *all* students with disabilities who received special education and related services and no longer attend high school. The NLTS data suggest that 38% of students with disabilities who left school did so by dropping out (compared to 25%

of students in the general population). In addition, only students with disabilities were surveyed so there are no comparisons with students without disabilities available at the state level.

RESULTS

Respondents

Of the 389 successfully completed interviews, 81% (315) of the respondents were the former students themselves; 16% (64) of the respondents were the parents of the former students, and 3% (10) identified themselves as guardian or other. Of the 74 former students that were unable to respond for themselves, 40.5% (30) were unable to communicate responses, 40.5% (30) were unable to be located, and 19% (14) indicated another reason they could not respond.

Seventeen percent (66) of the respondents were identified as having a secondary disability, and 2% (9) were identified as having three or more disabilities. During their last year of high school attendance, 40% of the respondents were in the special education environment for less than 21% of their school day, 38% were in the special education environment between 21% and 60% of their school day, 17% were in the special education environment for more than 61% of their school day, and 2% attended a separate public day school or residential facility. Of the 73 respondents identified with cognitive disabilities, 81% (59) were reported as having a mild or moderate disability and 19% (14) were reported as having a severe or profound disability (4% of all survey respondents).

Graduation Status

The database for this study included students who successfully exited their high school education placement. Respondents predominantly exited with diplomas (97%) as opposed to certificates of attendance (2%) or reaching maximum age (1%). Nine (2%) of the 376 students that exited with a diploma received that diploma from an Alternative Education Setting. Because such a high percentage of students exited with a diploma, it was difficult to determine the impact of exiting high school education with a certificate of attendance (8 students) or reaching maximum age (5 students) on post high school outcomes such as employment status, rate of pay, or participation in postsecondary education.

Wisconsin DPI graduation statistics indicate that for the 1998-99 school year, 78% of 12th grade students with disabilities graduated from high school with a regular diploma. National research indicates that only 27% of students ages 17 and older who receive special education graduate with diplomas, while 75% of their peers in general education who do not receive special education graduate with diplomas (22nd Annual Report to Congress, U.S. Dept. of Ed., 2000).

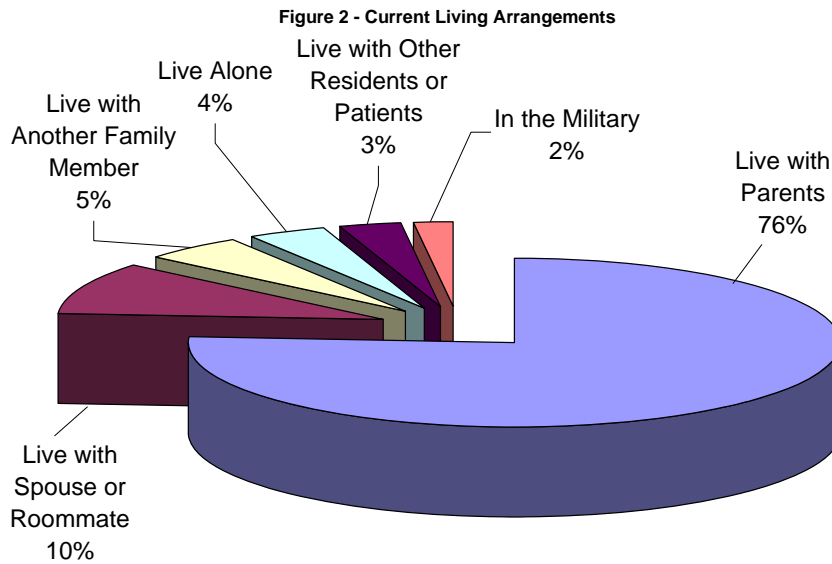
Independent Living

Independent living assesses 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. Paying bills, preparing meals and voting are indicative of functioning adults (Wagner, Blackorby, Cameto and Newman, 1993).

Living Arrangements

Figure 2 shows where former students are living. The majority of young adults (76%) in Wisconsin continue to live with their parent(s) one year after exiting high school. Another 10% live with a spouse or roommate, 5% are living with another family member, 4% live alone, 3% indicated they live with other residents or patients, and 2% are in the military.

NLTS (1993) analyses indicated that 13% of youth with disabilities were living independently less than 2 years after high school compared to 28% of youth in the general population (Blackorby and Wagner, 1996). Three to five years post high school, 37% of youth with disabilities live independently, while 60% of non-disabled youth live independently.



Social/Recreation

Of the 389 respondents, 93% (362) reported getting together socially with friends or family members, other than those they live with, on a regular basis, 4% (17) reported they “sometimes” do, and 2% (9) indicated they do not (1% did not know the answer to this question). The majority of respondents (69%) had a valid driver’s license (another 2% had a suspended license), 15% did not have a license but planned to obtain one, 6% did not have a valid license and did not plan to obtain one, and 8% (31) were medically restricted from obtaining a driver’s license.

A majority of former students (90%) reported participating in a leisure time activity such as going to a movie, theater, concert or sporting event within the past six months. Twenty-five percent (25%) have attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity), and 48% attend religious activities (i.e. church services/events). Nearly 53% have voted in the past 6 months. Some young adults (15%) indicated getting a ride to a social event is a barrier to their participation. The NLTS results indicate that nationally, nearly 82% of youth regularly participate in social activities (Wagner, Blackorby, Cameto and Newman, 1993).

Contact with Adult Agencies in High School

Districts report that 44% (170) of the IEPs developed for the former students’ senior year indicated a need for involvement from an outside agency. Of those, 51% (86) indicated that the agency attended the student’s IEP meeting. Regardless of whether the outside agency attended the IEP meeting, 29% (112) of the former students’ IEPs contained a statement of interagency responsibility or needed linkages. Grigell, Test, Beattie and Wood (1997) found that when planning transition statements, the school interdisciplinary team consisted of the special education teacher 90% of the time, followed by the family and the student, each 62% of the time. An LEA representative was there 32% of the time, and a transition specialist, technical education teacher, or community-based education coordinator was present at less than 10% of the meetings. In general, adult service personnel were not involved in planning the majority of transition plans.

Adult Agency Involvement/Support Services

To help youth participate in young adult living and leisure activities, 12% (47) of respondents reported utilizing the support of a one-on-one personal care assistant (i.e. aide, service coordinator or manager), and 14% (54) reported working with a counselor or social worker to maintain their independent living arrangement. Over one-fifth (22%) reported that they were receiving services from an adult agency (e.g. Division of Vocational Rehabilitation (DVR), Human Services).

Types of Adult Services being Utilized

Respondents report the following adult services currently being utilized:

Agency Utilization

- ◆ Division of Vocational Rehabilitation (DVR) services
- ◆ Job Center
- ◆ Human Services
- ◆ Rehabilitation Center
- ◆ Curative Workshop
- ◆ Aspire program
- ◆ Women, Infants and Children (WIC)/Healthy Start
- ◆ Community Investment Program (CIP)/Community Options Program (COP)

Agency Services

- ◆ help with a summer job
- ◆ transportation to work
- ◆ workforce resources/job coaching/job placement interviews and training
- ◆ postsecondary education tuition paid
- ◆ paid travel (mileage reimbursement) for college
- ◆ education search/careers program
- ◆ independent living counseling
- ◆ family education classes
- ◆ health insurance
- ◆ Early Childhood
- ◆ counseling/psychiatric services
- ◆ paid for Closed Caption Television (CCTV)

Suggestions by Former Students for Improving Participation in Independent and Leisure Activities

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in leisure and social activities, community participation and independent living for future students. Please refer to Appendix A for those suggestions.

Postsecondary Education

Postsecondary education includes any type of formal education program after high school. Former students may be enrolled in a 2-year or 4-year academic college or technical training program. A technical college offers training that leads to specific certification in a field of study. Postsecondary education may also include a formal apprenticeship program or the military. Adult education and job training are not considered formal postsecondary education programs, and generally do not lead to a degree or general employability skill development, but are included in this study as types of postsecondary education. Furthering one's education after high school is an avenue to higher wages and better long-term career prospects.

Postsecondary education is of particular concern because the economy of the future is likely to demand that workers be more highly skilled and able to change (Wagner, Blackorby, Cameto and Newman, 1993).

Participation in Postsecondary Education

Forty-seven percent (47%) of former students are attending or have attended some type of postsecondary education program. Only 2% of the students started a postsecondary program then discontinued. Some former students participated in more than one type of postsecondary program (i.e. there were 377 participation responses to type of postsecondary education program). Technical training programs (28%) and job-training programs (24%) were most attended, followed by a two-year college (14%). Of the 182 students participating in postsecondary education, 149 (82%) reported they were also employed. Twelve percent (12%) of the former students were neither currently attending postsecondary education nor employed.

NLTS (1993) data suggest that, among youth with disabilities out of high school up to 3 years, only 16% enrolled in academic programs and 15% enrolled in technical programs. Nationally, only 27% of those who complete high school are enrolled in postsecondary education compared to 68% of the general student population (Wagner, Blackorby, Cameto and Newman, 1993).

