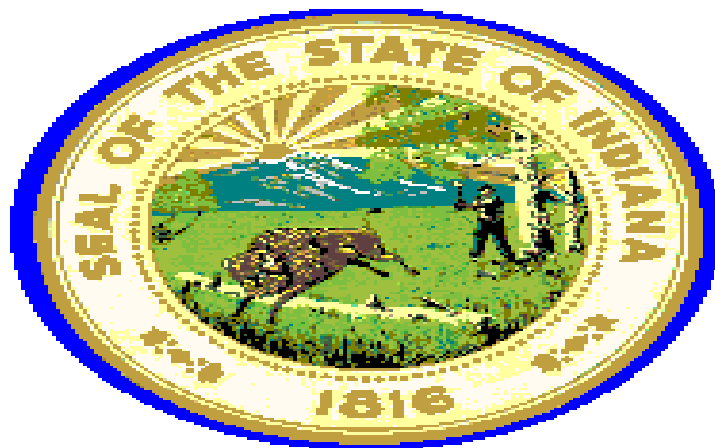


REVIEW & ANALYSIS OF POST-SCHOOL FOLLOW-UP RESULTS

2002-2003 INDIANA POST-SCHOOL FOLLOW-UP STUDY



Indiana Department of Education
Division of Exceptional Learners

&

Center on Education and Life Long Learning
Indiana Institute on Disability and Community

*Indiana's University Center
for Excellence on Disabilities*

Indiana University
Bloomington, Indiana

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INTRODUCTION/METHODOLOGY

The Indiana Graduate Follow-Up Study

The federal statute, No Child Left Behind (NCLB), has reinforced the movement in education legislation to elevate the expectations for all students. NCLB is clear in its intent to ensure that ALL students make adequate yearly progress toward the state's academic standards and has clearly forced the education community to enter a world of evaluation through data analysis. State and local education entities are required to evaluate the effectiveness of education services through a more extensive use of school data. Data collection is not new for most school systems. However, the data collection methodology is more stringent as the data analysis is a critical component to school evaluation.

The Indiana Division of Exceptional Learners has taken data or outcome measurement a step farther and has been implementing a system for collecting and using student post-school outcome information at the state and local level to achieve improvements in programs and policies serving students with disabilities. The Indiana Graduate Follow Up Study is designed to collect and analyze outcome data at two points in time: at exit from special education services and at four years post exit. Survey data is collected at exit to obtain information pertaining to their employment status and educational goals once they exit school. Data is again collected at four year's post exit (students who exited during the 1998-99 school year) to capture a glimpse of their current lives and to examine the outcomes of these youth.

The IGFS surveys, data collection process, and analysis strategies were designed by the participating planning districts. The Indiana Division of Exceptional Learner's student data base, CODA, identified and generated a list of potential respondents for the exit and four year post exit surveys. Local entities attempted to contact all the students identified and requested the youth to complete a scripted survey questionnaire either in person or over the telephone.

Surveys were fielded from November 2002 through August 2003. A total of 3,993 students responded with completed surveys at exit, with 1,517 students responding at four years post exit. Fifty-nine participating special education planning districts participated in the 2002-2003 IGFS, which represents approximately 72% of the special education planning districts in the state of Indiana. Data is collected for each planning district and is aggregated to yield this state data and the state report.

The report that follows contains the analysis of the respondent data. This report summarizes the findings of the IGFS and provides comparison across disability categories and information on the relationships among variables. It also includes comparison data from students interviewed at exit (1998-99) and then again at four years post exit (2002-2003).

Note: One of the most challenging pieces of the IGFS is locating and obtaining survey information from students who exited four years ago. Although significant efforts are employed, the study does not allow equal representation of all disability categories. To offset the over-representation and/or under-representation of disability categories in the group of youth interviewed, statistical weights are calculated separately for participants in both exit and four-year post exit data sets. All data presented in this report are drawn from the weighted data. We believe that this best reflects the former students and therefore provides the most accurate data for interested parties to consider.

The survey responses are from former special education students only; no “general” education student data are currently available. Therefore, no comparison data is possible, at this time.

Readers should also note that these results are based exclusively on information the young adults provided. No attempts were made to assess the validity of the data. Confidentiality is carefully maintained. Neither districts nor individuals will be identified in this report.

It should be noted that a degree of absent data occurred during situations where the respondent did not answer a particular question. This absent data is characterized as missing values.

