

Final Report – Year 3

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

*A Status Report of Students with Disabilities Who Exited
High School between December 2001 and December 2002*

and

*A Three-Year Follow-up Report of Students with Disabilities Who Exited
High School between December 1999 and December 2000*

Prepared for the

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by

Cooperative Educational Services Agency #11

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In Partnership With

St. Norbert College Survey Center

De Pere, Wisconsin

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INTRODUCTION

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. SRI International conducted the first NLTS from 1987 through 1993, 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 and the youth themselves (if they were available and 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 described 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, and 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):

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. Results of this study can be viewed as they are made available at www.nlts2.org.

In preparation for this survey, an extensive literature review was conducted to examine data collection methods in other states, and to ensure similarities in survey design with the NLTS. Executive Summaries and full text results of the first and second years of the Wisconsin Post High School Outcomes Survey can be found on the DPI's web site at <http://www.dpi.state.wi.us/dpi/dlsea/een/program.html#phso>.

The Wisconsin Department of Public Instruction (DPI) continues to be 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.

The final regulations for the Individuals with Disabilities Education Act (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.

Wisconsin Statewide Post High School Outcomes

By examining the outcomes of youth with disabilities who have exited high school, the state education agency (SEA) has data that can be utilized several ways:

- SEA can use outcomes data to address State Improvement Plan (SIP) goals;
- local education agencies (LEA) can implement a similar outcomes survey to survey or sample local outcomes of students who have exited their educational system;
- SEA and LEA surveys can measure desired outcomes by comparing state, local, and national data;

- by examining the IEP transition requirements of IDEA, LEAs can identify specific areas of weakness, implement research-based best-practices transition planning for specific districts, and demonstrate improved outcomes for exiters;
- 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 the outcomes of students exiting their high school placement;
- LEAs can examine different outcomes specifically related to gender, ethnicity or disability to detect areas of weakness in current high school programming that may affect outcomes;
- LEAs can assess participation by outside agencies, postsecondary educational training institutes, and employment agencies in meeting the transition needs of youth with disabilities.

This survey assesses the outcomes of students with disabilities who successfully exited their high school educational placement by examining the former student's participation in independent living activities, postsecondary education, and employment, one and three years after exiting their secondary placement. Additionally, student participation in high school job exploration, employment, and vocational preparation is assessed. The Wisconsin Statewide Post High School Outcomes Survey also assesses 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 survey, needed transition services, content items, and outside agency participation.

This report is the third of several planned post high school outcomes statewide transition studies. It is a status report of a representative sample of students with disabilities in the state who exited their secondary placement between December 2001 and December 2002, as well as a follow-up survey of students with disabilities who exited between December 1999 and December 2000 and who were surveyed the first year of this study. These students have now been out of high school for three years. Outcomes data collected during the first and second years of this study are also included in several major areas.

METHODS

For purposes of this survey, *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 (WSD) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI). *Exit* means the student exited their high school education setting with a regular diploma, with a certificate of attendance, or termination at maximum age of eligibility (21 years old) for special education and related services.

Survey Process Overview

During all three years, three main pieces of information were collected:

Demographic Information

Student data as reported by SEA and LEA December 1 Federal Student Data Report was used, 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 the maximum age of eligibility)

Individual Education Plan (IEP) Data

Student IEP data was recorded from the former student's senior (or last year) of high school of attendance.

Interview with the Former Student

Multiple attempts were made to contact all of the former students identified by LEAs to participate in a 37-question telephone interview. Prior to the interview, former students received a letter describing the survey, as well as a letter from State Director of Special Education, Stephanie Petska, citing the requirements of this data collection and explaining why it was permissible to utilize this confidential information without parent/guardian/ student consent.

For portions of the reports, 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), orthopedically 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.

Survey Overview

Year 1

Cohort 1. The first year of the survey established baseline data of post high school outcomes of individuals with disabilities who received special education and related services and exited their high school education setting between December 1999 and December 2000.

A 1% random sample of students was drawn from the population of exited students provided by the DPI in order to conduct a pilot survey and refine the survey procedures. The final survey involved a 20% random sample of students drawn from the remaining population. Potential respondents represented a 20% 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 survey were not included in the random sample or final data analysis.

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

Seventy-two percent (72%) of the Respondent Information sheets (751) pertaining to the 1048 students randomly selected for the survey were returned to St. Norbert College Survey Center from the LEAs. Following the receipt of the pre-notification letter sent to all potential survey respondents, four former students asked not to be contacted for an interview. Attempts were made to contact all 747 possible respondents. Fifty-two percent (52%) of the student interviews (389) were successfully completed. Seven percent (7%) of the total population of students with disabilities who exited high school in Wisconsin between December 1999 and December 2000 participated in the survey. 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.

Year 2

Mini-Grants. During the 2001-02 school year, 32 LEAs and the Wisconsin Center for the Blind and Visually Impaired (WCBVI) applied for and received state mini-grants to replicate the procedures implemented during the first year of the state outcomes survey (referred to as Year 1) in their local districts. Cooperative Education Services Agency (CESA) #6 applied for and conducted the survey on behalf of the 18 LEAs within their cooperative agency. Unlike the statewide survey, which utilized a 20% random sample of 5239 students who exited their secondary education the preceding year, the LEAs censused their population that exited between December 2000 and December 2001.

The districts were able to contact 70% (365) of the 520 former students in the population. Eleven of the 365 contacts are not included here due to lack of data following the contact. WCBVI was able to contact 88% of their identified exiters.

The types of information collected, instruments utilized, and data analyzed essentially remained the same for both Year 1 and Year 2. Rather than having St. Norbert conduct the interviews as they did in Year 1, districts conducted their own interviews. CESA #11, working with an independent programming consultant, developed an Access data collection disk for districts to use. The data analysis was simplified and expressed in numbers and percents, due to the small number of exiters from many of the districts. Additionally, the method of analysis needed to be “user-friendly” enough to the survey respondents and their audiences to be effectively utilized. The districts included in the mini-grant survey assisted the survey coordinators in determining if this was a method of data collection that could be easily replicated by other LEAs in future years.

To ensure as much consistency as possible in implementation and analysis, CESA #11 provided training to mini-grant respondents on the survey process, interviewing, data entry, and data analysis. Districts collected their own data, interviewed their exiters, and reviewed their data. Districts were required to submit a final report and their database to the survey coordinator. The respondents were given a report template that could be utilized in whole or in part. Given the variation in the size of districts and the information they hoped to gain from the survey, the Year 2 districts were not required to address all the areas that the Year 1 statewide survey addressed, but for purposes of statewide analysis, respondents were required to provide all requested IEP and interview data to the survey coordinators. Additionally, the districts were required to summarize their survey results and include them in their district’s annual Special Education Plan (SEP).

Final results included respondents from the 32 LEAs and the WCBVI. It was the intention of WCBVI to assess the outcomes of all blind or visually impaired (primary or secondary disability) exiters in the state to specifically review the outcomes of this unique population. The WCBVI collected this information and returned the results to the home district of those students whose district was a participating district in this survey. Those results are reported within the home district’s outcomes and are included within this report.

To assure a good response rate, St. Norbert sent address update cards to Cohort 1 respondents to remind them that they would be contacted again in April 2003, and to collect current contact information. Attempts were made to contact all 389 possible Cohort 1 respondents.

Year 3

St. Norbert College Survey Center was contracted again to collect statewide interview data. This ensured consistency in procedures such as interviewing and data analysis.

Cohort 1(3). During the third year of the survey, Cohort 1 exiters were re-interviewed to assess longitudinal outcomes [referred to as Cohort 1(3)]. St. Norbert College contacted 293 (75%) of the former students who participated in Year 1 of the survey. Attempts were made to contact all 389 possible respondents.

Cohort 2. Also during the third year of the survey, a second cohort was added to the state post high school outcomes survey results. Individuals with disabilities who received special education and related services and exited their high school education setting between December 2001 and December 2002 were interviewed. Year 3 survey procedures were very similar to Year 1 procedures. To increase the actual number of completed interviews and to increase the number of low incidence respondents, the random sample was increased from 20% to 40% (n = 2057) of all available students in the population (N = 5877) provided by the DPI. The sample yielded students from 336 LEAs (79% of LEAs in the state); a 42% increase from the 37% of districts selected the first survey year.

Seventy-five percent (75%) of the Respondent Information sheets pertaining to the 2057 students randomly selected for the survey were returned to CESA #11 by LEAs to check for completeness of the requested information. The student and contact information was then forwarded to St. Norbert College Survey Center. Thirty-seven percent (37%) of the student interviews (600) were successfully completed and represent 217 LEAs from small, medium and large districts in various regions of the state. This yielded a 35% increase in interviews from Year 1, and a 41% increase from Year 2. Ten percent (10%) of the total population of

students with disabilities who exited high schools in Wisconsin between December 2001 and December 2002 participated in the survey. 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 Survey

A limiting factor in the survey is the small number of responses for individual items when analyzed by low incidence disabilities. Many of these individual cells had fewer than five responses, making it necessary to interpret results with caution. During the third year of the survey, more exiters were added to Cohort 2 to increase the number of respondents in each cell.

For this survey, only those students with disabilities who were receiving special education and successfully exited their high school education were included in the population, and results were not compared to non-disabled exiters or dropouts. 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).

One must be careful about drawing conclusions about trends in post high school outcomes, as data from the statewide survey is only available for two years. Comparisons will be made between Cohort 1 and Cohort 2 because each of these studies was conducted one year after the students exited high school, and each of the samples are representative of the statewide population. The survey results of Cohort 1 collected one year after the students exited high school will also be compared with the results collected from the re-survey of Cohort 1 three years after the students exited high school. An analysis between Cohort 2 (year one) and Cohort 1 (year three) would be invalid.

OUTCOMES RESULTS

COHORT 2 RESULTS – ONE YEAR AFTER EXITING HIGH SCHOOL

Cohort 2 Survey Respondents

Table 1 shows there is a representative comparison among the state population of exiters with disabilities, those exiters randomly selected to participate, and those exiters who actually participated in a telephone interview. Minority students are somewhat underrepresented by the percentage of respondents who completed the telephone interview. The NLTS conducted a non-respondent bias analysis to detect the magnitude of difference that exist between respondents and non-respondents and found very few differences (Javitz and Wagner, 1993). It is expected that this national outcome is similar in Wisconsin as well, and will therefore have little impact on survey results.

Ten percent (10%) of the total population of students with disabilities who exited high schools in Wisconsin between December 2001 and December 2002 participated in the survey. Of the 600 successfully completed interviews, 75% of the respondents were the former students themselves; 23% of the respondents were the parent of the former students, and 2% identified themselves as guardian or other. Of the 151 former students who were unable to respond for themselves, 33% were unable to communicate responses, 6% were unable to be located, 48% were unavailable at the time of the interview, and 13% indicated another reason they could not respond.

Fourteen percent (14%) of the respondents were identified as having a secondary disability and 4% were identified as having three or more disabilities. Of the 96 respondents identified with cognitive disabilities,

70% were reported as having a mild or moderate disability and 30% were reported as having a severe or profound disability (5% of all survey respondents). During their last year of high school attendance, 45% of the respondents were in the special education environment for less than 21% of their school day, 34% were in the special education environment between 21% and 60% of their school day, 18% were in the special education environment for more than 61% of their school day, and 3% attended a separate public day school or residential facility.