Postsecondary Participation and Gender, Ethnicity, and Disability

Table 2 indicates the percentage of former students who attended postsecondary education within gender, ethnicity, and disability (the percentages do not add up to 100% because many respondents indicated participating in more than one type of postsecondary program).

Table 2 - Percentage of Participation in Postsecondary Education by Gender, Ethnicity, and Disability (N = 377)

	2-yr. College	4-yr College	Voc./ Tech.	Adult Ed.	Apprentice	Job Training	Military
Male	14%	10%	29%	12%	9%	24%	7%
Female	14	7	26	11	2	24	0
White	15	9	28	12	7	23	5
Minority	7	13	23	17	0	30	0
CD	4	0	11	9	1	33	0
ED	4	10	26	10	10	24	8
LD	18	11	33	12	7	22	5
LI**	23	15	32	21	6	17	4
HI	14	29	29	29	29	14	0
OHI	21	5	32	16	0	21	0
OI	25	25	25	38	0	13	13
S/L	33	11	44	22	11	11	11
TBI	33	0	33	0	0	33	0
VI	0	100	0	0	0	0	0
Total	14%	9%	28%	12%	6%	24%	4%

**The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Participation in postsecondary education is fairly even in relation to gender and ethnicity, with the exception of participation in formal apprenticeship programs and the military. White males participate in formal

apprenticeship programs and the military most often. Youth with learning disabilities and youth with low incidence disabilities represent the greatest majority of students participating in all types of postsecondary education.

Minority youth and youth with cognitive disabilities were most likely to attend a job-training program. Youth with low incidence disabilities were most likely to go on to a 2-year college, or to attend a technical training program. Students who spent more than 60% of their day in special education settings in high school were the least likely to attend two-year college or technical training, and the most likely to attend a job-training program. The NLTS data (Wagner, Blackorby, Cameto and Newman, 1993) indicate that nationally, students with low incidence disabilities are most likely to participate in postsecondary college and technical training.

Self-Advocacy and Disclosure

Disclosing one’s disability status to those who can provide needed accommodations is an activity of self-advocacy, or self-determination. A transition curriculum may include self-determination and self-advocacy skills and prepares students to become citizens in an inclusive, adult world. 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”. A person is self advocating when they:

- ❖ act according to their own wishes and preferences unrelated to outside interference;
- ❖ self-regulate, i.e. making decisions about which skills to use and when;
- ❖ are in charge of their own outcomes;
- ❖ realize people will use the information to build on their strengths and work on limitations.

Regardless of type of disability or gender, an average of 60% of young adults who attend postsecondary education identify themselves as having a disability to someone. Figure 3 indicates that students with low incidence disabilities (specifically, hearing impairments, other health impairments, and visual impairments) are most likely to disclose their disability status.

Figure 3 - Percentage of Students Who Identify Themselves to Anyone at Their Place of Postsecondary Education

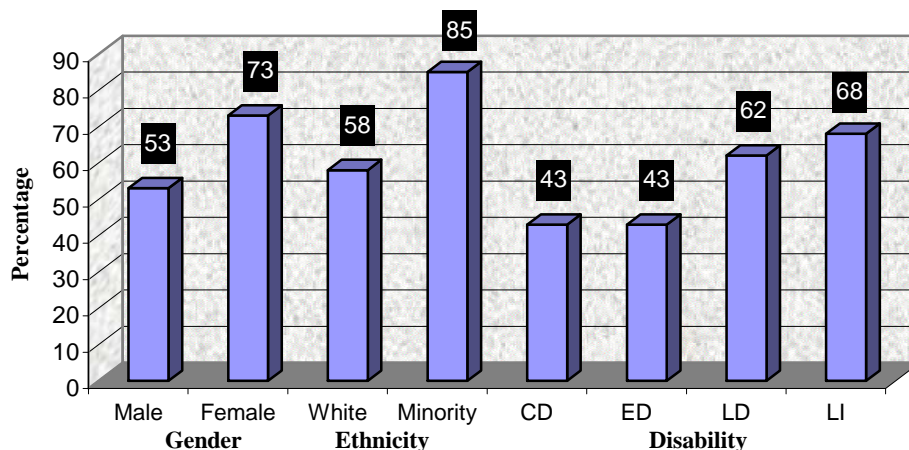


Table 3 indicates that students with disabilities who attend postsecondary education are most likely to disclose their disability status to counselors or advisors. Teachers and disability specialists are nearly equally as likely to be informed by the student of the student’s disability status. Only 5% of students with emotional disabilities identified themselves as disabled to their teachers. Students with low incidence disabilities most

often contacted a counselor or advisor rather than their teacher or disability specialist. Minority students were much more likely to identify themselves as disabled to a counselor/advisor or teacher than were white students.

Table 3 - Percentage of Former Students Attending Postsecondary Education Who Identify Themselves as Disabled to Professionals (n = 173)

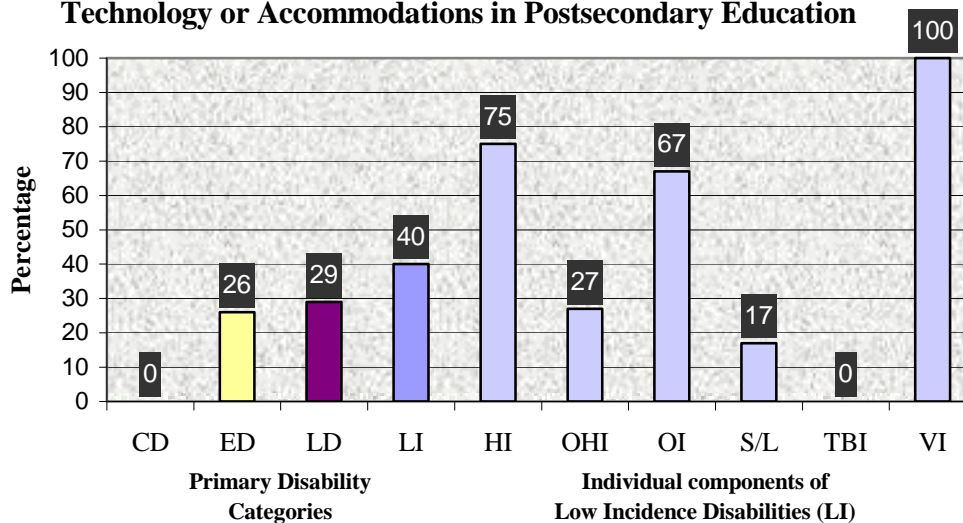
	Counselor/ Advisor	Teacher	Disability Specialist
Male	27%	16%	10%
Female	28	18	27
White	26	16	17
Minority	46	31	8
CD	0	29	14
ED	19	5	19
LD	38	19	14
LI**	32	14	21
HI	0	25	75
OHI	30	20	20
OI	20	0	20
S/L	17	17	0
TBI	50	0	0
VI	100	0	0
Total	27%	17%	16%

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Accommodations and Assistive Technology

Of the 182 students attending postsecondary education, 29% reported using some type of accommodation or assistive technology device. Figure 4 indicates that students with low incidence disabilities were most likely to have accommodations or use assistive technology, with the majority of those students having hearing impairments, visually impairments, or orthopedic impairments. Data in relation to students with specific types of low incidence disabilities should be interpreted cautiously as the numbers of each type of disability are small. Respondents with other health impairments, speech and language disabilities, and traumatic brain injury request and/or get very few accommodations or assistive technology.

Figure 4 - Percentage of Former Students Who Use Assistive Technology or Accommodations in Postsecondary Education



Former students report the following accommodations and assistive technology in their place of postsecondary education:

Accommodations

- ❖ note taker
- ❖ study guides
- ❖ preferred seating
- ❖ extra or unlimited test time
- ❖ interpreter/note taker
- ❖ tests read aloud
- ❖ tutor
 - ❖ help with homework and study habits
 - ❖ advisor/counselor
 - ❖ learning center
 - ❖ writing center
- ❖ no scantron tests

Assistive Technology

- ❖ computers/laptops
 - ❖ spell checker/grammar checker
 - ❖ calculator
 - ❖ book scanner that reads book back to you
 - ❖ you talk – it types (voice activated computer program)
 - ❖ on-line training
- ❖ enlarged printed material
- ❖ closed captioned television (CCTV)
- ❖ magnifier
- ❖ tape recorder
 - ❖ books on tape
- ❖ power chair/cane

Goal of Postsecondary Education while in High School

Of the 182 students participating in postsecondary education, 84% had IEP transition plans indicating it was the student's intention to begin postsecondary education rather than begin employment following graduation from high school. Fewer than 15% of former students attended postsecondary education when it was not part of their transition plan. This indicates the importance of planning for postsecondary education while the student is still in high school if it is the student's intent to continue their education.

High School Environment

The amount of time a student spends in a special education environment is predictably related to the severity of student need. It is therefore not unexpected that students who spend the majority of their school day (>60%) in a special education environment have the lowest rate of participation in postsecondary training programs. Table 4 shows that students who spend more than 60% of their day in special education settings are least likely to attend two-year or four-year college or technical training, and most likely to attend a job-training program.