Major Findings:

Exit Survey

- Overall, the exit survey finds that 67.8 percent of all respondents exited from high school with a diploma, 9.3 percent dropped out and 21.1 percent exited with a certificate of achievement.
- When asked to describe their living arrangements; a sizeable amount of the respondents (49.5 percent) report that they plan on living with their parents after exit from high school.
- The majority of the respondents (76.9 percent) report that they participated in work experience while in high school.
- Just over half of the respondents (51.6 percent) indicate they were employed at the time of exit.
- The plurality of respondents (65.3 percent) indicate that they planned to pursue some type of post secondary education after high school.

Four Year Survey

- When asked to describe their current living arrangements; the majority of the respondents (51.1 percent) report living with their parents.
- The majority of the respondents (72.0 percent) report they were employed at the time of the survey.
- The plurality of respondents with a job work at least 37 hours per week
- The majority of employed respondents (56.4 percent) indicate they earn above minimum wage in their current occupation.
- Just over ten percent of the respondents indicate that they had completed some type of post secondary education. Of those who completed, 41.7 percent attended a 2 year institution with 37.6 percent attending a technical institution and 20.6 percent attending a four year institution.

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Introductions to Parts I, II, and III

Part I gives an overview of the participating students' characteristics. Also, included in this section is a breakdown of exceptionality areas for students participating in this study.

Part II reports the findings of this study for both survey instruments in employment, post-secondary education and training and overall satisfaction. This section also provides statistical analysis of changes over the 2-year period of 2001-2002 and 2002-2003, across disability categories, and the relationships among variables.

Part III reports the results of the longitudinal analysis completed for students interviewed at exit during the 1998-99 school year and at four years post exit in 2002-2003.

** It must be noted that for purposes of comparison, statistical weights have been applied to the 1998-99, 2001-2002 and 2002-2003 data sets.

Part IV provides a summary of the findings in this study.

Part V includes a breakdown of results for both the exit and four year post exit survey questions.

PART 1: SAMPLE SELECTION AND CHARACTERISTICS

Participating local Special Education Planning Districts were recruited on a voluntary basis. The participating sites were required to interview students age 16 and older who exited special education services during the 2002-2003 school year and students who exited special education services during the 1998-99 school year. The four-year follow-up student lists were generated for each participating site from the Division of Exceptional Learners' computerized data collection system.

EXIT

Table 1 reveals the numbers (weighted) for the exit survey, including the representation of each exceptionality category.

TABLE 1

	<u>Disability</u>	<u># of Total</u>
1.	Learning Disability	2258
2.	Mild Mental Handicap	570
3.	Emotional Disability	470
4.	Communication Disorder	39
5.	Moderate Mental Handicap	165
6.	Hearing Impairment	45
7.	Severe Mental Handicap	48
8.	Orthopedic Impairment	36
9.	Visual Impairment	20
10.	Autism	79
11.	Traumatic Brain Injury	25
12.	Multiple Handicap	43
13.	Other Health Impairment	135
14.	Dual Sensory Impairment	1
15.	Home Bound	1

FOUR YEAR

Table 2 reveals the numbers (weighted) for the four year survey, including the representation of each exceptionality category.

TABLE 2

	<u>Disability</u>	<u># of Total</u>
1.	Learning Disability	908
2.	Mild Mental Handicap	231
3.	Emotional Handicap	163
4.	Communication Disorder	17
5.	Moderate Mental Handicap	71
6.	Hearing Impairment	19
7.	Severe Mental Handicap	25
8.	Orthopedic Impairment	15
9.	Visual Impairment	8
10.	Autism	17
11.	Traumatic Brain Injury	8
12.	Multiple Handicap	14
13.	Other Health Impairment	22
14.	Dual Sensory Impairment	1

PART II FINDINGS

Analyzing student outcome data enables educators and policymakers to be better informed about the extent to which students are prepared academically for the challenges of the workforce and post-secondary education. This section summarizes the major findings of this study, providing professionals (e.g. special educators, transition specialists etc.) with information needed to improve transition services by determining which high school experiences and activities foster successful student outcomes.

It must be noted that for purposes of comparison, statistical weights have been applied to the 1998-99, 2001-2002, and 2002-2003 data sets discussed in this report. This section highlights some of the results from the exit and four year survey. Not all data collected will be discussed in the section, but can be viewed in the appendices.