Table 1. Cohort 2 Comparison of State Population, State Sample and Respondents by Gender, Ethnicity and Disability

	Cohort 2 Population		Cohort 2 Sample		Cohort 2 Respondents	
	N = 5877	100	n = 2057	100	n = 600	100
	N	Percent	n	Percent	n	Percent
Male	3840	65%	1351	66%	400	67%
Female	2037	35	706	34	200	33
White	5053	86	1773	86	549	92
Minority	824	14	284	14	51	8
Asian	106	1.8	29	1.4	51	.8
Black	475	8.1	158	7.7	18	3.0
Hispanic	167	2.8	64	3.1	16	2.7
Indian	76	1.3	33	1.6	6	1.0
CD*	833	14	298	14	96	16
EBD*	938	16	340	17	85	14
LD*	3468	59	1227	60	350	58
LI*	638	11	192	9	69	12
Autism	50	.8	14	.7	5	.8
D/B	0	0	0	0	0	0
HI	75	1.3	23	1.1	9	1.5
OHI	262	4.4	81	3.9	33	5.5
OI	69	1.2	17	.8	4	.7
S/L	129	2.2	41	2.0	10	1.7
TBI	32	.5	12	.6	5	.8
VI	21	.4	4	.2	3	.5

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

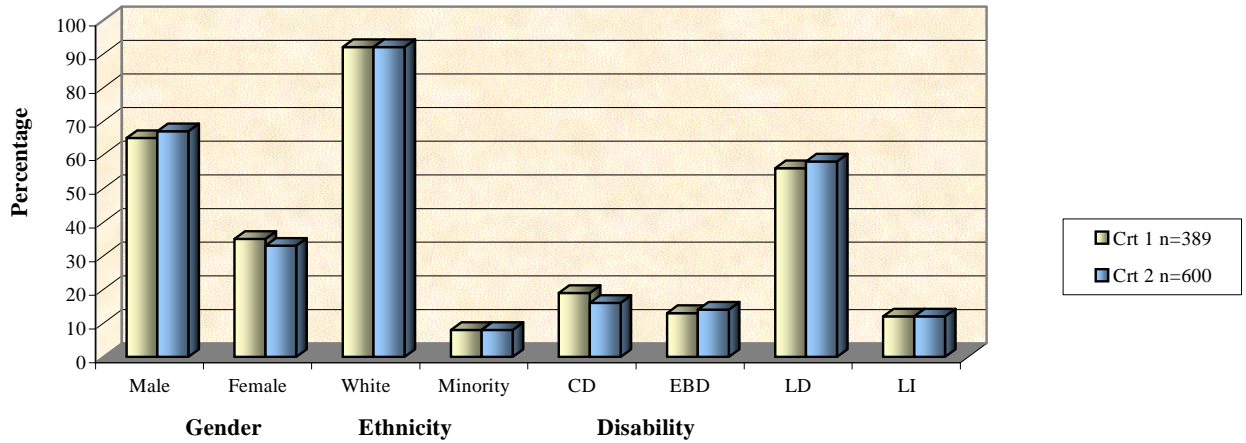
Cohort 2 Graduation Status

The database for this survey included students who successfully exited their high school education placement. Respondents predominantly exited with diplomas (96%) as opposed to certificates of attendance (2%) or reaching maximum age (2%). The graduation status has varied very little over the past three survey years.

Cohort 1 and Cohort 2 Respondents

Figure 1 represents a comparison of LEA respondents by gender, ethnicity, and disability collected for Cohort 1 and Cohort 2. There is no significant difference between the two Cohorts. The respondents were representative of the state population of students exiting high school by percentage of gender, ethnicity, and primary disability.

Figure 1. Cohort 1 and 2 Comparataive Percentage of Respondents by Gender, Ethnicity & Disability



Cohort 2 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 et al., 1993).

Cohort 2 Living Arrangements

Figure 2 shows the current living arrangements of former students. One year after exiting high school, the majority of young adults (63%) in Wisconsin continue to live with their parent(s). Thirty-four percent (34%) of survey respondents report living independently, meaning they are living alone, with another family member, with a spouse or roommate, or in the military. Students with cognitive disabilities (71%) are most likely to continue to live with their parents and students with emotional behavioral disabilities (52%) are least likely to live with their parents.

Male (34%) and female (34%) youth are as likely to live independently, as are white youth (34%) and minority youth (31%). Twenty-three percent (23%) of students with cognitive disabilities live independently, as do 33% of youth with learning disabilities, 42% of low incidence disabilities, and 46% of youth with emotional behavioral disabilities.

Figure 2. Cohort 2 Current Living Arrangements

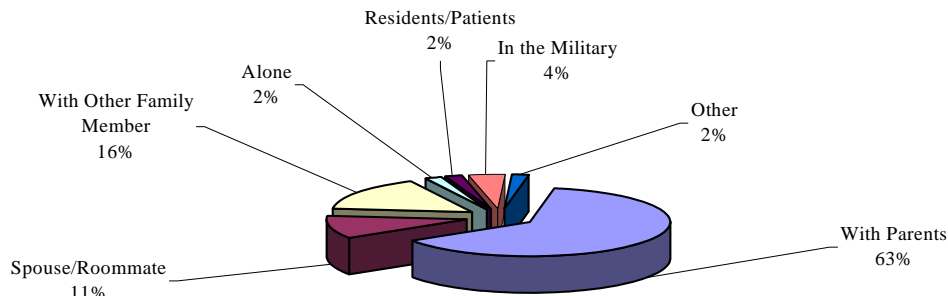
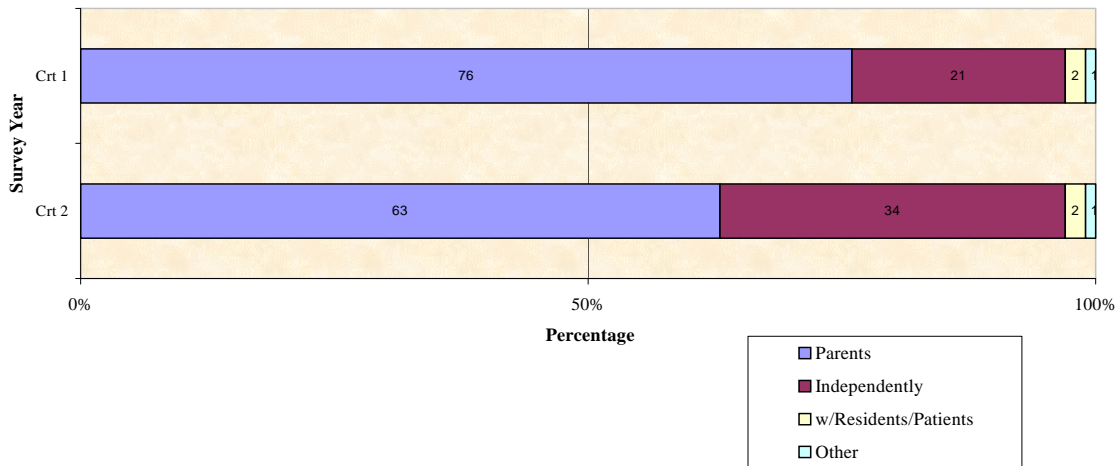


Figure 3 indicates the majority of individuals with disabilities live with their parents one year after exiting high school. A smaller percentage of Cohort 2 respondents live with their parents (63%) compared to Cohort 1 respondents (78%).

Figure 3 - Cohort 1 (n = 600) and Cohort 2 (n = 389) Comparative Percentage of Living Arrangements



Cohort 2 Social/Recreation

Of the 600 respondents, 84% (Cohort 1 = 93%) report getting together socially with friends or family members (other than those they live with) once or more per week, 9% report they get together more than once per month, and 5% report socializing less than once per month. The NLTS results indicate that nationally, 82% of youth regularly participate in social activities (Wagner et al., 1993).

Minority youth indicated getting together socially more than once per week most often (92%), and students with cognitive disabilities report they get together more than once per week least often (74%). Eighty-nine percent (89%) of students with learning disabilities socialize weekly, as do 88% of students with emotional behavioral disabilities, 82% of students with low incidence disabilities, and 85% of white youth. Male and females are as likely to socialize weekly (87% and 84%, respectively).

The majority of respondents (67%) have a valid driver’s license (another 4% have a suspended license), 15% do not have a license but plan to obtain one, 5% do not have a valid license and do not plan to obtain one, and 9% report being medically restricted from obtaining a driver’s license. Some young adults (14%) indicate getting a ride to a social event is a barrier to their participation.

A majority of Cohort 2 respondents (81%) (Cohort 1 = 90%) report participating in a leisure activity such as going to a movie, theater, concert or sporting event within the past six months. Twenty-four percent (24%) (Cohort 1 = 25%) have attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity), and 42% attend religious activities (i.e. church services/events). Nearly 31% (Cohort 1 = 53%) have voted in the past six months.

Cohort 2 Contact with Adult Agencies in High School

Districts report that 42% of the IEPs developed for the former students’ senior year indicated a need for involvement from an outside agency. Of those, 53% indicated that the agency attended the student’s IEP meeting. Regardless of whether the outside agency attended the IEP meeting, 31% of the former students’ IEPs contained a statement of interagency responsibility or needed linkages.

Cohort 2 Adult Agency Involvement/Support Services

To help youth participate in young adult living and leisure activities, 11% of respondents report utilizing the support of a *one-on-one personal care assistant* (i.e. aide, service coordinator or manager) to help youth with disabilities with living and leisure activities, 15% report working with a *counselor or social worker* to maintain their independent living arrangement, and 23% report that they are receiving services from an *adult agency* (e.g. Division of Vocational Rehabilitation (DVR), Human Services).

Cohort 2 Types of Adult Services Utilized

Respondents report the following adult services currently being utilized:

Agency Utilization

- ◆ Division of Vocational Rehabilitation (DVR)
- ◆ Job Center
- ◆ Human Services
- ◆ Rehabilitation Center
- ◆ Lincoln Industries/Ventures
- ◆ New Horizons/Aurora
- ◆ Healthy Start/Healthy Families/ Birth to Three
- ◆ Badger Care/Social Security Insurance (SSI)
- ◆ Community Investment Program (CIP)/Community Options Program (COP)

Agency Services

- ◆ help finding a job
- ◆ help finding housing/respite care
- ◆ placement in sheltered workshop
- ◆ creative employment opportunities
- ◆ transportation to work/help getting a license
- ◆ job coaching/job placement/interview training
- ◆ paid for books, mileage and postsecondary education tuition
- ◆ interpreter at college
- ◆ independent living counseling/money management
- ◆ health insurance
- ◆ early childhood
- ◆ counseling/psychiatric services

Suggestions by Cohort 2 Respondents 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.

Cohorts 2 and 1 Independent Living Summary

Below is a summary of relevant independent living outcomes for Cohort 2 and Cohort 1. Cohort 2 is the first figure, followed by Cohort 1.

- Fewer young adults live with their parents (63%, 76%), and nearly the same percentage report living with a roommate or spouse (11%, 10%) or alone (2%, 4%).
- Nearly the same percentage of former students obtained their driver's license (67%, 69%), as well as indicated getting a ride to a social activity is a barrier (14%, 15%) to participation.
- The need for outside agencies (42%, 46%) and IEP statement of responsibilities or needed linkages (31%, 32%) has changed little.

- The percentage of outside agencies attending IEP meetings (53%, 51%) has changed little in the past three years. Outside agencies continue to attend only slightly more than one-half of the meetings in which the need for their participation is indicated on the students' IEPs.
- The use of a one-on-one personal care assistant (11%, 12%), a counselor/ social worker (15%, 14%), or an adult service agency (23%, 22%), one year out of high school, has varied very little.

Cohort 2 Postsecondary Education

Postsecondary education includes any type of formal education program after high school. Former students may be or have been 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 generally do not lead to a degree or general employability skill development, but are included in this survey 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 et al., 1993).

Cohort 2 Participation in Postsecondary Education

Table 2 indicates an unduplicated count and percentage of former students who attended postsecondary education by gender, ethnicity, and disability. Forty-five percent (45%) of former students are attending or have attended some type of postsecondary education program since exiting high school. Only 3% of former students started a postsecondary program then discontinued.