Table 4 - Percentage of Former Students' Participating in Postsecondary Education by High School Special Education Setting (n = 375)

% of Time in Special Ed. Setting	2 Yr. College	4 Yr. College	Technical	Adult Ed.	Formal Apprenticeship	Job Training	Military	N
<21%	18%	14%	36%	14%	9%	20%	5%	156
21-60%	15	9	27	10	6	25	4	147
>60%	3	0	12	9	2	35	3	66
Separate Facility	0	0	0	4	0	1	0	6

Vocational and Technical Preparation While in High School

Table 5 indicates that trade and industry courses and consumer education courses are taken in high school at nearly the same rate of participation as in postsecondary education (48%). This may indicate that students tend to continue the course of study developed in high school into postsecondary education.

Table 5 - Student Participation in Vocational Courses While in the High School Setting

Participation during the Last Two Years of High School	%
Agriculture education	23
Business, office, marketing	28
Health occupations education	19
Home economics/family and consumer education	42
Graphic arts education	32
Trade & industry (e.g. woodworking, metals, mechanics, electronics)	48
School-to-work	26

Suggestions by Former Students for Improvement in Postsecondary Education Participation

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes for future students in the area of postsecondary education. Please refer to Appendix A for those suggestions.

Employment

Two outcomes of employment were considered: (1) whether the former student held a competitive job outside the home for which he or she was paid, and (2) the compensation and benefits the youth received for their work. For this study, employment was identified as working for pay. Underemployment was identified as earning less than \$7.00 per hour and working less than 20 hours per week of paid employment.

Type of Employment

Table 6 indicates that of the 389 respondents, 80% (311) reported being employed for pay, with 82% of those working in the community and 5% working in a sheltered workshop. This is comparable to the 4% of the survey respondents who were identified as severely cognitively delayed. Most former students were employed in business/sales and factory/production.

On the national level, 55% of youth with disabilities were competitively employed when they had been out of high school education for up to 3 years. Employment rates for youth with learning disabilities resembled that of peers in the general population. Only 16% of youth with multiple disabilities and 25% of deaf youth

attained competitive employment. In addition, one-half of youth with disabilities who have been out of high school up to three years reportedly receive no competitive compensation (Wagner, Blackorby, Cameto and Newman, 1993).

Table 6 - Primary Place and Type of Post High School Employment (n = 311)

Primary Place of Employment	%	Primary Type of Employment	%
In the community	82	Business/sales	24
Family-owned business	6	Education	1
Sheltered workshop	5	Medical	4
Own business/self-employed	1	Agriculture	3
Other	5	Computers	1
		Factory/Production	18
		Child Care	2
		Fast Food	8
		Other	39

Employment by Gender, Ethnicity, and Disability

Table 7 indicates the number of former students who are currently employed for pay, and of those employed for pay, how many have received a raise, and how many receive benefits from their current place of employment.

Table 7 - Percentage of Former Students Who are Currently Employed, Have Received a Raise and Have Benefits

	Paid Employment (N = 389)	Received a Raise (n = 293)	Have Benefits (n = 291)
Male	82%	63%	56%
Female	76	62	48
White	81	64	55
Minority	74	41	33
CD	66	40	27
ED	68	61	58
LD	90	68	59
LI**	70	61	50
HI	86	83	50
OHI	84	36	47
OI	25	100	50
S/L	100	78	56
TBI	0	0	0
VI	0	0	0
Total	80%	62%	53%

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Male youth and white youth are slightly more likely to be *employed* than female youth or minority youth. Students with speech and language disabilities or learning disabilities are most likely to be employed.

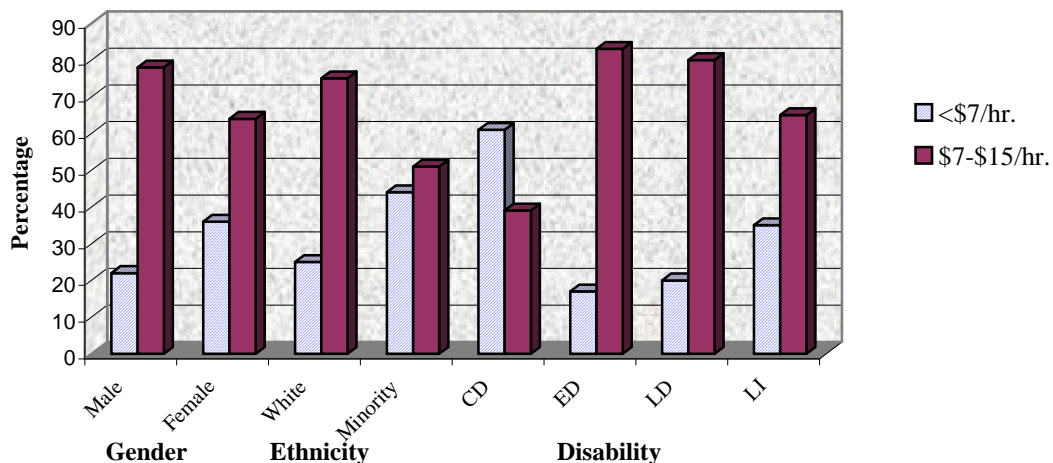
The percentage of male youth and female youth who have *received a raise in pay* is comparable. Students with learning disabilities, emotional disabilities, and low incidence disabilities were nearly as likely to receive a raise in pay. Young minority adults and those with cognitive disabilities were the least likely groups to receive a raise in pay in their current employment.

The percentage of male youth who *receive benefits* is slightly higher than female youth. Students with learning disabilities, emotional disabilities, and low incidence disabilities were as likely to receive benefits. Young minority adults and those with cognitive disabilities were the least likely groups to receive benefits through their current employment.

Rate of Pay by Gender, Ethnicity, and Disability

Figure 5 indicates that a higher percentage of males than females earn between \$7 and \$15. Similarly, a higher percentage of white young adults earn between \$7 and \$15 than do young minority adults. The most frequent rate of pay for all categories of gender, ethnicity, and disability is \$7.00 to \$9.99 per hour. A higher percentage of students with cognitive disabilities earn significantly lower salaries than any other disability area. Students with hearing impairments, other health impairments, and speech and language impairments most frequently earn between \$7.00 and \$9.99 per hour.

Figure 5 - Percentage of Former Students' Rate of Pay by Gender, Ethnicity and Disability



Underemployment

Table 8 indicates that of those former students who are currently employed, 22% have been employed for at least six months, with a majority working more than one year. The majority of youth works more than 37 hours per week, with 80% of the former students working half-time or more, and 58% earning up to \$10.00 per hour. Twenty-three percent of the respondents did not know or refused to answer these questions.

Table 8 - Employment Statistics of Former Students (n = 311)

Length of Employment at Current Job	%	Hour of Work Per Week	%	Current Hourly Wage	%
Less than one month	11	More than 37 hours	64	Less than \$5.75	8
1 – 3 months	14	21 – 37 hours	16	\$5.75 - \$6.99	12
3 – 6 months	12	16 – 20 hours	8	\$7.00 - \$9.99	38
6 – 12 months	22	Less than 16 hours	10	\$10.00 - \$15.00	18
More than one year	40	Unknown/Refused	2	Above \$15.00	1
Unknown/Refused	1			Unknown/Refused	23

Employment Assistance

Of those employed, 46% found their own jobs, 37% had help from family or friends, and only 6% had assistance from an adult service agency. Table 9 indicates that while 27% indicated they would talk to a work force center and another 27% indicated they would talk to the Division of Vocational Rehabilitation (DVR) about needed employment, only 4% and 10%, respectively, actually did. The greatest majority of former students talked to family and friends, but only a fraction of those said this is whom they would first talk to about needed employment. This indicates the importance family and friends have in guiding and advising youth with disabilities even after high school. Young adults are not actually contacting those they know are trained to assist them in finding employment.

Table 9 - Employment Assistance and Former Students (n =311)

Assistance Finding Employment	% That Would Talk To	% Actually Talked To
Work force center (e.g. Job Center, Workforce Investment Act) economic development, job service	27	4
Human Services	0	1
Past school personnel	5	8
DVR	27	9
Family/friends	18	45
Other	6	21
Unknown/Refused	17	10

Reasons for Unemployment

Less than 20% (78) of young adults reported that they are currently unemployed. Table 10 indicates that some respondents stated they were not employed because they were a full-time student (6% of those unemployed) or homemaker (4% of those unemployed). Eighteen percent (18%) of respondents, regardless of gender, disability or ethnicity reported that the reason they are not working is because they are unable to find work. Males were most likely to be laid off, receiving Social Security (SSI) benefits, or on a medical restriction. Females and minority students were most likely to be in a correctional, detention or medical facility. Only 1% of the respondents reported not working because they are receiving SSI benefits. Less than 9% of any of the former students were fired from a job.