EXIT SURVEY DATA

Figure 1 and **Table 3** represent the reasons given by the respondents as to why they exited school during the 2002-2003 school year, including the number and percentage of students in each category across all exceptionalities.

Figure 1: Exit Reasons

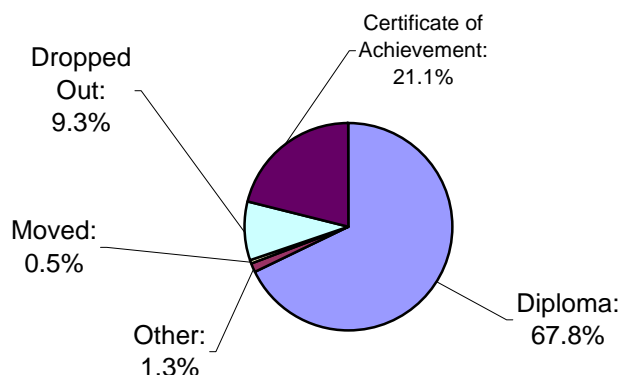
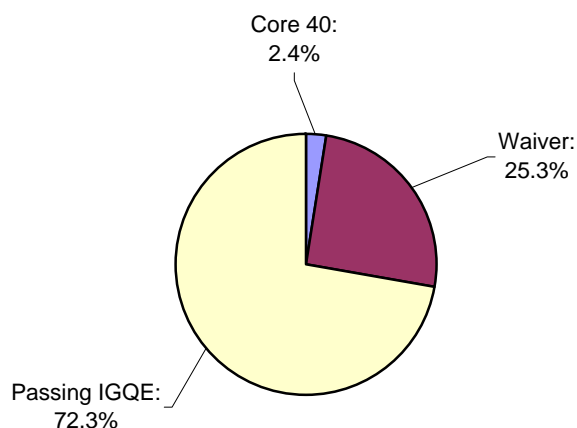


Table 3: Reasons for Exit by Disability Category:

	Diploma	Dropped Out	Certificate	Moved	Other
All students	2669 (67.8%)	365 (9.3%)	830 (21.1%)	19 (0.5%)	50 (1.3%)
Learning Disability	1876 (83.1%)	182 (8.1%)	177 (7.8%)	1 (0.0%)	21 (0.9%)
Mild Mental Handicap	218 (38.3%)	52 (9.0%)	289 (50.8%)	2 (0.4%)	8 (1.4%)
Emotional Disability	283 (60.3%)	102 (21.8%)	74 (15.9%)	1 (0.3%)	8 (1.7%)
Moderate, Severe, & Multiple Disabilities	13 (5.0%)	6 (2.2%)	222 (86.8%)	12 (4.7%)	3 (1.3%)
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism and Traumatic Brain Injury)	279 (73.1%)	23 (6.1%)	67 (17.6%)	3 (0.8%)	9 (2.4%)