Table 2. Cohort 2 Percentage of Participation in Postsecondary Education within Gender, Ethnicity and Disability

	# Who Attended	# of Survey Respondents	% Who Attend	% of Survey Respondents	% Who Attend
Male	161	400	40	67	63
Female	107	200	54	33	37
White	253	549	46	92	93
Minority	15	51	29	8	7
CD*	17	96	18	16	10
EBD*	28	85	33	14	14
LD*	178	350	51	58	62
LI**	45	69	65	12	14
Autism	3	5	60	.8	1.5
HI	5	9	56	1.5	2.5
OHI	21	33	64	5.5	6.0
OI	1	4	25	.7	.6
S/L	9	10	90	1.7	2.3
TBI	3	5	60	.8	.8
VI	3	3	100	.5	.8
Total	268	600	45	100	100

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

The left side of the chart indicates the percentage of former students who report attending any type of postsecondary education. For example, 40% of male respondents and 54% of female respondents participated in some type of postsecondary education. The right side of the chart indicates the percentage of respondents participating in postsecondary education within each area of gender, ethnicity and disability, and is compared to the percentage of respondents within each area of gender, ethnicity, and disability identified in this survey. For example, 67% of respondents are male and 33% are female and 63% of males and 37% of females participate in postsecondary education. Therefore, within gender, the percentage of males and females who attend postsecondary education is similar to the percentage of males and females in the survey population.

Females (54%), youth with learning disabilities (51%) and youth with low incidence disabilities (65%) represent the greatest majority of students participating in all types of postsecondary education. White youth and minority youth respondents attend postsecondary education similar to the ratio that exists in this survey. Youth with cognitive disabilities attend least, and at a rate lower than is represented in this survey. The other disability areas attend similar to the survey incidence rates.

Cohort 2 Postsecondary Participation and Gender, Ethnicity, and Disability

Table 3 indicates the percentage of survey respondents who attend postsecondary education by gender, ethnicity and disability. For example, 8% of the 400 males in this survey went to a 2-year college. The percentages do not add up to 100% as some former students participated in more than one type of postsecondary program (i.e. there were 482 participation responses to type of postsecondary education program for 268 students).

Table 3. Cohort 2 Percentage of Participation in Postsecondary Education by Gender, Ethnicity, and Disability

	2-yr. College	4-yr College	Tech. College	Adult Ed.	Apprenticeship	Job Training	Military
Male	8	9	24	7	4	18	6
Female	15	15	32	8	3	15	2
White	10	11	28	7	4	17	5
Minority	8	10	18	6	2	18	2
CD*	5	1	13	3	3	28	0
EBD *	10	6	21	7	5	20	11
LD*	11	13	30	7	4	15	5
LI**	17	19	35	13	0	7	4
Autism	40	40	20	20	0	20	0
HI	12	33	33	22	0	0	0
OHI	15	15	39	3	0	6	9
OI	0	0	0	67	25	0	25
S/L	20	10	50	20	0	0	10
TBI	0	20	20	20	0	20	0
VI	67	33	33	0	0	0	0
Cohort 2 (n = 600)	10	11	27	7	4	17	5
Cohort 1 (n = 389)	14	9	28	12	6	24	4

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Twenty-seven percent (27%) of former students attend a technical college, 21% attend a two-year or four-year college, and 17% participated in a job-training program. Participation in postsecondary education continues to be fairly even in relation to gender and ethnicity, however females are now participating in two-year and four-year colleges, as well as technical college, more than males. Minority and white youth attend

two-year and four-year colleges at similar rates, but white youth are more likely to attend a technical college. White males participate in the military more often than females or minority youth. Youth with cognitive disabilities are most likely to attend a job-training program (28%). Minority youth are as likely to attend a technical college (18%) as they are to attend a job-training program (18%). Youth with low incidence disabilities are most likely to participate in a technical college (35%). Similarly, the NLTS data (Wagner et al., 1993) indicate that nationally, students with low incidence disabilities are most likely to participate in postsecondary college or technical training.

Of the 268 students participating in postsecondary education, 203 (76%) reported they were also employed. Thirteen percent (13%) of the former students are neither attending postsecondary education nor employed.

Cohort 2 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 in high school 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.

Table 4 indicates that an average of 66% of young adults who attend postsecondary education identify themselves as having a disability to someone at their place of postsecondary education. Students with disabilities who attend postsecondary education are most likely to disclose their disability status to a counselor/advisor or a disability specialist. Counselors/advisors (26%) and disability specialists (27%) are as likely to be informed by the student of the student’s disability status. Students with emotional behavioral disabilities (40%) are the least likely to identify themselves as disabled. Minority students (87%) and students with low incidence disabilities (71%) are most likely to identify themselves as disabled. Regardless of gender, ethnicity or disability, more than one-third of all students with disabilities do not disclose their disability status to anyone at their place of postsecondary education one year after exiting high school.

Table 4. Cohort 2 Percentage of Respondents Attending Postsecondary Education Who Identify Themselves as Disabled to Professionals

	Counselor/ Advisor	Teacher	Disability Specialist	No One
Male	28	12	26	34
Female	22	13	30	35
White	26	12	27	35
Minority	29	29	29	14
CD*	29	18	35	18
EBD*	18	11	11	61
LD*	26	12	29	33
LI**	28	15	28	33
Autism	33	0	67	0
HI	0	25	50	25
OHI	33	6	17	44
OI	0	100	0	0
S/L	12	25	25	38
TBI	33	33	33	0
VI	67	0	33	0
Cohort 2 (n = 248)	26	13	27	34
Cohort 1 (n = 173)	27	17	16	40

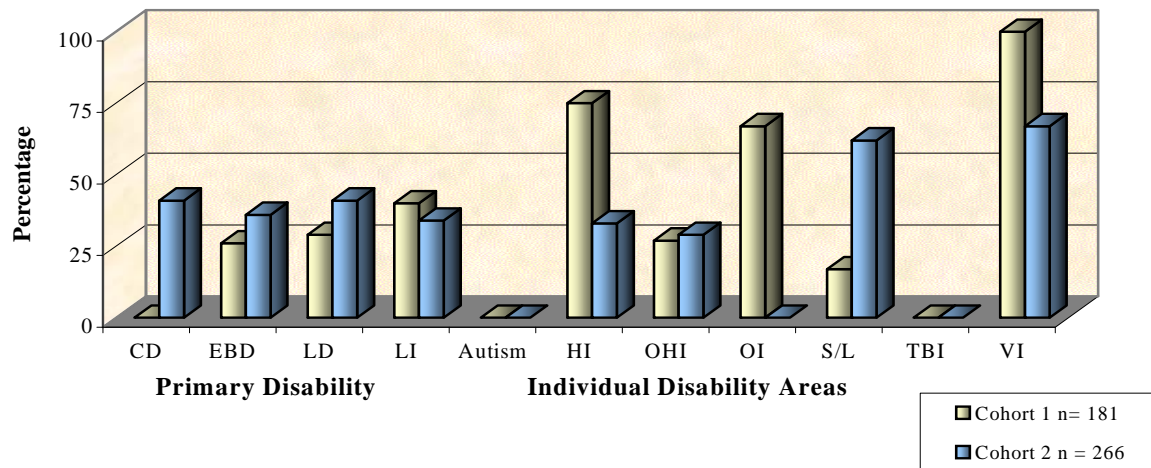
*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Cohort 2 Accommodations and Assistive Technology (AT)

Figure 4 shows a comparison of the percentage of Cohort 2 and Cohort 1 students who receive accommodations or use assistive technology at their place of post secondary education. Of the students in Cohort 2 attending postsecondary education, 39% reported using some type of accommodation or assistive technology device. This is an overall increase from Cohort 1 (29%).

Figure 4. Cohort 1 and Cohort 2 Percentage of Respondents Who Use AT or Accommodations in Postsecondary Education by Disability



As a group, students with low incidence disabilities (34%) receive the fewest accommodations and/or assistive technology (AT). Students with visual impairments (67%) and speech and language impairments (62%) continue to use accommodations or AT the most. Respondents with autism (0%), hearing impairments (33%), other health impairments (29%), orthopedic impairments (0%), and traumatic brain injury (0%) request and/or get very few accommodations or assistive technology. Data in relation to students with specific types of low incidence disabilities should be interpreted cautiously as the number of each type of disability is small.

Cohort 2 respondents report the following accommodations and/or assistive technology at their place of postsecondary education (some responses were duplicated):

Accommodations

- ❖ interpreter/note taker/reader
- ❖ modified grading/modified testing
- ❖ preferred seating
- ❖ extended/extra/unlimited time on tests/assignments/study time
- ❖ quiet room for tests
- ❖ in-class modifications by teacher
- ❖ tutoring/peer tutoring
 - ❖ help with homework and study habits
 - ❖ advisor/counselor
 - ❖ writing center/math lab

Assistive Technology

- ❖ computers/laptops
 - ❖ spell checker/grammar checker/electronic dictionary/reading pen
 - ❖ Alpha Smart
 - ❖ calculator

- ❖ track ball
- ❖ voice activated/voice recognition computer software
- ❖ Closed Caption TV(CCTV)/magnifiers/enlarged computer screen
- ❖ scanner
- ❖ tape recorder
- ❖ books on tape
- ❖ large print books
- ❖ FM amplification system

Cohort 2 High School Environment

Table 5 shows that students who spend more than 60% of their day in special education settings are least likely to attend a two-year or four-year college or a technical college, and most likely to attend a job-training program. 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 5. Cohort 2 Percentage of Participation in Postsecondary Education by High School Special Education Setting (n = 268)

% of Time in Special Ed. Setting	Never Attended Post Secondary	Attended 2 or 4 Yr	Attended Technical	Job Training	Paid Job
<21%	31	30	32	13	80
21-60%	41	17	29	19	71
>60%	56	6	10	22	70

Cohort 2 Goal of Postsecondary Education while in High School

Of the 600 exiters with disabilities in this survey, 301 (50%) had the individual education program (IEP) goal of attending some type of postsecondary education. Of those, 268 (89%) actually did continue their education. Fewer than 11% of former students attended postsecondary education when it was not part of the transition plan in their IEP.

Cohort 2 Vocational and Technical Preparation While in High School

Table 6 indicates that nearly one-half of students with disabilities participated in trade and industry courses in high school. Since students with disabilities are most likely to attend a technical college, this may indicate that students tend to continue the course of study developed in high school into postsecondary education.

Table 6. Cohort 2 Percentage of Respondent in Vocational Courses While in High School

Participation during the Last Two Years of High School	Cohort 2	Cohort 1
Agriculture education	20	23
Business, office, marketing	26	28
Health occupations education	14	19
Home economics/family and consumer education	33	42
Graphic arts education	24	32
Trade & industry (e.g. woodworking, metals, mechanics, electronics)	46	48
School-to-work	32	26

Suggestions by Cohort 2 Respondents for Improving Postsecondary Education Outcomes

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.

Cohorts 2 and 1 Postsecondary Education Summary

Below is a summary of relevant postsecondary education outcomes for Cohort 2 and Cohort 1. Cohort 2 is the first figure, followed by Cohort 1.

- One year after exiting high school, Cohort 2 and Cohort 1 respondents are participating in some type of postsecondary education (45%, 47%) at nearly the same rate.
- The most attended type of postsecondary education continues to be technical college (27%, 28%). Many students report participating in more than one type of postsecondary program.
- Youth with learning disabilities (54%, 62%) and youth with low incidence disabilities (71%, 70%) continue to represent the greatest majority of students participating in two-year, four-year, and technical college programs. Minority youth (36%, 43%) and youth with cognitive disabilities (19%, 15%) and emotional behavioral disabilities (37%, 40%) continue to be least likely to participate in two-year, four-year, and technical college programs.
- Fewer males are participating in 2-year colleges (8%, 14%) and job training programs (18%, 24%), and fewer minority students are attending any type of (29%, 38%) postsecondary education program.
- A greater percentage of students with disabilities are disclosing their disability status to someone at their place of postsecondary education (66%, 60%), with the greatest increase in those disclosing their disability to a disability specialist (27%, 16%).
- More students had the IEP goal of pursuing postsecondary education (89%, 84%).