Table 10 - Reasons Former Students are Unemployed (n = 78)

Reasons for Unemployment	%
Recently fired	5
Unable to find work	26
Unable to find transportation	6
Disabled and/or receiving SSI	6
Homemaker	4
Full-time student	6
In a correctional institution, detention or residential facility	4
Medical restriction	14
Laid off	8
Other/Unknown/Refused	21

Employment and Postsecondary Education

Thirty-eight percent (38%) of former students were currently employed and currently attending postsecondary education. Twelve percent (12%) were neither currently employed nor attending postsecondary education. Of those youth pursuing postsecondary education, 58% work more than 37 hours per week, 23% work between 21 and 37 hours per week, 11% work between 16 and 20 hours per week, and 9% work less than 16 hours per week. This indicates that more than 80% of youth with disabilities work at least half-time while attending postsecondary education.

Employment as Part of Transition Plan

Table 11 indicates that students with low incidence disabilities were the least likely to have the IEP transition goal of beginning employment rather than postsecondary or technical training after high school. Minority students and students with cognitive disabilities had the highest percentage of IEPs with the transition goal of beginning employment directly from the high school setting. Although students with cognitive disabilities had the highest intention of working immediately after exiting high school, they had the lowest post high school employment rate.

Table 11 - Percentage of Former Students Who are Currently Employed and Those Who Intended to Begin Employment after High School

	Paid Employment	Employment Intention
Male	82%	48%
Female	76	52
White	81	48
Minority	74	62
CD	66	68
ED	68	53
LD	90	50
LI**	70	14
HI	86	0
OHI	84	0
OI	25	17
S/L	100	0
TBI	0	33
VI	0	0
Total	80%	50%

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Participation in High School Work Experiences by Gender, Ethnicity, and disability

Table 12 indicates that of the currently employed respondents, the majority (76%) had a paid work experience while in high school. The percentage of youth currently employed matches the percentage of former students with paid high school experiences. Minority students and those with cognitive disabilities were the most likely to be employed for less than six months in high school. These two groups, along with students with emotional disabilities, reported the lowest rate of current employment and the lowest rate of paid high school employment.

Table 12 – Percentage of Former Students’ Length of Paid High School Employment and Current Employment by Gender, Ethnicity, and Disability

Paid High School Employment				Current Status
	<6 Months (n = 56)	6 – 12 Months (n = 55)	+12 Months (n = 184)	Paid Employment (n = 311)
Male	20%	18%	62%	82%
Female	16	21	63	76
White	18	18	64	81
Minority	40	25	35	74
CD	36	14	50	66
ED	22	22	56	68
LD	14	18	68	90
LI**	25	22	53	70
HI	43	14	43	86
OHI	20	27	53	84
OI	25	25	50	25
S/L	14	14	71	100
TBI	33	33	33	0
VI	0	0	0	0
Total	19%	19%	62%	80%

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Types of High School Work Experiences and IEP Participation

Table 13 indicates that the most common types of high school job exploration are *non-paid in-school* experiences and *non-paid* job exploration *in the community* (e.g. job shadowing, informational interviewing, site visits, mentoring, service-learning and volunteering). One-in-five students had a *paid in-school* work experience, and one-in-four had a *paid community* work experience. Very few students participated in summer employment programs or sheltered workshop/ work activity centers. Of the different types of work settings available, half of the students with cognitive disabilities participated in non-paid work exploration.

Students with learning disabilities had the highest rate of attendance at their own IEP meeting, the highest rate of high school paid work experience and highest rate of current employment for payment. Conversely, students with cognitive disabilities had the lowest rate of attendance at their own IEP meeting, the lowest rate of high school paid work experience, and the lowest rate of current paid employment. Students with cognitive disabilities also had the highest rate of all types of non-paid work exploration.

Table 13 - Percentage of Former Students Participation in High School Job Exploration and Paid High School Work Experience, and Current Employment by Gender, Ethnicity, and Disability

	Attended IEP	Non-paid In-School	Non-Paid Community	Paid In-School	Paid Community	JTPA/Summer Youth	Sheltered Workshop	Paid HS Job	Current Paid Employment
Male	83%	31%	32%	19%	25%	2%	4%	81%	82%
Female	85	36	33	21	27	5	4	75	76
White	84	33	32	20	26	3	4	80	81
Minority	80	33	33	13	17	3	7	71	74
CD	78	40	50	37	38	6	15	56	66
ED	81	26	29	10	28	4	2	72	68
LD	86	32	29	17	23	2	2	88	90
LI**	79	45	35	15	18	0	0	77	70
HI	71	14	29	0	43	0	0	100	86
OHI	90	33	28	21	11	0	0	79	84
OI	75	43	38	0	13	0	0	50	25
S/L	86	11	11	11	0	0	0	78	100
TBI	67	100	33	33	33	0	0	100	0
VI	100	0	0	0	0	0	0	0	0
Total	81	33	32	19	26	3	4	79	80

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Suggestions by Former Students for Adding Activities or Classes to Enhance Employment

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in leisure and social activities, community participation and independent living for future students. Please refer to Appendix A for those suggestions.

SUMMARY

Table 14 reviews the major post high school outcomes for youth exiting high school by gender, ethnicity, and disability. Results indicate that eighty-eight percent (88%) of the students in the study are either employed, attending postsecondary education, or both. Eighty percent (80%) of the 389 students in the study are employed. Forty-seven percent (47%) of the students in the study participate in postsecondary education. Forty-two percent (42%) of the 389 students are employed only, 8% attend postsecondary education only, and another 38% are employed and attend postsecondary education. Twelve percent (12%) of youth in the study are neither employed nor attend postsecondary education. Sixty-four percent (64%) of employed youth in the study work more than 37 hours per week. Fifty-seven percent (57%) of employed youth in the study earn at least \$7.00 per hour. Seventy-six percent (76%) of the students in the study continue to live at home with their parents.

Table 14 - Percentage View of Former Students Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Living Independently*	Attend Postsecondary	Paid Employment
Male	21%	46%	82%
Female	21	47	76
White	20	47	81
Minority	33	43	74
CD	11	9	66
ED	26	47	68
LD	21	54	90
LI**	20	62	70
HI	29	57	86
OHI	15	53	84
OI	25	75	25
S/L	22	67	100
TBI	0	67	0
VI	0	100	0
Total	21%	47%	80%

* Includes living alone, with a spouse or roommate, with another family member, or in the military.

** The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Possible Areas School District Staff Might Consider when Reviewing these Data

- ❖ Since only 51% of agencies attended the students’ IEP meetings when transition services from an outside agency were needed, districts may wish to consider additional methods of developing relationships with outside agencies that nurture a transition relationship.
- ❖ Since a very high percentage of students do not disclose their disability status to any one in their place of postsecondary education, districts may wish to consider student self-advocacy and self-determination as an important part of transition instruction.
- ❖ Since few youth (14%) discuss needed employment options with the agencies that can assist them in finding jobs, districts may wish to familiarize students with these agencies as part of the student’s transition plan.
- ❖ Since post high school outcomes are not as positive for minority youth and those with cognitive disabilities as for white youth or youth with other disabilities, districts may wish to focus their time and resources on minority youth and youth with cognitive disabilities.
- ❖ Review the suggestions youth have for their former place of high school education; they are rich with good ideas.

REFERENCES

- Blackorby, J. and Wagner, M. (1996). *Longitudinal postschool outcomes of youth with disabilities: findings from the National Longitudinal Transition Study*. *Exceptional Children*, 62, 399-413.
- Grigal, M., Test, D., Beattie, J. and Wood, M. (1997). *An evaluation of transition components of individualized education programs*. *Exceptional Children*, 63, 357-372.
- Javitz, H. and Wagner, M. (1993). *The National Longitudinal Transition Study Of Special Education Students: Report on sample design, wave 2 (1990)*. Menlo Park, CA: SRI International.
- Javitz, H. and Wagner, M. (1990). *The National Longitudinal Transition Study Of Special Education Students: Report on sample design, wave 2 (1987)*. Menlo Park, CA: SRI International.
- Johnson, D., Sharpe, M. (2000). *Results of a National Survey on the implementation of the transition service requirements of IDEA*. *Journal of Special Education Leadership*, 13(2) 15-26.
- National Council on Disability, Social Security Administration [SSI], Nov. 2000. *Transition and Post-School Outcomes for Youth with Disabilities: Closing the Gaps to Post-Secondary Education and Employment*. Retrieved March, 22, 2001 from the World Wide Web: <http://www.ned.gov/newsroom/publications/transition>.
- Shearin, A., Roessler, R. and Schriener, K. (1999). *Evaluating the transition component in IEPs of secondary students with disabilities*. *Rural Special Education Quarterly*. 18(2), 22-35.
- U.S. Department of Education. (2000). *To assure a free appropriate public education of all children with disabilities: Twenty-second annual report to congress on the implementation of the Individual with Disabilities Education Act*. Washington, D.C.: Author. Retrieved July 25, 2000, from the World Wide Web: <http://www.ed.gov/offices/OSERS/OSEP>
- U.S. Department of Education. (1993). *The National Longitudinal Transition Study*. Washington, D.C.: Author. Retrieved June 3, 2001 from the World Wide Web: <http://www.ed.gov/offices/OSERS/OSEP>.
- Wagner, M., Blackorby, J., Cameto, R. and Newman, L. (1993). *What makes a difference? Influences on postschool outcomes of youth with disabilities. The Third Comprehensive Report From The National Longitudinal Transition Study Of Special Education Students*. Menlo Park, CA: SRI International.
- Wagner, M., D'Amico, R., Marder, C., Newman, L. and Blackorby, J. (1993). *What happens next? Trends in postschool outcomes of youth with disabilities. The Second Comprehensive Report From The National Longitudinal Transition Study Of Special Education Students*. Menlo Park, CA: SRI International.
- Wagner, M. Newman, L., and Shaver, D. (1989). *The National Longitudinal Transition Study Of Special Education Students. Report on the Procedures for the first wave of data collection (1987)*. Menlo Park, CA: SRI International.
- Williams, J. and O'Leary, E. (2001). *What we've learned and where we go from here*. CDEI. Spring, 51-71.