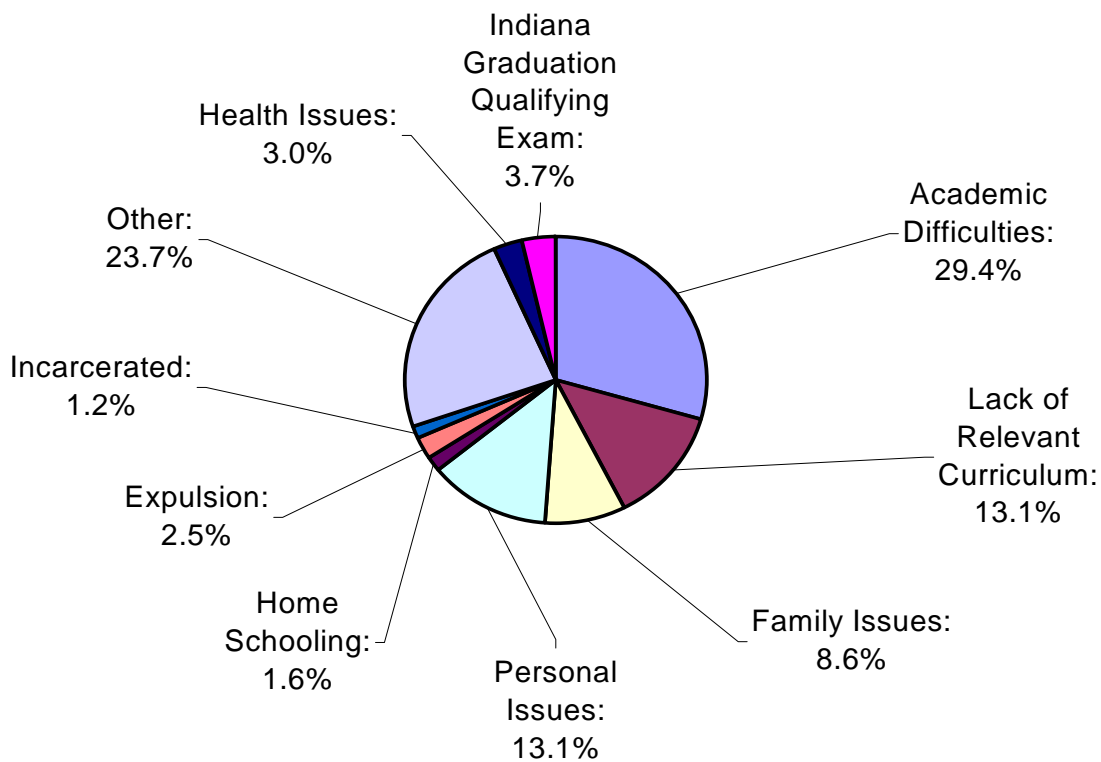
The 67.8 % rate of students who graduated with a diploma corresponds to 67.6 % from the 2001-2002 Indiana Graduate Follow-Up data. While the diploma rate remained constant over the past year, the certificate of achievement rate decreased slightly from 22.3 % in 2001-2002 to 21.1% in this year’s study. **Figure 2** depicts that most of the students surveyed obtained their diploma by passing the Graduation Exam (72.3%), followed by the appeal/waiver process (25.3%), and by meeting the Core 40 requirements (2.4%).

Figure 2: Diploma Avenues



The dropout rate of 9.3% in 2002-03 is only slightly higher than the 8.2% dropout rate in the previous year. **Figure 3** illustrates that the most cited reason for leaving school was academic difficulties, followed by personal issues, lack of relevant curriculum, and family issues. A small percentage of respondents regard the Indiana Graduation Qualifying Examination as the culprit for dropping out of high school.

Figure 3: Reasons for Dropping Out



The data indicate that the majority of students identified as learning disabled and emotionally disabled exited by virtue of a diploma (83.1% and 60.3%, respectively). In contrast, the majority of young adults identified with mild mental handicap and moderate, severe or multiple handicap exited by virtue of a certificate (50.8% and 86.8%, respectively). The highest percentage of students dropping out is for those identified with emotional disability (21.8%).

CAREER/VOCATIONAL EDUCATION EXPERIENCES

Figure 4 shows that 76.9% of students interviewed had some type of job training experiences (either school-sponsored or other) in high school, which is only slightly lower than 77.9% in 2001-02 (**Figure 5**). Of those who indicated they had job training experiences in high school, most indicated they were non-school sponsored community jobs (70.3%), followed by school-sponsored community jobs (27.1%) and in-school jobs (25.2%). Most students in a non-school sponsored community job indicated they were in a paid position (94.9%). However, students placed in in-school jobs were more likely to be in unpaid positions (almost 72.0%).

Figure 4: 2001-02 Work Experience

Figure 5: 2002-03 Work Experience

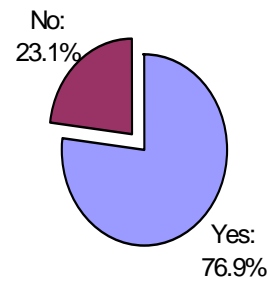
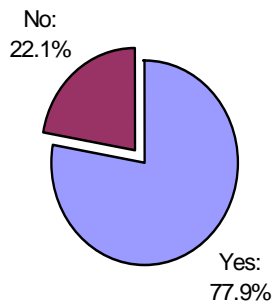
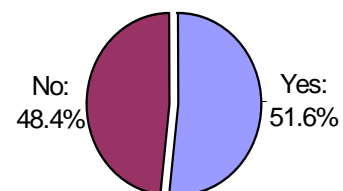
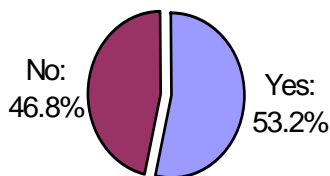


Figure 6 and **Figure 7** show that the employment rate of 51.6% in 2002-2003 has dropped from 53.2% in the previous year. The 1.6% difference in the employment rate between the two years is not statistically significant.

