

## Wisconsin Post School Outcomes of Youth with Disabilities

2013 WISCONSIN POST HIGH SCHOOL OUTCOMES SURVEY of 2011-12 Exiters ( <a href="http://www.wipso.org">www.wipso.org</a> )										
Major Outcomes Areas										
Disability Area	Living Independent of Parents		Any Postsecondary Education or Training		Any Paid Employment		Competitive Employment		Meets Indicator 14 Criteria	
	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012
CD (n=96) (n=76)	13%	17%	7%	9%	47%	66%	11%	18%	43%	62%
EBD (n=94)(n=92)	32%	38%	29%	29%	79%	73%	46%	39%	63%	70%
SLD (n=331)(n=323)	31%	28%	53%	54%	83%	86%	62%	66%	85%	87%

CD= Cognitive Disability; EBD = Emotional/Behavioral Disability; SLD = Specific Learning Disability

### Daily Living and Engagement Outcomes for Youth with EBD

- Youth with EBD are most likely to live independent of their parents one year after exiting high school.
- Youth with EBD (78%) have a lower percentage participating in a leisure activity than youth with CD (90%) or youth with SLD (87%), and is similar to youth who drop-out (77%).
- 45% of youth with EBD have a valid driver’s license, compared to 72% of youth with SLD.
- 24% of youth with EBD report a lack of transportation prevents participation in adult activities compared to 14% of youth with SLD.
- Just under one-third of youth with EBD go on to some type of postsecondary education or training after HS, compared to more than one-half of youth with LD.
- Youth with EBD are nearly as likely as youth with SLD to have any paid employment since leaving high school, but fewer youth with EBD meet all the criteria of “Competitive Employment”.
- A much lower percentage of youth with EBD are competitively employed (46%) than youth with SLD (62%). Competitive employment was lowest for youth with CD (11%). Youth with CD have the highest percentage of respondents who participate in “Some Other Employment.”
- Youth with SLD have the lowest (15%) percentage of not engaged respondents, with 37% of youth with EBD and 72% of youth with CD not meeting Indicator 14, the district and state reporting criteria of youth engagement.
- However, youth with EBD are the only exiter group to have a higher percent who met the criteria of “Competitive Employment” in 2013 than 2012.

### IMPLICATIONS FOR YOUTH WITH EBD

These factors may indicate a need for:

- Increased instruction in activities of daily living as these youth are most likely to live independent of their parents after high school.
- Additional assistance in obtaining a valid driver’s license before exiting high school.
- Practice and information on use of public transportation.
- Continued IEP goals that address social skills.

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<b>2013 WISCONSIN POST HIGH SCHOOL OUTCOMES SURVEY of 2011-12 Exiters</b>								
Postsecondary Education or Training after High School								
Disability Area	Higher Education		Some Other Postsecondary Education or Training			Disclosure / Use of Accommodations and Assistive Technology		
	2- or 4-Year College or University	2-Year Technical College	HS Completion	Vocational School or Short-Term Education	Short-Term Job Training	On-Campus Disability Specialist	Teacher or Off-Campus Disability Specialist	Uses AT/Accommodations
<b>CD</b> (n=96) (n=76)	1%	1%	1%	3%	2%	14%	57%	29%
<b>EBD</b> (n=94)(n=92)	5%	7%	2%	4%	1%	30%	18%	30%
<b>SLD</b> (n=331)(n=323)	16%	26%	1%	4%	5%	49%	14%	40%

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### Postsecondary Education Outcomes for Youth with EBD

- Over the past survey years, youth with EBD (29%) generally continue their education at a much lower rate than youth with SLD (53%).
- Youth with EBD are more likely to participate in a Technical College program than a 2 or 4 year college program.
- Across the disability categories, enrollment in higher education ranged from 42% of youth in the SLD category to 12% of youth with EBD and 2% of youth with CD.
- All youth are nearly as likely to participate in “some other postsecondary education or training program”.
- Other than “High School Completion/GED”, youth with EBD consistently participate in all types of postsecondary education and training less than youth with disabilities statewide.
- Few youth with EBD find their way to postsecondary education or training, but when they do, they are much less likely to disclose their disability to a disability specialist on campus or use accommodations or assistive technology in than youth with disabilities statewide.

### IMPLICATIONS FOR YOUTH WITH EBD

- All youth with disabilities should have postsecondary education and training considered as an option as it exponentially increases their opportunities for higher pay and employment.
- Youth need to know how to request and utilize accommodations and assistive technology (AT) at their place of postsecondary education by working with disability specialists on campus to access these services and develop an individual accommodation plan.

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<b>2013 WISCONSIN POST HIGH SCHOOL OUTCOMES SURVEY of 2011-12 Exiters</b>								
High School Employment and IEP Planning								
Disability Area	Employment Components			HS Employment		Currently Participating as Planned While in HS		
	90 Days or More	20 Hours or More per Week	Minimum Wage or Greater	Any HS Work Experience	Job at HS Exit	Adult Living	Postsecondary Education or Training	Employment
<b>CD</b> (n=96)(n=76)	40%	37%	75%	77%	22%	82%	42%	58%
<b>EBD</b> (n=94)(n=92)	60%	83%	80%	62%	37%	61%	46%	47%
<b>SLD</b> (n=331)(n=323)	76%	83%	83%	70%	56%	74%	57%	65%

CD= Cognitive Disability; EBD = Emotional/Behavioral Disability; SLD = Specific Learning Disability

### Employment Outcomes for Youth with EBD

- Youth with EBD are as likely, and sometimes more likely, to be employed than youth with disabilities statewide, but fewer meet all of the criteria of “competitive employment”, meaning fewer have worked 90 days or more since HS.
- Once employed, a higher percentage of youth with EBD are working 20 or more hours per week, though a lower percentage are making minimum wage or greater.
- Youth with EBD are slightly more likely to earn benefits at their job, but less likely to have received a raise in pay than youth with SLD.
- Youth with EBD are as likely to ask for an accommodation on the job, but less likely to receive the requested accommodation as youth with disabilities statewide.
- Youth with EBD change jobs more often than youth statewide, with a higher percentage employed less than one month at the time of the survey, and fewer employed at the same job for more than one year.
- Fewer youth with EBD report participating in any work experience while in high school than youth with SLD or CD, and just over one-third had a paying high school job in the community when they left high school.
- A lower percentage of youth with EBD report currently living, going to school, and working as they had planned while in HS than youth with disabilities statewide.

### IMPLICATIONS FOR YOUTH WITH EBD

- Youth with EBD need assistance with identifying and articulating needed accommodations on the job. The Summary of Performance (SOP) and self-advocacy skills can address this need.
- Participation in a paid job in the community while EBD youth are still in high school is very important to maintaining post high school employment, as 40% have the same HS job more than one year after exiting HS. Research-based evidence indicates that the best predictor of post high school employment is paid employment in the community while youth are in high school.
- Actively assisting youth with EBD in transition activities and post high school planning may increase the percentage of youth engaged in all areas of adult living, and help them to be engaged in these activities as they planned.
- Youth with EBD are slightly underrepresented in the Indicator 14 data collection. Although the response rates have increased from 21% in 2010 to 29% in 2013, collecting outcomes data from a higher percentage of youth with EBD would provide a better view of the outcomes of these youth.

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