Appendix A

FORMER STUDENT SUGGESTIONS

Appendix A

Respondents were asked for suggestions for their previous high school for adding activities or classes that may be valuable in improving outcomes in leisure and social activities, community participation, independent living, postsecondary education and employment for future students. Some respondents indicated they had no suggestions, did not know, or felt the district did a good job. The following are their suggestions (responses are in no particular order, some are in the student's own words, and some responses were duplicated):

Suggestions by Former Students for Improving Participation in Independent Living Activities After Leaving High School

Community Involvement

- ❖ assist students with social situations in student's own environment
- ❖ provide more clubs suitable for students in special education
- ❖ get them more involved and interested in community activities
- ❖ need more information on what is available out there
- ❖ provide more information on which community people/agencies to contact
- ❖ actually integrate into the norm

Instruction

- ❖ more recreational classes/sports training
- ❖ more community service/volunteer classes
- ❖ more real world/transition classes
- ❖ more classes to teach reading paychecks/stubs, writing checks and using a credit card
- ❖ more budgeting/money management
- ❖ have an 'English for Life' class
- ❖ more independent living classes
- ❖ more hands-on/shop classes
- ❖ aim more for rural life
- ❖ allow pets and music in the classroom

Future Preparation

- ❖ teach kids about their disability and adjusting to it
- ❖ teach them to be their own advocates and to ask for help when they need it

Suggestions by Former Students for Increasing Participation in Postsecondary Education

Instruction

- ❖ provide mentors
- ❖ more one-on-one with students/work with more kids
- ❖ more teachers/more special education teachers/multiple teachers in some classes
- ❖ more counseling about their disabilities
- ❖ encourage students more about their futures
- ❖ counselors and LD teachers should be better trained in special education
- ❖ challenge students more but make it fun/more interesting
- ❖ more college prep/tech classes/more selection
- ❖ continue Youth Options program
- ❖ schedule and teach high school classes more like college/tech classes
- ❖ more computer classes or activities (club)
- ❖ more hands-on classes/field trips
- ❖ get students out into the community more

- ❖ more social activities/mainstreaming
- ❖ living skills and parenting classes should be required
- ❖ no smoking, no drugs, no alcohol

Encouragement

- ❖ let kids know they can do it/a little more independent pushing/more ownership
- ❖ bring back other people that have succeeded
- ❖ help kids find out what they like, not just what pays well
- ❖ help students research their options more
- ❖ more research on colleges that have specialized classes

Future Preparation

- ❖ prepare students more for what lies ahead
- ❖ teach more about college, e.g. financial aid, tour of the campus, more brochures
- ❖ provide a better link/communication between high school and colleges
- ❖ encourage more options, e.g. four-year programs and don't just push for technical programs
- ❖ provide a chance to audit college classes to see what they are really like/help them understand that college isn't that hard
- ❖ get them better set up for college – they don't know how to study when they get there
- ❖ replace high school with tech. school
- ❖ lower tuition/have more scholarships

Suggestions by Former Students for Increasing Post High School Employment

Work Opportunity

- ❖ provide more work release
- ❖ more job shadowing programs
- ❖ provide more jobs for credit
- ❖ more co-op programs
- ❖ more jobs in school
- ❖ more variety in work study opportunities
- ❖ help finding starting jobs/more school to work programs
- ❖ more community service and hands-on
- ❖ more employer participation/have employers talk directly to students
- ❖ more apprenticeships with local employers
- ❖ have a jobs coordinator/technical counselor
- ❖ career testing/test students for talent
- ❖ offer job fairs
- ❖ have a job listings board/network about job opportunities
- ❖ teach students how to use the Internet to find jobs

Classes

- ❖ more help passing the driver's education class
- ❖ more tech ed and electronics classes
- ❖ more computer classes
- ❖ better reading classes
- ❖ more emphasis on biology and medically related fields
- ❖ more agriculture classes
- ❖ more job training classes
- ❖ have more job related activities in school like shop classes
- ❖ make classes on resumes, interviewing and job applications mandatory
- ❖ social skills course
- ❖ multi-cultural classes

Attitude/Skills

- ❖ tips on how to keep jobs
- ❖ teach about job opportunities, the real world, and less focus on academics
- ❖ teach how to work better/better attitude on the job
- ❖ encourage students to talk to counselors about jobs
- ❖ notify students of available grants or financial aid for schooling
- ❖ look for a field you enjoy working in
- ❖ help students know where they fit in with a disability

Appendix B

INDIVIDUAL EDUCATION PLAN (IEP) DATA

Appendix B

IEP DATA

Additional student and IEP data were collected as part of the baseline data. The primary purpose in collecting this data was to obtain baseline data on the IEP process and its impact on transition planning.

- ◆ 84% of students attended their IEP meetings.
- ◆ 49% of the IEPs listed *preferences and interests*
 - ◇ 17% of the IEPs reviewed indicated that the student's preferences and interests were discussed with the student before the IEP meeting
 - ◇ 5% indicated that the students preferences and interests were discussed with the parent before the IEP meeting
- ◆ the following are the percentages of IEPs with *course of study* indicated:
 - ◇ technical 61%
 - ◇ college preparation 24%
 - ◇ life skills 29%
 - ◇ other 12%
- ◆ the following are the percentages of IEPs with *needed transition services* indicated:
 - ◇ instruction 82%
 - ◇ related services 26%
 - ◇ community experiences 46%
 - ◇ post high school employment objectives 65%
 - ◇ post high school adult living objectives 33%
 - ◇ acquisition of daily living objectives 27%
 - ◇ functional vocational evaluation 27%
 - ◇ other 8%
- ◆ the following are the percentage of IEP with *content items* indicated:
 - ◇ none found 8%
 - ◇ self-determination 36%
 - ◇ academic and life-long learning 60%
 - ◇ daily living 29%
 - ◇ health and physical care 14%
 - ◇ leisure 10%
 - ◇ mobility 8%
 - ◇ money management 23%
 - ◇ social interaction 22%
 - ◇ employment/work study 53%
 - ◇ paid 74%
 - ◇ unpaid 17%
 - ◇ both paid and unpaid 8%
 - ◇ in-school 13%
 - ◇ in the community 80%
 - ◇ both in-school and community 7%
 - ◇ other 9%

Appendix C

SURVEY INSTRUMENTS

WISCONSIN STATEWIDE POSTSECONDARY FOLLOW-UP STUDY FOR STUDENTS WITH DISABILITIES

ATTENTION DIRECTOR OF SPECIAL EDUCATION/PUPIL SERVICES, OR OTHER LOCAL EDUCATIONAL AGENCY REPRESENTATIVE:

Your district has been randomly selected as a district with a potential student participant in a statewide study on postsecondary outcomes of students with disabilities. Your participation in this study is vital to the survey outcome. Your responses will allow all LEAs in the state to meet the local-level requirement of the Special Education Plan.

Section 115.77(4)(j)9 of the Wisconsin Statutes and 674(a) of the Individuals with Disabilities Education Act (IDEA) require local educational agencies (LEA) examine educational results, postsecondary placement, and employment status of persons who no longer attend high school and who received special education and related services. To meet these requirements, the Wisconsin Department of Public Instruction (WDPI) is conducting a postsecondary outcomes study of individuals with disabilities, 18 through 21 years of age, who have received special education and related services and completed their education by June 2000.

MARCH 2001

Cooperative Educational Services Agency #11
225 Ostermann Dr.
Turtle Lake, WI 54889

WISCONSIN STATEWIDE POSTSECONDARY FOLLOW-UP STUDY FOR STUDENTS WITH DISABILITIES

March 26, 2001

Dear Director of Special Education/Pupil Services, or Other Local Educational Agency Representative,

The WDPI has contracted with CESA 11, located in Turtle Lake, Wisconsin, and St. Norbert College Survey Center, located in De Pere, Wisconsin, to conduct this study. The study will incorporate student data provided by the WDPI, student information provided by school districts, and a phone interview with students selected as survey participants. The participants represent 20% of the 5239 Wisconsin Public School students with disabilities who completed their secondary education during the 1999-2000 school year.