Cohort 2 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 survey, employment is identified as working for pay. Underemployment is identified as earning less than \$8.00 per hour and working less than 20 hours per week of paid employment. Year 1 survey used \$7.00 as the level of underemployment. This was increased to \$8.00 to reflect the poverty standards utilized by the Department of Vocational Rehabilitation (DVR) for funding. This will, naturally, increase the percentage considered underemployed.

Cohort 2 Type of Employment

Table 7 indicates that of the 600 survey respondents, 74% (446) reported being employed for pay, with 88% of those working in the community or with their family and 5% working in a sheltered workshop. This is comparable to the 5% of the survey respondents identified as severely cognitively delayed. Most former students (32%) were employed in retail/sales and food service. This is similar to the type of employment Cohort 1 youth reported.

Table 7. Cohort 2 Primary Place and Type of Post High School Employment (n = 446)

Primary Place of Employment	%	Primary Type of Employment	%
In the community	84	Factory/Production/Construction	17
Family-owned business	4	Retail/Sales/Marketing	17
Sheltered workshop	5	Food Service/Fast Food	15
Own business/self-employed	1	Mechanics/Repairer	6
Other	6	Child Care/Cleaning/Janitorial	6
		Medical/Nursing/Health Care	5

		Agriculture/Farming/Logging	4
		Clerical/Office	3
		Other	27

Cohorts 2 and 1 Employment and Benefits by Gender, Ethnicity, and Disability

Table 8 indicates the comparative percentage of Cohorts 2 and 1 who report being employed for pay, receiving a raise in their current position, and receiving benefits from their current place of employment. Overall, fewer Cohort 2 respondents are employed, have received a raise in pay, and have benefits than Cohort 1 respondents.

Table 8. Cohort 2 and Cohort 1 Comparative Percentage of Respondents Who are Employed, Have Received a Raise, and Have Benefits

	Paid Employment		Received a Raise		Have Benefits	
	Cohort 2	Cohort 1	Cohort 2	Cohort 1	Cohort 2	Cohort 1
	n = 600	n = 389	n = 446	n = 311	n = 446	n = 311
Male	76	82	57	59	43	53
Female	71	76	46	58	31	44
White	76	81	54	60	39	51
Minority	58	74	38	39	41	30
CD*	70	66	34	31	28	23
EBD*	74	68	51	59	48	53
LD*	79	90	59	66	42	56
LI**	59	70	50	58	28	48
Autism	60	-	100	-	33	-
HI	67	86	33	83	0	50
OHI	59	84	47	31	32	44
OI	25	25	0	100	0	50
S/L	80	100	62	78	38	56
TBI	40	0	50	0	50	0
VI	33	0	0	0	0	0
Totals	74	80	53	59	39	50

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

**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 and significantly more likely to be employed than minority youth. Students with learning disabilities and emotional behavioral disabilities are most likely to be employed. Youth with low incidence disabilities and minority youth are least likely to be employed. Within the area of low incidence disabilities, respondents with speech and language disabilities and hearing impairments are most likely to be employed, and respondents with traumatic brain injury, orthopedic impairments, and visual impairments are least likely to be employed.

Male youth and white youth are most likely to have *received a raise in pay* in their current employment. Students with learning disabilities are the most likely to receive a raise, and youth with emotional behavioral disabilities and low incidence disabilities were nearly as likely to receive a raise in pay. Minority youth, females and youth with cognitive disabilities were the least likely groups to receive a raise in pay in their current employment.

Male youth are more likely to *receive benefits* than female youth. White youth and minority youth are as likely to receive benefits. Students with learning disabilities and emotional behavioral disabilities are nearly

as likely to receive benefits. Young females and those with cognitive disabilities and low incidence disabilities were the least likely groups to receive benefits through their current employment.

Cohort 2 Employment Statistics

Table 9 indicates that overall, the length of employment, hours worked per week, and hourly wage for disabled youth in Wisconsin has been fairly stable over the past three years. Of those respondents who are currently employed, 61% have been employed for at least six months, with a majority (39%) employed for more than one year. The majority of youth works more than 37 hours per week (49%), with 77% of the respondents working 21 hours or more per week. The majority of earns between \$5.75 and \$7.99 per hour.

Table 9. Cohort 2 (n = 446) and Cohort 1 (n = 311) Comparative Employment Statistics

Length of Employment	Length of Employment		Hour Worked Per Week	Hour Worked Per Week		Current Hourly Wage	Current Hourly Wage	
	Crt 2	Crt 1		Crt 2	Crt 1		Crt 2	Crt 1
Less than one month	8	11	More than 37 hours	49	64	Less than \$5.75	8	8
1 – 3 months	17	14	21 – 37 hours	28	16	\$5.75 - \$7.99(\$6.99)	33	12
4 – 6 months	13	12	16 – 20 hours	8	8	\$8.00 (\$7.00) - \$9.99	27	38
7 – 12 months	22	22	Less than 16 hours	11	10	\$10.00 - \$15.00	13	18
More than one year	39	40	Unknown/Refused	4	2	Above \$15.00	3	1
Unknown/Refused	1	1				Unknown/Refused	16	23

Cohort 2 Comparative Employment Statistics by Gender, Ethnicity, and Disability

Table 10 indicates the overall length of employment and hours worked per week for Cohort 2 respondents is similar to Cohort 1 respondents. Slightly fewer Cohort 2 respondents (16%) are earning more than \$10.00 per hour than Cohort 1 respondents (19%). A higher percentage of male youth (47%), white youth (43%) earn \$8.00 or more per hour than do female youth (32%), minority youth (34%), youth with cognitive disabilities (21%), and youth with low incidence disabilities (32%).

Table 10. Cohort 2 Employment Percentage Statistics

	Length of Employment		Hours Worked Per Week		Hourly Wage		
	> 6 Months	< 6 Months	> 20	< 20	≥ \$10.00	\$9.99 - \$8.00	≤ \$8.00
Male	62	38	81	15	19	28	34
Female	62	38	70	25	7	25	57
White	62	38	77	18	16	27	41
Minority	62	38	72	28	3	31	41
CD*	76	24	54	40	6	15	52
EBD*	49	51	81	16	11	29	44
LD*	62	38	83	13	19	30	37
LI**	54	46	70	28	10	22	45
Autism	100	0	33	67	0	33	67
HI	67	33	50	33	0	33	50
OHI	39	61	74	26	21	16	37
OI	0	100	100	0	0	0	100
S/L	50	50	88	12	0	38	50
TBI	100	0	100	0	0	0	100
VI	0	100	0	100	0	0	0
Cohort 2 (n=446)	61	38	77	19	16	27	41
Cohort 1 (n=311)	62	37	80	18	19	38	20

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Students with cognitive disabilities (76%) have the highest percentage of youth being employed more six months, while students with emotional behavioral disabilities (49%) are employed more than six months least often. Students with cognitive disabilities (54%) have the lowest percentage of youth working more than 20 hours per week. Female youth (70%) and minority youth (72%) work fewer hours than male youth (81%) and white youth (77%).

Cohort 2 Employment Assistance

Table 11 indicates who youth report they would talk to if they needed to find a job, and from whom they actually did seek employment assistance. While 19% indicated they would talk to a workforce center or to DVR about needed employment, only 9% actually contacted a workforce center, and fewer than 7% of disabled youth talked to DVR, job placement agencies meant to assist disabled workers secure employment. The percentage of students who say they would contact an adult employment agency has decreased from 54% (Cohort 1) to 29% (Cohort 2). The greatest majority of former students (33%) talked to family and friends about needed employment.

Of those who are employed, 42% report they found their own jobs, 40% report they had help from family or friends, and 4% report they had assistance from an adult service agency.

Table 11. Cohort 2 (n = 600) and Cohort 1 (n = 389) Comparative Percentage of Employment Assistance

Assistance Finding Employment	% That Would Talk To		% Actually Talked To	
	Cohort 2	Cohort 1	Cohort 2	Cohort 1
Workforce center (e.g. Job Center, Workforce Investment Act), economic development center, job service	19	27	9	4
Division of Vocational Rehabilitation (DVR)	10	27	7	9
Human Services	3	0	3	1
Past school personnel	5	5	6	8
Family/friends	30	18	33	45
Other	20	6	33	21
Unknown/Refused	13	17	9	10

Cohort 2 Reasons for Unemployment

Table 12 indicates that 26% of young adults (154) report they are unemployed. The majority of students report they are not working because they are unable to find work. This has remained consistent throughout the three years of this survey. Less than 3% of the former students were fired or laid off from their job. Less than 4% of those in the survey report not working because they are receiving Social Security Insurance (SSI) benefits.

Table 12. Cohort 2 and Cohort 1 Comparative Percentage of Reasons for Unemployment

Reasons for Unemployment	Cohort 2 (n = 154)	Cohort 1 (n= 78)
Unable to find work	26	26
Disabled and/or receiving SSI/Medically Restricted	14	20
Full-time student/homemaker	12	10
Laid off/Dismissed/Fired	10	13
Not Looking/Volunteering	5	-
In a correctional institution, detention or residential facility	2	4
Unable to find transportation	1	6
Other/Unknown/Refused	28	21
Total	26	20

Cohort 2 Employment as Part of Transition Plan

Table 13 indicates that 46% of former students had the IEP transition goal of employment rather than postsecondary education. This is comparable to 45% of Cohort 1. Students with low incidence disabilities were the least likely to have the IEP transition goal of beginning employment after high school, and have the lowest rate of employment. 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 these students had the highest intention of working immediately after exiting high school, they are among the least employed.

Table 13. Cohort 2 Percentage of Respondents Who are Currently Employed and Those Who Intended to Begin Employment after High School

	Paid Employment	Employment Intention
Male	76	48
Female	71	40
White	76	45
Minority	58	51
CD*	70	62
EBD*	74	55
LD*	78	42
LI**	59	29
Autism	60	40
HI	67	11
OHI	60	27
OI	25	75
S/L	80	20
TBI	40	40
VI	33	0
Cohort 2 (n = 600)	74	46
Cohort 1 (n = 389)	78	45

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Cohort 2 Participation in High School Work Experiences by Gender, Ethnicity, and Disability

Table 14 shows the percentage of students who attended their senior or last year IEP meeting, their rate of employment, and current employment rates. The most common types of high school job exploration are *non-paid* experiences in *the community* (e.g. job shadowing, informational interviewing, site visits, mentoring, service-learning and volunteering) and *non-paid* job exploration *in-school* (non-paid job). While non-paid experiences have maintained a similar rate, there has been an increase in paid in-school experiences and a significant decrease in paid community experiences. 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.

The percentage of paid community work experiences while attending high school decreased from 26% (Cohort 1) to 17% (Cohort 2), and the percentage of those currently employed has decreased from 80% to 74%. While the majority of Cohort 2 students (71%) had a paid work experience while in high school, that percentage has decreased by 8%. Of the 70% of students who had a paying job when they left high school, 7% kept that job or less than one month after exiting high school, 26% kept their high school job of 4 – 12 months, and 40% kept their jobs for more than one year.

With the exception of students with cognitive disabilities, the percentage of youth currently employed is similar to the percentage of former students with paid high school work experiences. Over 70% of white youth are currently employed and were employed during high school; this is true for less than 60% of minority youth.

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 had the highest rate of all types of non-paid work exploration.