The WDPI will utilize this information (1) to develop a statewide database of postsecondary outcomes in special education, (2) to serve as an accountability index for the WDPI regarding the performances of youth with disabilities, and (3) to utilize survey results to improve performance outcomes of students with disabilities. It is the intention of the WDPI that local school districts will utilize the data to:

- identify strengths and weaknesses in their educational services
- establish performance standards in the area of postsecondary outcomes
- to improve the transition planning process to enable individuals with disabilities to make successful transitions from secondary school to adult life.

Your LEA may choose to use this survey instrument to collect and analyze local data. To assist individual districts in completing a local follow-up study, a copy of the state follow-up survey will be provided to your LEA in September 2001, along with a summary of the statewide survey results.

Please select a district respondent to complete the enclosed WISCONSIN STATEWIDE POSTSECONDARY FOLLOW-UP STUDY DEMOGRAPHICS RECORD FORM(S). The respondent may be any individual who has access to and knowledge about the student's special education file. The information you are being asked to provide will come directly from the student's special education file. The WDPI has provided a letter for your review allowing for the release of personally identifiable information without parental or adult student consent.

To facilitate data collection, the WDPI has supplied the names, ethnic background, disability, and graduation status of students believed to have completed school in your district. Please complete each demographics record form received and return by **APRIL 15, 2001** to **St. Norbert College Survey Center, F.K. Bemis International Center, 100 Grant St., De Pere, WI 54115-2099, or call toll free 1-877-214-7183; FAX. 920-403-4036.**

Upon receipt of your return survey response indicating the address of the former student, that will receive a letter describing this survey and requesting their participation (enclosure). Enclosed please also find an Informational News Article describing the follow-up study. You may wish to reprint this article in your district newsletter or local newspaper publicizing this survey to encourage participation.

Within the next several weeks, a representative of St. Norbert College will be contacting the former students selected to participate in the survey to ask them questions about their experiences with employment, post-high school education or training, and other daily living activities. Participation in this survey is voluntary. All responses will be kept strictly confidential, and be used only for the purpose of this survey. No individual school or personally identifiable information will be released. The interview will take students approximately 10 minutes to complete.

Your participation in this survey is very important. The sample size is small, so the return of each student's demographic record sheet is critical. Instructions on survey completion and mailing are included. Survey completion should take approximately 15 minutes per student. Please contact Mary Kampa, Survey Director, at 715-468-7815 or at kampam@shelllake.k12.wi.us if you have any questions about this survey. Thank you in advance for your participation.

Enclosed please find the following materials:

- Letter from the WDPI/Stephanie Petska
- Demographics Data Collection Record
- Respondent directions for completing the demographics data collection sheet
- Postage-paid return survey envelope addressed to St. Norbert College
- Copy of the former student/parent letter
- Informational Newsletter

Sincerely,

Mary Kampa
Project Coordinator

Carolyn Sorenson
Project Assistant

WISCONSIN TO CONDUCT A STATEWIDE POSTSECONDARY FOLLOW-UP STUDY OF STUDENTS WITH DISABILITIES

The Cooperative Educational Service Agency 11 (CESA 11), located in Turtle Lake, Wisconsin, and St. Norbert's College Survey Center, located in Green Bay, Wisconsin, have been contracted by the Wisconsin Department of Public Instruction to study the post high school outcomes of students with disabilities who have recently graduated from a Wisconsin Public School. The study will meet the federal and local data collection requirements of the Individuals with Disabilities Education Act (IDEA).

Survey results will assist the State Educational Agency and local school districts in improving post-high school outcomes. Additionally, in the future school districts may use this survey to collect local data to identify strengths and weaknesses in their instructional programs, establish performance standards, and improve the transition planning process.

In approximately one month, CESA 11 will be mailing those alumni selected to participate in the study a letter describing the survey and asking for their participation. Shortly following that mailing, the Survey Center will be contacting the alumni by telephone to ask the graduates about their experiences with employment, post-secondary education or training, and other daily living activities.

Please contact Mary Kampa, Project Coordinator at 715-468-7815 or kampam@shelllake.k12.wi.us if you have any questions regarding this study.

**WISCONSIN STATEWIDE POSTSECONDARY FOLLOW -UP STUDY FOR
STUDENTS WITH DISABILITIES
March 2001**

DEMOGRAPHICS DATA COLLECTION RECORD

The following student information is based on the December 1, 2000 Federal Data Collection and has been provided by the Wisconsin Department of Public Instruction:

Student's Name _____

Date of Birth _____ Gender _____

School District of Residence _____

Ethnic Background

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Asian | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> White |
| <input type="checkbox"/> American Indian | |

Primary Disability (*select only one*)

- | | |
|---|--|
| <input type="checkbox"/> LD – Learning Disability | <input type="checkbox"/> OHI – Other Health Impairment |
| <input type="checkbox"/> ED – Emotional Disturbance | <input type="checkbox"/> OI – Orthopedic Impairment |
| <input type="checkbox"/> CD – Cognitive Disability | <input type="checkbox"/> VI – Visual Impairment |
| <input type="checkbox"/> S/L – Speech and Language | <input type="checkbox"/> HI – Hearing Impairment |
| <input type="checkbox"/> Autism | <input type="checkbox"/> TBI – Traumatic Brain Injury |
| | <input type="checkbox"/> Deaf/Blind |

Secondary Disability/Disabilities (*select as many as apply*)

- | | |
|---|--|
| <input type="checkbox"/> N/A (none) | <input type="checkbox"/> OHI – Other Health Impairment |
| <input type="checkbox"/> LD – Learning Disability | <input type="checkbox"/> OI – Orthopedic Impairment |
| <input type="checkbox"/> ED – Emotional Disturbance | <input type="checkbox"/> VI – Visual Impairment |
| <input type="checkbox"/> CD – Cognitive Disability | <input type="checkbox"/> HI – Hearing Impairment |
| <input type="checkbox"/> S/L – Speech and Language | <input type="checkbox"/> TBI – Traumatic Brain Injury |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf/Blind |

Program Model/Setting for Primary Disability

- Regular class or itinerant (outside the general education classroom less than 21% of the day)
- Resource room (outside the general education classroom 21% - 60% of the day)
- Separate classes (outside the general education classroom more than 60% of the day)
- Separate public day school (e.g. alternative high school setting)
- Separate private school (e.g. day-treatment setting)
- Residential/hospital
- Homebound

Graduation status of the student as of May or June 1999

- Received regular high school diploma
- Received certification of completion/differentiated certificate
- Terminated at maximum age of eligibility

District Demographics

Based on the third Friday in September 1999 enrollment count, enrollment for the following district populations:

- _____ Grades PreK – 6
- _____ Grades 7 – 8
- _____ Grades 9 –12

Number of eligible students (as of October 1999) for Free and Reduced Lunch Rate: _____

DISTRICT RESPONDENT: PLEASE COMPLETE THE FOLLOWING REQUESTED INFORMATION USING THE INDIVIDUAL EDUCATION PLAN (IEP) DEVELOPED FOR THE STUDENT’S SENIOR OR LAST YEAR OF SCHOOL.

Respondent Information

Name of respondent (person completing this form) _____

Title of respondent _____ Phone Number _____

NOTE: If student data is available, please complete the *Student Demographics* and *IEP Review* sections. If student data is unavailable, please complete the requested information below and return in the enclosed envelope. Thank you for your assistance.

Data was unable to be collected for the following reason:

- _____ We have no record of this student ever attending this school.
- _____ This student is *currently* enrolled at this school.
- _____ This student was previously enrolled here but was not at the time of graduation.
- _____ We are unable to provide a forwarding address or information about the school to which the student transferred.
- _____ The student transferred to the following district:

New District _____

Address _____

Phone _____

Student Demographics

Student’s Name _____

Student’s Phone Number _____

Student’s Address _____

Parent or Guardian’s Name _____

Parent or Guardian’s Phone Number _____

Parent or Guardian’s Address _____

Additional Graduation Information not provided by WDPI:

- _____ Graduated with a diploma from an Alternative High School
- _____ Other (*please explain*):

School District of Attendance _____

Date of Graduation/Completion _____

GPA _____ or indicate that student was in an ungraded curriculum _____

Did this student apply for free or reduced lunch? _____ Yes _____ No

IEP Review

1. If this student is identified as having a **Cognitive Disability** (CD), please indicate if the disability is:
 - Mild/Moderate
 - Severe/Profound

2. Did the student **attend** one or more IEP meetings during their **senior** year of school?
 - yes
 - no

3. If no, how were the student's **interests and preferences** indicated?
 - Interests and preferences are listed/described in the IEP
 - Indicated in the IEP that they were discussed with teacher prior to the meeting but not listed
 - Indicated in the IEP that they were discussed with parent or guardian prior to the meeting but not listed
 - Other (*please describe*):

4. The statement of **course of study** that was developed for the student's senior year included which of the following:
 - Vocational coursework
 - College preparatory coursework
 - Life skills coursework
 - Other (*please describe*):

5. A statement of **needed transition services** included which of the following items:
 - Instruction
 - Related services
 - Community experiences
 - P-school employment objectives
 - Other post-school adult living objectives
 - Acquisition of daily living skills
 - Functional vocational evaluation
 - other (*please describe*):

6. Check the following **content items** included in the IEP that was developed for the student's senior year:
 - None found
 - self-determination
 - Academic and life-long learning
 - Daily Living
 - Health and physical care
 - Leisure
 - Mobility
 - Money management
 - Social interaction
 - Employment/workstudy: paid unpaid in-school in the community
 - other (*please explain*)

7. Did the IEP developed for the student's senior year indicate a need for involvement from any **outside agency**?
 - Yes
 - Outside agency not necessary

8. If yes, did the other **agency attend** the IEP meeting?
 - yes
 - no

9. Does the IEP contain a **statement of interagency responsibilities** or any needed linkages?
 - yes
 - no

 Please add **additional comments** regarding the student's IEP or transition needs, if desired.