Table 14. Cohort 2 Percentage of 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	30	35	25	16	4	6	74	76
Female	89	40	42	18	20	4	6	65	71
White	85	33	37	23	18	4	6	72	76
Minority	86	34	38	20	14	4	8	58	58
CD*	80	41	51	33	24	5	22	47	70
EBD*	84	31	33	19	19	2	1	69	74
LD*	86	31	34	22	16	4	3	80	78
LI**	76	38	43	20	13	1	4	60	59
Autism	80	80	60	20	20	0	0	80	
HI	100	14	29	0	43	0	0	100	86
OHI	85	33	28	21	11	0	0	79	84
OI	100	43	38	0	13	0	0	50	25
S/L	80	11	11	11	0	0	0	78	100
TBI	100	100	33	33	33	0	0	100	0
VI	67	0	0	0	0	0	0	0	0
Cohort 2 (n=600)	85	32	37	23	17	4	6	71	74
Cohort 1 (n=389)	81	33	32	19	26	3	4	79	80

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Cohort 2 Employment and Postsecondary Education

Table 15 compares the percentage of postsecondary attendance and employment of respondents for Cohorts 2 and 1. “Other” indicates the students indicated participating in a work or postsecondary situation not presented as a choice, such as working for a temporary agency, or participating in postsecondary education through a correspondence course. The percentage of students who are employed and or going to school has remained constant.

Table 15. Cohort 2 and Cohort 1 Comparative Percentage of Respondent Participation in Postsecondary Education and Employment

Participation	Cohort 2 (n = 600)	Cohort 1 (n = 389)
Postsecondary only	11	11
Employment only	36	34
Postsecondary and Employment	34	38
Neither Postsecondary nor Employment	13	12
Other	6	5

Suggestions by Cohort 2 Respondents for Improving Employment Outcomes

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

Cohorts 2 and 1 Employment Summary

Below is a summary of relevant employment outcomes for Cohort 2 and Cohort 1. Cohort 2 is the first figure, followed by Cohort 1.

- Most former students were employed in retail/sales (17%, 24%), and construction/factory/production (17%, 18%).
- Fewer youth are employed (74%, 80%), have received a raise (53%, 59%) or have benefits from their current job (39%, 50%).
- Employment rates for white youth (76%, 81%) and male youth (76%, 82%) continue to be higher than that of female (71%, 76%) and minority youth (58%, 74%) with disabilities.
- Youth with learning disabilities continue to have the highest rate of employment (79%, 90%), while youth with cognitive disabilities (70%, 66%) and low incidence disabilities (59%, 70%) have remained the least employed. Youth with learning disabilities (-11%) and low incidence disabilities (-11%) experienced the greatest decline in employment.
- Minority youth are significantly less likely to receive a raise (38%, 39%) than white youth (54%, 60%) and currently as likely have benefits (41%, 30%) than white youth (39%, 51%).
- Fewer students are earning more than \$10.00 per hour (16%, 19%), with only a greater percentage of male youth (47%) and youth with learning disabilities (49%) now earning more than \$8.00 per hour.
- The unemployment rate has increased over the past three years (26%, 20%), with the greatest majority of students reporting they are not working because they are unable to find work (26%, 26%).
- Fewer than 10% of disabled youth actually talked to a workforce center (9%, 4%) or DVR (7%, 9%) about finding employment one year after exiting high school.
- The percentage of youth currently employed (74%, 80%) continues to match the percentage of former students with paid high school experiences (71%, 79%).
- The percentage of paid high school jobs has decreased (17%, 26%) and the percentage of current paid employment has decreased as well (74%, 80%).

- More than 70% of white youth are currently employed and were employed in high school; this is true for less than 60% of minority youth.
- The percentage of youth attending postsecondary and also working has decreased slightly (34%, 38%), while youth who are neither working nor going to school has remained constant (13%, 12%).
- Youth with emotional behavioral disabilities and learning disabilities attend their IEP meeting most frequently, have the most paid high school positions, and the highest current employment rates; youth with learning disabilities and low incidence disabilities attend their IEP meetings least, have the fewest paid high school jobs, and have the lowest current employment rates.

SUMMARY OF COHORT 2 AND COHORT 1 OUTCOMES

Table 16 is a summary of the major post high school outcomes for Cohorts 1 and 2 youth. Independent living is defined as living with a spouse or roommate, another family member, alone, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay. A higher percentage of students are living independently, nearly the same percentages are attending postsecondary training, and slightly fewer students are employed.

Table 16. Cohort 1 and Cohort 2 Percentage View of Respondents Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Live Independently	Attend Postsecondary	Paid Employment
Male	34	40	76
Female	34	54	71
White	34	46	76
Minority	31	29	58
CD*	23	18	70
EBD*	46	33	74
LD*	33	51	78
LI**	39	65	59
Autism	20	60	60
HI	78	56	67
OHI	38	64	60
OI	25	25	25
S/L	40	90	80
TBI	40	60	40
VI	100	100	33
Cohort 2 (n = 600)	34	45	74
Cohort 1 (n = 389)	21	47	80

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence
 **The percentages for disability subcategories of LI do not represent a statistically valid view of these subgroups.

Summary of Key Outcomes for Cohort 2 and Cohort 1

Below are noted outcomes between survey years. Cohort 2 is the first figure, followed by Cohort 1.

- ❖ 63% (76%) of the respondents continue to live at home with their parents.
- ❖ 84% (93%) of the respondents report getting together socially more than one time per week.

- ❖ 45% (47%) of the respondents participate in postsecondary education.
- ❖ 21% (23%) of the respondents attend an academic (2-year or 4-year) college.
- ❖ 27% (28%) of the respondents attend technical college.

- ❖ 74% (80%) of the respondents are employed.
- ❖ 77% (80%) of the employed youth work more than 20 hours per week
- ❖ 49% (64%) of the employed youth work more than 37 hours per week
- ❖ 43% (57%) of the employed youth earn \$8.00 or more per hour and 41% (20%) earn less than \$8.00
- ❖ 60% (50%) of the employed youth earns between \$5.75 and \$9.99 per hour.
- ❖ 16% (19%) of the employed youth earns more than \$10.00 per hour.

- ❖ 34% (38%) of the respondents are working and also participating in postsecondary education.
- ❖ 13% (12%) of the respondents are neither employed nor attend postsecondary education.

COHORT 1 RESULTS – ONE AND THREE YEARS AFTER EXITING HIGH SCHOOL

In the spring of 2001, the Wisconsin Department of Public Instruction (DPI) contracted with CESA #11 to conduct the first statewide post high school outcomes survey to assesses the outcomes of students with disabilities who successfully exited their high school educational placement between December 1999 and December 2000. The results of that survey may be found on the DPI web site at <http://www.dpi.state.wi.us/dpi/dlsea/een/program.html#phso>. In the spring of 2003, a follow-up survey was conducted of the same exiters to determine their status three years after leaving high school. This report is a summary of the findings and includes a comparison with year one results.

Cohort 1 Survey Respondents

Table 17 represents a comparison of the state population of Cohort 1 exiters with the respondents who completed the interview process one and three years after exiting their secondary placement. For the purpose of this report, Cohort 1 will refer to students with disabilities who exited high school in Wisconsin between December 1999 and December 2000 and participated in the first Post High School Outcomes Survey one year after exiting. Cohort 1(3) will refer to the same group of students three years after exiting high school. Seventy-five percent (75%) of the former students who were interviewed year one of this survey were re-interviewed during year three of this survey.

Table 17. Cohort 1 and Cohort 1(3) Comparison of State Population with Respondents by Gender, Ethnicity and Disability

	Cohort 1 Population		Cohort 1 Respondents		Cohort 1(3) Respondents	
	N=5329		n=389		n=293	
	N	Percent	n	Percent	n	Percent
Male	3430	66%	253	65%	193	66%
Female	1809	34	136	35	100	34
White	4585	88	358	92	271	92
Minority	654	12	31	8	22	8
Asian	87	1.6	5	1.3	4	1.4
Black	373	7.0	16	4.1	12	4.1
Hispanic	134	2.5	6	1.5	3	1.0
Indian	60	1.1	4	1.0	3	1.0

CD*	781	15	73	19	59	20
EBD*	871	17	50	13	37	13
LD*	3054	58	219	56	169	58
LI*	533	10	47	12	28	10
Autism	30	.6	0	0	0	0
D/B	1	.02	0	0	0	0
HI	95	1.8	7	1.8	4	1.4
OHI	187	3.6	19	4.9	12	4.1
OI	61	1.2	8	2.1	5	1.7
S/L	106	2.1	9	2.3	5	1.7
TBI	26	.5	3	.8	1	0.3
VI	24	.5	1	.3	1	0.4

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

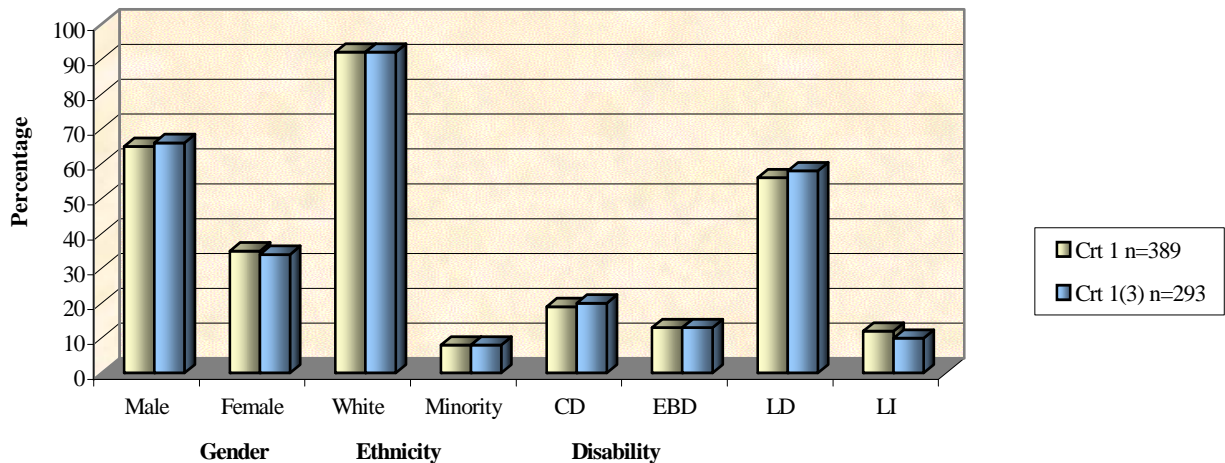
Cohort 1(3) Respondents

Of the 293 successfully completed interviews, 67% of the respondents were the former students themselves; 30% of the respondents were the parents of the former students, and 3% identified themselves as guardian or other. Of the 95 former students who were unable to respond for themselves, 29% were unable to communicate responses, 14% were unable to be located at the time of the interview, and 16% indicated another reason they could not respond. Fewer former students personally answered the interview questions three years after exiting high school than one year after exiting (67% vs 81%, respectively).

Comparison of Cohorts 1(3) and 1 Respondents

Figure 5 represents a comparison of Cohort 1 respondents, one and three years after exiting high school, by gender, ethnicity, and disability. There is a good representation between Cohort 1 and Cohort 1(3) across years. The respondents were representative of the state population of students exiting high school by percentage of gender, ethnicity, and primary disability.

Figure 5. Cohorts 1 and 1(3) Comparative of Respondents by Gender, Ethnicity & Disability



Cohort 1(3) Independent Living

Cohort 1(3) Living Arrangements

Table 18 indicates that one year after exiting high school, 76% of former students reported living with their parent(s). Three years after exiting high school, this number has dropped to 30%. The majority of young adults (63%) now live with a roommate, alone, or with another family member (Cohort 2 = 21%).

Those living with other residents or the military are relatively unchanged. Minority youth are most likely to live independently one (33%) and three (73%) years after exiting high school. One year after high school, students with cognitive disabilities were most likely to continue to live with their parents (82%), but three years after high school, that percentage has dropped to percentages similar to other disability areas (29%).

More than 3% of young adults report owning their own homes three years after exiting high school. This question was not asked of respondents one year after exiting high school.