Thank you. Please complete and return this survey by APRIL 15, 2001 to Tammy Lequia, St. Norbert College Survey Center, F.K. Nemis International Center, 100 Grant St., De Pere, WI 54115-2099.

DIRECTIONS TO SCHOOL SPECIAL EDUCATION STAFF FOR COMPLETING THE POST HIGH SCHOOL FOLLOW-UP DEMOGRAPHICS

Directions for completion of the Postsecondary State Follow-Up Study:

Please Note: The DPI has provided the following information from the December 1, 2000 Federal Student Data Collection Report:

1. Student's name, date of birth, gender, ethnic background, disability area(s), program setting, and graduation status.
2. Name of the Director of Special Education for the district of residence.
3. District demographics, including enrollment and Free and Reduced Lunch rate

PAGE 2 - BEGIN COMPLETION OF THE SURVEY HERE

RESPONDENT INFORMATION:

The name of the respondent should be the person who is completing the survey. (Note the respondent should have access to the student's IEP file when completing this portion of the survey, using the information from the student's senior year or last year of school.)

4. If data was unable to be for any reason, please provide any forwarding school information you may have.

STUDENT DEMOGRAPHICS

- 1.) Please list the student's and parent or guardian's name, address and phone number with the most recent information available.
- 2.) Please add the requested additional graduation information not provided by WDPI if the information regarding the graduation status was not provided on page one of the survey. This would include students who exited school for other reasons not listed on page 1.
- 3.) Please indicate if the school district that the student **attended** was different than the student's school district of residence.
- 4.) GPA here indicates the final GPA the student earned. Please check "ungraded" for other situations.

IEP REVIEW

PLEASE REFER TO THE IEP THAT WAS DEVELOPED FOR THE STUDENT'S LAST OR SENIOR YEAR.

- 1.) If the student has a **Cognitive Disability**, please refer to the most recent three-year evaluation and indicate if the disability is Mild/Moderate or Severe/Profound.
- 2.) Review the **IEP cover sheet** developed for the student's senior year to determine attendance at the IEP meeting.
- 3.) If the student did not attend their IEP meeting, review the IEP for documentation to determine if the student's **interests and preferences** were considered (see the Present Level of Performance, IEP goals or another statement indicating interests and preferences).
- 4.) Review the IEP for a statement of **course of study** (see the IEP Transition Service Needs or other portion of the IEP that reflects the planning of courses of study that relate to the student achieving their desired post-school goals).

- 5.) Review IEP for documentation of a statement of **needed transition services**.
- 6.) Review the IEP goals and objectives for specific **content items** (Please check all that apply).
- 7.) Review the IEP and the IEP meeting invitation to determine if a **need from any outside agency** was identified.
- 8.) Review the IEP Cover Sheet for documentation of **attendance from an outside agency**.
- 9.) Review the IEP for documentation of a statement **of interagency responsibilities or any needed linkages**.

Please add any comments you feel would be helpful regarding the student's transition needs, or about any requested information.

Thank you for your assistance.

Response Date: April 15, 2001

RETURN THE COMPLETED SURVEY TO ST. NORBERT COLLEGE SURVEY CENTER, FK. BEMIS INTERNATIONAL CENTER, 100 GRANT STREET, DE PERE, WI. 54115-2009 (ADDRESSED ENVELOPE IS ENCLOSED)

FAX (920) 403-4036 OR CALL TOLL FREE 1 877-214-7183
PLEASE RETURN THE SURVEYS BY APRIL 12, 2001

**WISCONSIN POST HIGH SCHOOL FOLLOW-UP STUDY FOR
STUDENTS WITH DISABILITIES**

April 2001

Hello, my name is _____ and I'm calling from the St. Norbert College Survey Center. We are asking questions of Wisconsin public school graduates who received special education while they were in school. The answers will be used to help school districts in Wisconsin better plan classes and activities for students with disabilities. May I please speak with _____, or someone who can proxy for him/her? The survey will only take a short time and the responses are completely confidential.

Before we begin, I would like to assure you that this interview is completely voluntary, strictly confidential, and that we really appreciate your help. You may contact Mary Kampa, Transition Project Coordinator, at 715-468-7815 or at kampam@shelllake.12.wi.us if you have any questions about this study

Name of Former Student _____

<<<< **IF STUDENT IS UNABLE TO ANSWER THE SURVEY, CONTINUE; OTHERWISE GOTO Q1** >>>>

PreQ1: Name of Respondent _____

PreQ2: Relationship to Former Student?

- Parent..... 1
- Guardian 2
- Other..... 3

PreQ3: Why is the former student unable to respond to this survey himself or herself?

- Is unable to communicate responses..... 1
- Is unable to be located 2
- Other 3
- Not Sure..... 8
- Refused..... 9

INDEPENDENT LIVING

Independent Living

Q1. Where are you **currently living**?

- Own home01
- Rental apartment/home.....02
- Dormitory – college setting03
- Residential, treatment, detention04
- or correctional facility or hospital
- Group home05
- Foster home06
- Military housing07
- Other.....08
- Not Sure.....88
- Refused.....99

Q2. With **whom** do you live?

- Alone 1
- With spouse or roommate(s)..... 2
- With parent 3
- With another family member or relative..... 4
- With other residents/patients 5
- Other 6
- Not Sure..... 8
- Refused..... 9

- Q3. How **long** have you lived in this location?
- Less than one year 1
 - One year..... 2
 - Two years 3
 - More than two years 4
 - Not Sure..... 8
 - Refused..... 9

Community Participation/Recreation

- Q4. Do you get together **socially** with friends or family members, other than those you live with?
- Yes 1
 - No 2
 - Sometimes 3
 - Not Sure..... 8
 - Refused..... 9

- Q5. Do you have a **driver’s license**?
- Yes, it is a valid 1
 - Yes, but it is a suspended license..... 2
 - No, but I plan to pursue obtaining a driving license 3
 - No, and I do not intend to pursue
obtaining a driving license..... 4
 - Medically Restricted..... 5
 - Not Sure..... 8
 - Refused..... 9

- Q6. Have you attended the following **activities** in the past 6 months, starting with...

	Yes	No	Not Sure	Refused
Q6a. Leisure Time Activities (i.e. Movies, Concerts, Sporting Events)	1	2	8	9
Q6b. Community Service Activities (i.e. Lions Club, 4-H, Habitat for Humanity)	1	2	8	9
Q6c. Religious Activities (i.e. Church Services/Events)	1	2	8	9
Q6d. Voting	1	2	8	9

- Q7. **Is getting a ride** a barrier to participating in community activities?
- Yes..... 1
 - No 2
 - Not Sure..... 8
 - Refused..... 9

Adult and Daily Living

- Q8. Do you use the support of a one-on-one **personal care assistant** (e.g. aide, service coordinator or manager) to help you participate in young adult life settings (e.g. independent living, leisure activities, grocery shopping)?
- Yes..... 1
 - No 2
 - Not Sure..... 8
 - Refused..... 9

Q9. Are you currently working with a **counselor or social worker** to maintain your independent living arrangement?

- Yes..... 1
- No 2
- Not Sure..... 8
- Refused..... 9

Q10. Are you currently receiving services from an **adult agency** provided by the county, city or community (e.g. Department of Vocational Rehabilitation [DVR], Human Services)?

- Yes 1
- No 2 **GOTO Q12**
- Not Sure..... 8 **GOTO Q12**
- Refused..... 9 **GOTO Q12**

Q11. Which services are you currently receiving?

Q12. What **suggestions** would you have for your previous high school for adding activities or classes to improve participation of students in leisure, community participation, or independent living after leaving high school?

POST-SECONDARY EDUCATION

Q13. Have you participated in the following **educational or training** activities since leaving high school?