Table 18. Cohort 1(3) (n = 293) and Cohort 1 (n= 389) Comparative Percentage of Respondents Independent Living by Gender, Ethnicity and Disability

	Live with Parents		Live Independently	
	Cohort 1(3)	Cohort 1	Cohort 1(3)	Cohort 1
Male	34	77	61	21
Female	24	75	67	21
White	32	77	62	20
Minority	18	65	73	33
CD*	29	82	57	11
EBD*	30	72	62	26
LD*	32	75	66	21
LI*	25	77	61	20
Totals	30	76	63	21

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

Cohort 1(3) Social/Recreation

Three years out of high school, the percentage of young adults who report socializing more than once *per month* increased, while the percentage of socializing *per week* decreased from what they reported one year after exiting high school. Ninety-three percent (93%) of the Cohort 1 respondents reported getting together regularly to socialize. This percentage decreased to 83% three years out of high school. The NLTS results indicate that nationally, nearly 82% of youth regularly participate in social activities (Wagner et al., 1993).

One year out of high school, 69% of former students had obtained a valid driver's license; three years after high school, 75% of former students have a valid driver's license. Fewer young adults indicate getting a ride to a social event is a barrier to their participation in social activities three years after exiting high school (11% compared to 15%).

Three years out of high school, 84% of former students report participating in a leisure activity such as going to a movie, theater, concert or sporting event within the past six months. Twenty-two percent (22%) have attended a community service activity (i.e. Lions, 4-H, Habitat for Humanity), and 46% attend religious activities (i.e. church services/events). Nearly 43% have voted in the past 6 months. One year out of high school, 90% reported participating in a leisure time activity, 25% attended a community service activity, and 48% attended religious activities. Nearly 53% had voted in the previous 6 months.

Cohort 1(3) Adult Agency Involvement/Support Services

During Year 1 of the survey, 12% of Cohort 1 respondents reported utilizing the support of a *one-on-one personal care assistant* and 14% reported working with a *counselor or social worker*. Three years after high school, this percentage has dropped slightly to 8% and 12%, respectively. Three years after leaving high school, 20% of the respondents report that they are receiving services from an *adult agency* (Cohort 1 = 22%) such as the DVR or Human Services.

Suggestions by Cohort 1(3) Respondents 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.

Cohort 1(3) Independent Living Summary

Below is a summary of independent living status for Cohort 1 respondents. Cohort 1, three years out of high school is the first figure, followed by Cohort 1, one year out of high school.

- Three years out of high school, fewer students live with their parents (30%, 76%), and more report living with a roommate or spouse (25%, 10%) or alone (6%, 4%).
- The percentage of former students who report getting together regularly (more than once per week) to socialize decreased three years out of high school. (83%, 93%).
- More students obtained their driver's license (75%, 69%) within three years of exiting high school, and conversely fewer young adults indicate getting a ride to a social activity is a barrier (11%, 15%) to participation.
- The use of a one-on-one personal-care assistant (8%, 12%), a counselor/ social worker (12%, 14%), or an adult service agency (20%, 22%) declined slightly. Respondents indicate they utilize slightly fewer community resources three years after exiting high school than they did one year after exiting.

Cohort 1(3) Postsecondary Education

Cohort 1(3) Participation in Postsecondary Education

Table 19 indicates an unduplicated count and percentage of former students who attended postsecondary education by gender, ethnicity, and disability. Fifty-two percent (52%) of former students are attending or have attended some type of postsecondary education program since exiting high school. Only 5% of former students started a postsecondary program then discontinued.

Table 19. Cohort 1(3) Percentage of Participation in Postsecondary Education within Gender, Ethnicity and Disability

	# Who Attended	# of Survey Respondents	% Who Attend		% of Survey Respondents	% Who Attend
Male	100	193	52		66	66
Female	51	100	51		31	34
White	141	271	52		92	93
Minority	10	22	45		8	7
CD*	11	59	19		20	7
EBD*	17	37	50		13	11

LD*	102	169	60		58	68
LI**	21	28	75		10	14
HI	3	4	75		1.4	2.0
OHI	7	12	84		4.1	4.6
OI	5	5	100		1.7	3.3
S/L	4	5	40		1.7	2.6
TBI	1	1	100		.03	.7
VI	1	1	100		.04	.7
Total	151	293	52		100	100

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Cohort 1(3) Participation in Postsecondary Education

Table 20 indicates the percentage of survey respondents who attend particular types of postsecondary education by gender, ethnicity and disability three years after exiting high school. Overall, fifty-two percent (52%) of former students are attending or have attended some type of postsecondary education program three years after exiting high school compared to 47% one year after exiting. This indicates that an additional 5% of students sought postsecondary training within three years of graduation.

Table 20. Cohort 1(3) Percentage of Participation in Postsecondary Education by Gender, Ethnicity, and Disability

	2-yr. College	4-yr College	Tech. College	Adult Ed.	Apprenti ce	Job Training	Military
Male	17	11	37	9	6	15	7
Female	19	10	36	20	5	23	0
White	19	10	37	13	6	17	5
Minority	9	14	27	14	4	23	0
CD	2	0	16	10	3	32	0
EBD	11	14	35	17	11	23	11
LD	24	12	43	12	6	14	5
LI**	25	18	43	21	4	7	4
HI	25	25	25	0	25	0	0
OHI	17	0	50	17	0	8	0
OI	40	40	60	20	0	20	0
S/L	40	20	20	40	0	0	20
TBI	0	0	100	100	0	0	0
VI	0	100	0	0	0	0	0
Cohort 1 (n = 389)	14	9	28	12	6	24	4
Cohort 1(3) (n = 293)	18	10	36	13	6	17	5

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Some former students participated in more than one type of postsecondary program (i.e. there were 306 participation responses to type of postsecondary education program for 151 respondents). Participation in technical college increased the greatest, from 28% (year 1) to 36% (year three). Participation in job training programs declined the most (24% year one compared to 17% year three). Four-year college and military participation remain fairly stable over time. NLTS (1993) data suggest that, among youth with disabilities out of high school up to 3 years, 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 et al., 1993).

Of the 151 students participating in postsecondary education, 80% report they are also employed (compared to 82% of Cohort 1), while 10% are neither currently attending postsecondary education nor employed (compared to 12% of Cohort 1).

Cohort 1(3) Self-Advocacy and Disclosure

Table 21 indicates that one year out of high school, 60% of young adults who attend postsecondary education identified themselves as having a disability to someone. This percent decreases to less than one-half (42%) by the time these young adults have been out of school for three years.

Approximately one-quarter (24%) of students with disabilities who attend postsecondary education three years after exiting high school disclose their disability status to a counselor/advisor. This percentage has remained relatively unchanged from year one (27%). Young adult students who are out of school for three years are less likely (4%) to disclose their disability status to their classroom teachers than when they are out of high school for one year (17%).

Table 21. Cohort 1(3) and 1 Comparative Percentage of Respondents Attending Postsecondary Education Who Identify Themselves as Disabled to Professionals

	Counselor/ Advisor	Teacher	Disability Specialist	No One
Cohort 1(3) (n = 122)	24	4	14	58
Cohort 1 (n = 173)	27	17	16	40

Cohort 1(3) Accommodations and Assistive Technology (AT)

Of the 151 students attending postsecondary education three years after exiting high school, 28% report using some type of assistive technology device or accommodation at their place of postsecondary attendance. This is similar to the 29% who reported using some type of assistive technology device or accommodation one year after high school.

Suggestions by Cohort 1(3) Respondents for Improving Postsecondary Education Outcomes

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.

Cohort 1(3) Postsecondary Education Summary

Below is a summary of postsecondary outcomes for Cohort 1 respondents. Cohort 1, three years out of high school is the first figure, followed by Cohort 1, one year out of high school.

- Participation in postsecondary education increases as students are out of school longer (52%, 47%).
- Participation in technical college increased (36%, 28%).
- More males are participating in 2-year colleges (17%, 14%) and technical colleges (37%, 29%), and more females are participating in 2-year colleges (19%, 14%) and technical colleges (36%, 26%).
- Participation in either an academic (two-year and four-year colleges) and/or technical college program (some participate in more than one type of program), is greatest for youth with learning disabilities (79%, 62%) and youth with low incidence disabilities (86%, 70%); minority youth (50%, 43%), youth with emotional behavioral disabilities (60%, 40%), and youth with cognitive disabilities (18%, 15%) are least likely to participate in academic and/or technical college programs.
- Three years after exiting high school, a smaller percentage of minority youth (7%) and youth with cognitive disabilities (3%) begin postsecondary programs than white youth (14%) and youth with

emotional behavioral disabilities (20%), learning disabilities (17%), or low incidence disabilities (16%).

- Fewer students with disabilities (60%, 42%) disclose their disability status to someone at their place of postsecondary when out of high school for three years.

Cohort 1(3) Employment

Cohort 1(3) Type of Employment

Table 22 indicates the primary place and type of employment. Seventy-eight percent (78%) of Cohort 1(3) report being employed for pay compared to 80% of Cohort 1. Eighty-six percent (86%) work in the community three years after exiting high school, compared to 82% one year after exiting. Slightly fewer young adults work in a family business three years after exiting high school (Cohort 1 = 6%). There was little change from year one to year three in the types of employment.

Table 22. Cohort 1(3) Primary Place and Type of Post High School Employment (n = 228)

Primary Place of Employment	%	Primary Type of Employment	%
In the community	86	Factory/Production/Construction	24
Family-owned business	3	Retail/Sales/Marketing	21
Sheltered workshop	4	Mechanics/Repairer	7
Own business/self-employed	1	Child Care/Cleaning/Janitorial	6
Other	6	Clerical/Office	5
		Medical/Nursing/Health Care	4
		Agriculture/Farming/Logging	3
		Other	30

Cohort 1(3) Employment by Gender, Ethnicity, and Disability

Table 23 indicates the comparative percentage of Cohort 1 students, one and three years out of high school, who report being employed for pay, and of those employed for pay, the percentage who have received a raise, and the percentage who receive benefits from their current place of employment.

Over the past three years, there has been little change in the total number of disabled youth who are employed, and a slight increase in the percentage of youth who have received a raise and have benefits at their current job. One year after high school, males are slightly more likely to be employed than females, but three years after high school, males and females are nearly as likely to be employed. One and three years after high school, males are more likely than females to have received a raise and have benefits.

Young minority adults and those with cognitive disabilities were the least likely groups to be employed, receive a raise, and have benefits through their current employment. While the employment rate of white youth with disabilities has declined slightly over the past three years, there has been a significant decrease in the percentage of employed minority youth with disabilities, with a 2% decrease in white employment and a 10% decrease in minority employment. Minority youth are significantly less likely to receive a raise or benefits than white youth after exiting high school. This difference is greater as minority youth are out of high school for three years. Young adults with emotional behavioral disabilities experienced the greatest increase in employment three years after exiting high school. Youth with orthopedic impairments, traumatic brain injuries, and visual impairments have continued to be the least employed groups for the past three years.

On the national level, 55% of youth with disabilities were competitively employed when they had been out of high school for up to 3 years. Employment rates for youth with learning disabilities resembled that of

non-disabled 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 et al., 1993).

Table 23. Cohort 1(3) and Cohort 1 Comparative Percentage of Respondents Who are Employed, Have Received a Raise and Have Benefits

	Paid Employment		Received a Raise		Have Benefits	
	Cohort 1(3)	Cohort 1	Cohort 1(3)	Cohort 1	Cohort 1(3)	Cohort 1
	n = 293	n = 389	n = 446	n = 311	n = 446	n = 311
Male	79	82	70	59	60	53
Female	77	76	56	58	43	44
White	79	81	68	60	57	51
Minority	64	74	21	39	21	30
CD*	57	66	45	31	33	23
EBD*	81	68	60	59	53	53
LD*	86	90	73	66	60	56
LI**	68	70	53	58	47	48
HI	100	86	75	83	75	50
OHI	75	84	33	31	33	44
OI	20	25	100	100	0	50
S/L	100	100	60	78	60	56
TBI	0	0	0	0	0	0
VI	0	0	0	0	0	0
Totals	78	80	65	59	54	50

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Cohort 1 Underemployment

Table 24 shows that the length of employment, hours worked per week, and hourly wage for disabled youth in Wisconsin has been fairly stable over the past three years. More youth have been employed for at least six months, yet fewer work more than 37 hours per week. Of those youth who have been out of school more than three years, 29% are earning more than \$10.00 hour, compared to 19% of youth who have been out of school one year.