	Yes	No	Not Sure	Refused
Q13a. Two-year community college	1	2	8	9
Q13b. Four-year college or university	1	2	8	9
Q13c. Vocational or technical program	1	2	8	9
Q13d. Adult education classes	1	2	8	9
Q13e. Formal apprenticeship	1	2	8	9
Q13f. Job training program	1	2	8	9
Q13g. Military	1	2	8	9

Q14. What is your **current educational or vocational training status**?

- Still pursuing degree..... 1
- Completed program/degree 2
- Attended but discontinued the program..... 3
- Never attended an educational or training program..... 4 **GOTO Q18**
- Other 5 **GOTO Q18**
- Not Sure..... 8 **GOTO Q18**
- Refused..... 9 **GOTO Q18**

Q15. To whom have you **first identified yourself** as having a disability at your place of post-high school training?

- Counselor..... 1
- Teacher 2
- Disability specialist..... 3
- Advisor 4
- No one 5
- Not Sure..... 8
- Refused..... 9

Q16a. Are you currently using **accommodations or assistive technology** at your place of post-high school training (i.e. computers, spelling, magnifier, calculator, voicebox, etc.)?

- Yes..... 1
- No 2 **GOTO Q17**
- Not Sure..... 8 **GOTO Q17**
- Refused..... 9 **GOTO Q17**

Q16b. What types of accommodations or assistive technology are you using?

Q17. Was it your intention in high school to **begin post-secondary training** rather than begin employment following graduation?

- Yes..... 1
- No 2
- Not Sure..... 8
- Refused..... 9

Q18. What suggestions would you have for your previous high school for adding activities or classes to enhance the participation of students in post-high school education?

EMPLOYMENT

Q19. Do you currently do any work for which you are **paid** (do you currently have a job)?

- Yes 1
- No 2 **GOTO 28**
- Not Sure..... 8 **GOTO 28**
- Refused..... 9 **GOTO 28**

Q20. Where are you working (if respondent has more than one job, answer for the position they attend most)?

- In the community..... 1
- Family-owned business 2
- Sheltered work-shop 3
- Your own business..... 4
- Other 5
- Not Sure..... 8
- Refused..... 9

Q21. What **type of work** are you primarily involved in/what do you do?

Business/sales	1
Education	2
Medical	3
Agriculture.....	4
Computers.....	5
Factory Production	6
Child care.....	7
Fast Food	8
Other	9
Not Sure.....	88
Refused.....	99

Q22. How **long** have you been employed at this job?

Less than one month	1
1 – 3 months	2
3 – 6 months	3
6 – 12 months	4
More than one year	5
Not Sure.....	8
Refused.....	9

Q23. How many **hours** do you work per week?

More than 37 hours (full time).....	1
21 – 37 hours per week.....	2
16 – 20 hours per week.....	3
Less than 16 hours per week.....	4
Other.....	5
Not Sure.....	8
Refused.....	9

Q24. What is your current **hourly wage**?

Less than \$5.75	1
\$5.75 to \$6.99	2
\$7.00 to \$9.99	3
\$10.00 to \$15.00	4
Above \$15.00	5
Not Sure.....	8
Refused.....	9

Q25. Have you received a **raise** in pay since beginning your present job?

Yes.....	1
No	2
Not Sure.....	8
Refused.....	9

Q26. Do you receive **benefits** from your employer (e.g. sick leave, paid vacation, health insurance, retirement)?

Yes.....	1
No	2
Not Sure.....	8
Refused.....	9

- Q27a. Who primarily **helped you** find your job?
- I found it on my own 1 **GOTO Q28**
 - Family 2 **GOTO Q28**
 - Friend 3 **GOTO Q28**
 - Adult services provider (e.g. DVR,
human services, job service) 4 **GOTO Q28**
 - School personnel 5 **GOTO Q28**
 - Other 6
 - Not Sure 8 **GOTO Q28**
 - Refused 9 **GOTO Q28**

Q27b. Who was it that primarily helped you find your job?

- Q28. To whom have you primarily **talked to** about job opportunities since leaving high school?
- Work force center (e.g. job service,
economic development, job center) 1
 - WIA (Workforce Investment Act) –
formerly JTPA 2
 - Department of Vocational Rehabilitation (DVR) 3
 - Human Services 4
 - Past school personnel 5
 - Family/Friends 6
 - Other 7
 - Not Sure 8
 - Refused 9

<<<IF Q19 = 1 GOTO Q32>>>

- Q29. What is the primary reason you are not working?
- Recently fired 1
 - Unable to find work 2
 - Unable to find transportation to work 3
 - Disabled and/or receiving SSI benefits 4
 - Homemaker 5
 - Full-time student 6
 - In a correctional, detention, or residential facility 7
 - Medical Restriction 8
 - Laid Off 9
 - Other 10
 - Not Sure 88
 - Refused 99

- Q30. Who would you **contact** first if you wanted assistance with finding a job?
- Work force center (e.g. job service,
economic development, job center) 1
 - WIA (Workforce Investment Act) –
formerly JTPA 2
 - Department of Vocational Rehabilitation (DVR) 3
 - Human Services 4
 - Past school personnel 5
 - Family/Friends 6
 - Other 7
 - Not Sure 8
 - Refused 9

Q31. Was it your intention in high school to **begin employment** rather than post-high school training following graduation?

Yes..... 1
 No 2
 Not Sure..... 8
 Refused..... 9

Q32. What suggestions would you have for your previous high school for adding activities or classes to enhance the participation of students in post-high school employment?

HIGH SCHOOL EXPERIENCES

Q33 During your last two years of high school, did you participate in any of the following specially designed vocational classes:

	Yes	No	Not Sure	Refused
Q33a. Job exploration in school (e.g. job shadow, non-paid job)	1	2	8	9
Q33b. Job exploration in the community (e.g. job shadowing, informational interviewing, site visits, mentoring, service learning, volunteer)	1	2	8	9
Q33c. Paid in-school work experience	1	2	8	9
Q33d. Paid community work experience	1	2	8	9
Q33e. JTPA/WIA Summer Youth	1	2	8	9
Q33f. Sheltered-workshop/work activity center	1	2	8	9

Q34. Did you have a **paid job** during your last two years of school?

Yes..... 1
 No 2 **GOTO Q36a**
 Not Sure..... 8 **GOTO Q36a**
 Refused..... 9 **GOTO Q36a**

Q35. How many **months** were you **employed**?

Less than 6 months 1
 6 - 12 months 2
 More than 12 months 3
 Not Sure..... 8
 Refused..... 9

Q36. During your last two years of high school, did you participate in any of the following classes:

	Yes	No	Not Sure	Refused
Q36a. Agriculture education	1	2	8	9
Q36b. Business, office and marketing education	1	2	8	9
Q36c. Health occupations education	1	2	8	9
Q36d. Home economics occupations	1	2	8	9
Q36e. Graphic arts education	1	2	8	9
Q36f. Trade and Industry (i.e. woodworking, metals, auto mechanics, electronics)	1	2	8	9
Q36g. School-to-work	1	2	8	9

Q37. Finally, which of the following **extra curricular activities** were you a part of during one or both of your last two years of high school?

	Yes	No	Not Sure	Refused
Q37a. Academic Organizations (i.e. Debate, Forensics, Student Council, National Honor Society, FFA, FBLA)	1	2	8	9
Q37b. Sports Related Activities (i.e. Football, Cheerleading, Baseball, Track, Golf, etc.)	1	2	8	9
Q37c. Special Interest Clubs (i.e. AV, Drama, Chess, School newspaper, etc.)	1	2	8	9

Thank you for participating in this survey. To further improve the transition services provided to other students, you will be contacted in three years and asked to again answer similar questions about your current employment, training, and other adult living situations. Your input is very valuable, and very greatly appreciated. Please be reminded that this information will be kept confidential, and that no individual student or school data will be disclosed. You may contact Mary Kampa, Transition Project Coordinator, at 715-468-7815 or at kampam@shelllake.12.wi.us if you have any questions about this study.

POST HIGH SCHOOL SURVEY

March 26, 2001

Dear

The Department of Public Instruction (DPI) , and the Cooperative Educational Services Agency # 11, is asking questions of people who have recently graduated from a Wisconsin public school. The answers will be used to help school districts in Wisconsin better plan classes and activities for students with disabilities.

You have been selected to help with this study. The people selected for this study are 1999-2000 Wisconsin graduates who received special education while they were in school.

The school district where you graduated gave information for this study, including your name, address, and phone number. Attached is a letter from the DPI that describes the reasons for asking these questions, and states the ability of your school to share information about you.

Soon, someone from St. Norbert College Survey Center will be calling you to ask you some questions about where you are working, if you are going to college or a technical school, where you live, and what you do in your free time. You can talk to them if you want. Your individual answers will not be shared with anyone. The questions will take approximately 10 minutes to answer.

Your help in answering these questions is important. You will have the chance to share ways that you think schools can do a better job of preparing young people for adult life

Please call Mary Kampa at 715-468-7815 or e-mail her at kampam@shelllake.k12.wi.us if you have any questions about the study. Thank you for your help.

Mary Kampa
Project Coordinator

Carolyn Sorenson
Project Assistant