Table 24. Cohort 1(3) (n = 228) and Cohort 1 (n = 311) Comparative Employment Statistics

Length of Employment	Crt 1(3)		Hour of Work Per Week	Crt 1		Current Hourly Wage	Crt 1(3)		Crt 1	
	5	11		9	8		6	8		
Less than one month	5	11	More than 37 hours	53	64	Less than \$5.75	6	8		
1 – 3 months	10	14	21 – 37 hours	23	16	\$5.75 - \$7.99(6.99)	22	12		
4 – 6 months	11	12	16 – 20 hours	9	8	\$8.00(\$7.00) - \$9.99	18	38		
7 – 12 months	10	23	Less than 16 hours	8	10	\$10.00 - \$15.00	22	18		
More than one year	63	40	Unknown/Refused	7	2	Above \$15.00	7	1		
Unknown/Refused	1	1				Unknown/Refused	25	23		

Table 25 indicates that Cohort 1(3) respondents are employed longer when they have been out of high school for three years (73%) than one year (62%). A greater percentage of youth earns \$10.00 or more per hour three years after high school (29%) than one year (19%).

Table 25. Cohort 1(3) Employment Percentage Statistics

	Length of Employment		Hourly Wage		
	> 6 Months	≤ 6 Months	≥ \$10.00	\$8.00 - \$9.99	≤ \$8.00
Male	75	23	38	16	23
Female	70	30	13	22	38
White	76	23	29	19	27
Minority	36	64	29	7	37
CD*	82	15	9	9	48
EBD*	63	33	23	23	37
LD*	75	25	36	18	21
LI**	47	40	26	21	32
HI	75	25	25	50	0
OHI	56	44	22	22	33
OI	0	100	0	0	100
S/L	20	80	20	0	40
TBI	0	0	0	0	0
VI	0	0	0	0	0
Cohort 1(3) (n = 228)	73	25	29	18	28
Cohort 1 (n = 311)	62	37	19	38	20

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

Male youth (75%) and female youth (70%) are as likely to be employed for more than six months, while white youth (76%) are significantly more likely to be employed for more than six months than minority youth (36%). Youth with cognitive disabilities (82%) have the highest percentage of youth employed for more than six months, while youth with low incidence disabilities have the lowest percentage of youth employed more than six months. Female youth (13%), youth with cognitive disabilities (9%), and youth with emotional behavioral disabilities (23%) are significantly less likely to earn more than \$10.00 per hour than are male youth (38%).

Cohort 1(3) Employment Assistance

Table 26 indicates whom youth report they would talk to if they needed to find a job, and from whom they actually did seek employment assistance. In the past three years, the percentage of students who say they would contact an adult employment agency has decreased from 54% to 28%. Those who report they would talk to a workforce center decreased from 27% to 16%, and those who would talk to DVR has decreased from 27% to 12%.

Table 26. Cohort 1(3) (n =293) and Cohort 1 (n = 389) Comparative Percentage of Employment Assistance

Assistance Finding Employment	% That Would Talk To		% Actually Talked To	
	Cohort 1(3)	Cohort 1	Cohort 1(3)	Cohort 1
Workforce center (e.g. Job Center, Workforce Investment Act), economic development center, job service	16	27	7	4
Division of Vocational Rehabilitation (DVR)	12	27	11	4
Human Services	2	0	1	1
Past school personnel	3	5	3	8
Family/friends	24	18	42	45
Other	25	6	25	21
Unknown/Refused	17	17	11	10

Cohort 1(3) Reasons for Unemployment

Table 27 indicates twenty-two percent (22%) of young adults (65) report they are unemployed three years out of high school. This is comparable to the 20% who reported they were unemployed one year after high school. Both one and three years after high school, approximately 25% of those who are unemployed report they are not working because they are unable to find work. Less than 3% of the former students were fired or laid off from their job. Less than 4% of those in the survey report not working because they are receiving Social Security Insurance (SSI) benefits.

Table 27. Cohort 1(3) and Cohort 1 Comparative Percentage of Reasons for Unemployment

Reasons for Unemployment	Cohort 1(3) (n = 154)	Cohort 1 (n= 78)
Unable to find work	25	26
Disabled and/or receiving SSI/Medically Restricted	17	20
Full-time student/homemaker	14	10
Laid off/Dismissed/Fired	12	13
Not Looking/Volunteering	-	-
In a correctional institution, detention or residential facility	-	4
Unable to find transportation	-	6
Other/Unknown/Refused	32	21
Totals	22	20

Cohort 1(3) Employment and Postsecondary Education

Table 28 compares the percentage of postsecondary attendance and employment of Cohort 1, one and three years after exiting high school. “Other” means the students indicated participating in an employment or postsecondary situation not presented as a choice in the interview, such as working for a temporary agency, or participating in postsecondary education through a correspondence course.

Slightly more respondents indicate they are both working and going to school three years after high school (41%) than one year after exiting high school (38%). Slightly fewer respondents indicate they are neither working nor going to school three years after high school (10%) than one year after exiting high school (12%).

Table 28. Cohort 1(3) and Cohort 1 Comparative Percentage of Participation in Postsecondary Education and Employment

Participation	Cohort 1(3) (n = 293)	Cohort 1 (n = 389)
Postsecondary only	10	11
Employment only	33	34
Postsecondary and Employment	41	38
Neither Postsecondary nor Employment	10	12
Other	6	5

Suggestions by Former Cohort 1(3) Students for Improving Employment Outcomes

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

Cohort 1(3) Employment Summary

Below is a summary of employment outcomes for Cohort 1 respondents. Cohort 1, three years out of high school is the first figure, followed by Cohort 1, one year out of high school.

- Most former students are employed in retail/sales (21%, 24%) or factory/production/construction (24%, 18%), one and three years after high school.
- Three years after exiting high school, slightly fewer youth are employed (78%, 80%) and the percentage of youth who have received a raise (65%, 62%) and have benefits (54%, 50%) has increased slightly..
- Three years after exiting high school, employment rates for white youth (79%, 81%) and male youth (79%, 82%) continue to be higher than that of female (77%, 76%) and minority youth (64%, 74%) with disabilities.
- Three years after exiting high school, youth with learning disabilities (86%, 90%) and youth with emotional behavioral disabilities (81%, 68%) continue to have the highest rate of employment, while youth with cognitive disabilities (57%, 66%) and low incidence disabilities (68%, 70%) continue to be the least employed. Youth with emotional behavioral disabilities (+13%) experienced the greatest increase in employment, and minority youth (-10%) experienced the greatest decline in employment.
- Three years after exiting high school, minority youth (21%, 39%) are much less likely to receive a raise in pay than white youth (68%, 60%) or have benefits (21%, 30%) than white youth (57%, 51%).
- Three years after exiting high school, more students are earning more than \$10.00 per hour (29%, 19%), with a greater percentage of only male youth (54%) and youth with learning disabilities (54%) earning more than \$8.00 per hour.
- The unemployment rate has remained steady over the past three years (22%, 20%), with the greatest majority of students reporting they are not working because they are unable to find work (25%, 26%).
- A greater percentage of disabled youth talked to a workforce center (7%, 4%) or DVR (11%, 9%) about finding employment three years after exiting high school.
- The percentage of youth going to school and working increased slightly three years after exiting high school (41%, 38%), while the percentage of youth neither working nor going to school decreased slightly three years after exiting high school (10%, 12%).

SUMMARY OF COHORT 1(3) OUTCOMES

Table 29 reviews the major post high school outcomes for youth exiting high school. Independent living is defined as living with a spouse or roommate, another family member, alone, or in the military. Postsecondary education reflects the percentage of survey respondents who attended some type of postsecondary training. Paid employment is working for pay. A significantly higher percentage of young adults with disabilities are living independently (fewer are living with their parents and almost twice as many report living with a spouse or roommate), more are attending postsecondary training, and slightly fewer are employed.

Table 29. Cohort 1(3) Percentage View of Students Who Have Paid Employment, Attend Postsecondary Education and Live Independently

	Live Independently	Attend Postsecondary	Paid Employment
Male	61	52	79
Female	67	51	77
White	62	52	79
Minority	73	45	64
CD*	57	19	57
EBD*	62	50	81
LD*	66	60	86
LI**	61	75	68
HI	50	75	100
OHI	58	84	75
OI	80	100	20
S/L	80	40	100
TBI	0	100	0
VI	0	100	0
Cohort 1(3) (n = 293)	63	52	78
Cohort 1 (n = 389)	21	47	80
NLTS (3-5 yrs. out)	37	31	55

*CD = Cognitive Disability; EBD = Emotional/Behavioral Disability; LD = Learning Disability; LI = Low Incidence

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

***Reported by NLTS for students with disabilities 3 – 5 years after graduation

Summary of Key Outcomes for Cohort 1(3)

Below are noted changes between survey years. Cohort 1(3) is the first figure, followed by Cohort 1.

- ❖ 30% (76%) of the respondents in the survey continue to live at home with their parents.
- ❖ 83% (93%) of the respondents report getting together socially more than one time per week.

- ❖ 52% (47%) of the respondents participate in postsecondary education.
- ❖ 28% (23%) of the respondents attend an academic (2-year or 4-year) college.
- ❖ 36% (28%) of the respondents attend technical college.

- ❖ 78% (80%) of the respondents are employed.
- ❖ 77% (80%) of the employed youth works more than 20 hours per week
- ❖ 53% (64%) of employed youth work more than 37 hours per week.
- ❖ 47% (57%) of the employed youth earn \$8.00 or more per hour and 43% (20%) earn less than \$8.00
- ❖ 40% (50%) of employed youth earns between \$5.75 and \$9.99 per hour.
- ❖ 29% (19%) of employed youth earns more than \$10.00 per hour.

- ❖ 41% (38%) of the respondents are working and also participating in postsecondary education.
- ❖ 10% (12%) of the respondents are neither employed nor attend postsecondary education.

Possible Areas LEAs Might Consider when Reviewing Outcomes Data

- ❖ Fewer outside agencies attended students' IEP meetings, however, more IEPs indicated a need for outside agencies or contained a statement of needed agency services, and, fewer students report they are utilizing adult services agencies. Districts may wish to consider additional methods of developing relationships with outside agencies that nurture a transition relationship so young adults can benefit from available services.
- ❖ 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. Making connections with postsecondary institutions and potential employers is something former students report they want more of to better prepare them for the transition to adult living.
- ❖ Since few youth 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.

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Appendix A

RESPONDENT SUGGESTIONS

Cohort 2

Cohort 1(3)

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).

Cohort 2 responses are listed first, and Cohort 1(3), three years after exiting high school are second.

Cohort 2 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
- ❖ computer lab/game club
- ❖ more after school activities
- ❖ get them more involved and interested in community activities/get out there and have fun
- ❖ need more information on what is available out there
- ❖ actually integrate into the norm
- ❖ encourage more volunteering

Instruction

- ❖ more recreational classes/sports training
- ❖ more community service/volunteer classes
- ❖ more practice in more independent living classes
- ❖ more classes to teach reading paychecks/stubs, writing checks and using a credit card
- ❖ more economics/money management/budgeting/business classes
- ❖ better work study classes
- ❖ bring back health classes/shop previously offered
- ❖ more hands-on/shop classes
- ❖ don't need sports – keep kids in class all the time
- ❖ better LD teachers/change the administration/needed more help
- ❖ need more teachers/need more aides/more one-on-one time
- ❖ guidance counselors should be more involved and get to know kids better/need more involvement
- ❖ better testing for LD/better diagnosis of other disabilities
- ❖ follow the IEP better
- ❖ improve the special needs program
- ❖ cater more to individual learning styles
- ❖ more hands-on classes and activities
- ❖ teach all staff about various disabilities/mainstream teachers should understand students' problems
- ❖ advertise youth options more
- ❖ get a pool

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
- ❖ provide more information on which community people/agencies to contact
- ❖ more practice in real-life settings
- ❖ create more post school settings and job opportunities
- ❖ start transition classes earlier

Additional Comments

- ❖ lots of favoritism; teachers discriminated; no one worked with her
- ❖ listen to parents who do have a concern
- ❖ independent living class was very helpful
- ❖ don't think it's possible for the school to get any better
- ❖ excellent program, but she wasn't interested
- ❖ his high school was perfect – coaching was great but transportation was a problem
- ❖ he felt bad for being labeled LD
- ❖ keep in touch with students
- ❖ did an excellent job
- ❖ no complaints/no ideas

Cohort 2 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 for students about their disabilities
- ❖ should have better counselors and better LD teachers, only those who care 100%
- ❖ better guidance earlier about preparing for college life/real life
- ❖ more LD classes/more help to those who need it
- ❖ more college prep/tech classes/more selection/more career classes
- ❖ schedule and teach high school classes more like college/tech classes/teach tough classes
- ❖ more computer classes or activities (club)
- ❖ more hands-on classes/field trips/more exposure to hands-on trades
- ❖ get students out into the community more
- ❖ more social activities/mainstreaming
- ❖ living skills and parenting classes should be required

Encouragement

- ❖ encourage beyond college/let kids know they can do it
- ❖ teach them to be self-advocates
- ❖ a little more push towards independence/more ownership for education and future
- ❖ bring back former students who have succeeded and tell students about their experiences
- ❖ encourage students more about their futures
- ❖ help kids find out what they like, not just what pays well
- ❖ tell students they have options/help students research their options more
- ❖ more research on colleges that have specialized classes
- ❖ letting him go to school in the morning and apprentice in the afternoon was good

Future Preparation

- ❖ prepare students more for what lies ahead/career shadowing/co-ops
- ❖ teach more about college, e.g. financial aid, tour of the campus, more brochures
- ❖ encourage more college visits/encourage colleges to come to school
- ❖ let them know there are services available in college
- ❖ have someone come in from service office at college to talk about accessibility
- ❖ provide a better communication between high school and colleges
- ❖ encourage more options, e.g. four-year programs, not just technical programs
- ❖ prepare more for ACT
- ❖ get them better set up for college – they don't know how to study when they get there
- ❖ lower tuition/have more scholarships

Additional Comments

- ❖ everything was perfect
- ❖ need more funding for special education students
- ❖ keep things more confidential

Cohort 2 Suggestions by Former Students for Increasing Post High School Employment

Work Opportunity

- ❖ provide more work release/make work study mandatory
- ❖ more job shadowing programs
- ❖ provide more jobs for credit
- ❖ more co-op programs
- ❖ more jobs in school (not just working in food service)
- ❖ more variety in work study opportunities
- ❖ help finding starting jobs/more school to work programs
- ❖ help them feel more a part of the community
- ❖ more employer participation/have employers talk directly to students
- ❖ more apprenticeships in specific areas
- ❖ have a jobs coordinator/technical counselor
- ❖ career testing/test students for talent
- ❖ foster business connections for job opportunities/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/home economics/business management classes
- ❖ better biology classes
- ❖ more classes that show what the workforce is all about
- ❖ more agriculture classes
- ❖ more job training classes/educate on job opportunities/start earlier (as a freshman)
- ❖ have more job related activities in school like shop classes
- ❖ focus less on job – can work later – focus on classes now
- ❖ make practice completing resumes, interviewing and job applications
- ❖ teach more about social skills/depression and how to take care of it so they can go to work

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
- ❖ encourage students to follow their dreams
- ❖ help students know where they fit in with a disability

Cohort 1(3) Suggestions by Former Students for Improving Participation in Independent Living Activities After Leaving High School

Community Involvement

- ❖ assist students with making community connections
- ❖ integrate into community settings/do more activities in community
- ❖ get students more involved and interested in community activities
- ❖ have them get socialize more with other students so they aren't so isolated
- ❖ more volunteering in places like the nursing home or hospital

Instruction

- ❖ more community service/volunteer classes
- ❖ more communications classes
- ❖ more independent living/money management classes
- ❖ more classes related to specific interests, like animal sciences
- ❖ more economics/business/budgeting
- ❖ teach how to handle emotional problems better
- ❖ need more teachers/need more aides
- ❖ teachers need a better understanding of ADHD/other disabilities
- ❖ need teachers who can related more to special needs students
- ❖ improve the special needs program
- ❖ all students should be mainstreamed
- ❖ have more fun/interesting classes
- ❖ use "buddy-system" on the job training sites
- ❖ more speakers on careers and trades
- ❖ start programs earlier for disabled students
- ❖ help kids understand their IEP goals better

Future Preparation

- ❖ better guidance
- ❖ teach them to ask for help when they need it and to be their own advocates
- ❖ isolating people too much to do anything after high school
- ❖ teach kids to follow a schedule/work hard
- ❖ provide more information on which community people/agencies to contact
- ❖ more practice in real-life settings/mock apartment would be good

Additional Comments

- ❖ good you are calling to see how the students are doing
- ❖ help the kids that need help
- ❖ no complaints/no ideas
- ❖ had an excellent program/did an excellent job

Cohort 1(3) 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/more career classes
- ❖ pay for more college classes while in high school
- ❖ schedule and teach high school classes more like college/tech classes
- ❖ more shop classes like metals and woodworking/automotives
- ❖ more hands-on classes
- ❖ more hands-on/shop/technology classes
- ❖ needed algebra to get into the military
- ❖ do more on-the job, job shadowing, job training
- ❖ living skills and parenting classes should be required
- ❖ keep vocational programs
- ❖ get more companies talking about postsecondary education with kids
- ❖ use more encouragement
- ❖ create more post school settings and job opportunities/more school-to-work programs
- ❖ more classes that prepare students enter postsecondary

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

- ❖ better guidance to get them in
- ❖ have them enroll in college before they leave high school
- ❖ teach more about college, e.g. financial aid, tour of the campus, more brochures
- ❖ encourage more college visits
- ❖ begin postsecondary training when student is able to
- ❖ encourage more college options, not just technical training
- ❖ more counseling on what types of classes to take
- ❖ teach them how to study for college
- ❖ show them they can use AT and accommodations in college
- ❖ more scholarships/financial aide

Additional Comments

- ❖ took several normal classes so I'd be better prepared to fit-in
- ❖ keep parents informed about how to help kids in college

Cohort 1(3) 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

Classes

- ❖ make classes like math harder
- ❖ more help passing the driver's education class
- ❖ more emphasis on biology classes
- ❖ more tech ed and electronics classes
- ❖ more computer classes/more agriculture classes
- ❖ better reading classes
- ❖ more job training classes
- ❖ have more job related activities in school like shop classes
- ❖ make classes on resumes, interviewing and job applications mandatory

Attitude/Skills

- ❖ teach how to keep jobs
- ❖ focus less on academics and teach about job opportunities
- ❖ teach how to work better/have a better attitude on the job
- ❖ encourage students to talk to counselors and community members about jobs
- ❖ notify students of available grants or financial aid for schooling so they can go and get better paying jobs
- ❖ help students figure out what they enjoy working on most
- ❖ help students understand their disability better

Appendix B

INDIVIDUAL EDUCATION PLAN (IEP) DATA

Cohort 2 and Cohort 1

IEP DATA FOR COHORT 2 AND COHORT 1

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

	<u>Cohort 2 (n = 600)</u>	<u>Cohort 1 (n = 389)</u>
◆ Students attended their IEP meetings	85%	84%
◆ Percentage of IEPs that list <i>preferences and interests</i> when the student did not attend the IEP meeting	60%	49%
◆ Percentage of IEPs with <i>course of study</i> indicating:	84% (Cohort 2 - changed response to “yes or no”)	
◇ technical	-	61%
◇ college preparation	-	24%
◇ life skills	-	29%
◇ other	-	12%
◆ Percentage of IEPs with <i>needed transition services</i> indicating:		
◇ instruction	84%	82%
◇ related services	26%	26%
◇ community experiences	50%	46%
◇ post high school employment objectives	71%	65%
◇ post high school adult living objectives	33%	33%
◇ acquisition of daily living objectives	26%	27%
◇ functional vocational evaluation	22%	27%
◆ Percentage of IEPs with <i>content items</i> indicating:		
◇ self-determination	48%	36%
◇ academic and life-long learning	66%	60%
◇ daily living	28%	29%
◇ health and physical care	12%	14%
◇ leisure/social	18%	10%
◇ mobility	11%	8%
◇ money management	18%	23%
◇ employment/work study	52%	53%
◇ paid	67%	74%
◇ unpaid	18%	17%
◇ in-school	16%	13%
◇ in the community	67%	80%
◇ none found	7%	8%
◆ Percentage of IEPs indicating a need for involvement from outside agency.	42%	46%
◆ If yes, percentage of agencies that attended IEP meeting.	53%	51%
◆ Percentage of IEPs that contain a statement of interagency responsibility or needed linkages	31%	32%

Appendix C

SURVEY INSTRUMENT

Cohort 2

WISCONSIN STATEWIDE POSTSECONDARY FOLLOW -UP SURVEY FOR INDIVIDUALS WITH DISABILITIES

DEMOGRAPHICS DATA COLLECTION RECORD

The following student information is based on the December 1, 2000/02 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

Asian Hispanic
 African American/Black White
 American Indian

Primary Disability (*select only one*)

LD – Learning Disability OHI – Other Health Impairment
 EBD – Emotional Disturbance OI – Orthopedic Impairment
 CD – Cognitive Disability VI – Visual Impairment
 S/L – Speech and Language HI – Hearing Impairment
 Autism TBI – Traumatic Brain Injury
 Deaf/Blind

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

N/A (none) OHI – Other Health Impairment
 LD – Learning Disability OI – Orthopedic Impairment
 EBD – Emotional Disturbance VI – Visual Impairment
 CD – Cognitive Disability HI – Hearing Impairment
 S/L – Speech and Language TBI – Traumatic Brain Injury
 Autism 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 1999/2001

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

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 _____

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 (go to IEP Q. 4)
 - no

3. If no, were the student's **interests and preferences** indicated in the IEP?
 - yes
 - no

4. Did the IEP developed for the student's senior year indicate a **course of study**?
 - yes
 - no

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

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 (go to IEP Q.9)

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.

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, 2000/02 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
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.

IEP REVIEW

USE 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 **student attendance** at the IEP meeting;
- 3.) If the student did not attend their IEP meeting, review the *IEP Transition Section* to determine if the student's **interests and preferences** were considered.
- 4.) Review *IEP Transition Section* for a statement of **course of study**.
- 5.) Review *IEP Summary of Transition Services* for documentation of a statement of **needed transition services** (Check all that apply).
- 6.) Review the *IEP Summary of Transition Services* and IEP goals and objectives for specific **content items** (Check all that apply).
- 7.) Review the *IEP Summary of Transition Services* 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 Summary of Transition Services* 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!*

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

FORMER STUDENT INTERVIEW

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 ABLE 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. Do you currently **own your own home**?

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

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**
- Other5 **GOTO Q18**
- Not Sure.....8 **GOTO Q18**
- Refused9 **GOTO Q18**

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

- Counselor..... 1
- Teacher2
- Disability specialist.....3
- Advisor4
- No one.....5
- Not Sure.....8
- Refused9

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

- Yes..... 1
- No2 **GOTO Q17**
- Not Sure.....8 **GOTO Q17**
- Refused9 **GOTO Q17**

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

Q.17. Was it your intention in high school to **begin post-secondary training** rather than begin employment following graduation?

- Yes..... 1
- No2
- Not Sure.....8
- Refused9

Q18. What **suggestions** would you have for your previous high school for adding activities or classes to enhance the participation of students in **postsecondary 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

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

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
Not Sure.....	8
Refused	9

GOTO Q36a
GOTO Q36a
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.