Figure 6: 2001-02 Employment Rate

Figure 7: 2002-03 Employment Rate



The 2002-03 data clearly demonstrates that students who had any work experience in high school generally have a higher employment rate at exit (**Table 4**).

Table 4

Disability Category	Employment Rate			
	With work experience		Without work experience	
	Yes	No	Yes	No
All Students	60.1%	39.9%	23.2%	76.8%
Learning Disabilities	69.4%	30.6%	30.6%	69.4%
Mild Mental Handicap	47.3%	52.7%	9.4%	90.6%
Emotional Disability (Full time & other)	51.8%	48.2%	20.0%	80.0%
Severe Disabilities (Multiple, Moderate, and Severe)	32.7%	67.3%	7.5%	92.5%
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Traumatic Brain Injury and Autism)	54.1%	45.9%	13.0%	87.0%

Chi Square examined the relationship between the employment rate and the type of disability with which the respondents are identified. The analysis shows that the employment rate differs across four disability categories – learning disability, mild handicap, emotional disability, and moderate, severe or multiple mental handicap (Chi Square= 168.40, $p < .01$). Most young adults identified with a learning disability are engaged in paid employment (60.4%), while most young adults identified with a moderate, severe or multiple handicap, mild mental handicap, and emotional disability are not engaged in paid employment (71.5%, 60.8% and 55.9%, respectively).

Data analysis also indicates that the employment rate differs across the five categories of exit (Chi Square=184.51, $p < .01$). **Table 5** illustrates that the avenue by which students exit high school plays a critical role in the post-school employment success. The majority of diploma holders (about 59.0%) are employed, while most of the certificate holders (61.3%) and most of those who have dropped out (67.8%) are not employed.

Table 5

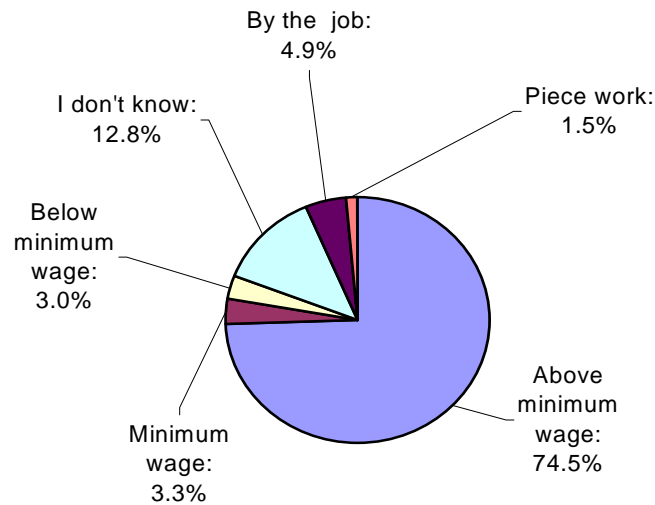
Respondents' Characteristics	% Employed	Average Hourly Wage (Standard Deviation)	% Pursuing Post-Sec Educ
All students	51.6%	\$6.82 (1.71)	55.1%
Students who graduated with a diploma	58.9%	\$6.88 (1.73)	68.7%
Students who obtained a certificate	38.7%	\$6.44 (1.57)	20.9%
Students who have dropped out	32.2%	\$6.93 (1.87)	38.1%

The employment rate is also correlated with the percentage of time respondents spent in general education classes while in high school (Chi Square = 148.61, $p < .01$). The data delineates that about 39.0% of all respondents – regardless of employment status - spent up to 100.0% of their time in general education, compared to just over 6.5% who did not spend any time in general education. The employment rate for young adults who spent all or almost all of their time in general education is more than twice as that for their counterparts who did not spend any time in general education (60.4% and 25.8%, respectively). This simply means that almost three-fourths of those who did not spend any time in general education classes remain unemployed.

WAGES & NUMBER OF HOURS WORKED

Figure 8 shows that most students (74.5%) earned above minimum wage in their current position, while 3.3% earned minimum wage and another 3.0% earned less than minimum wage. For respondents whose job pays per hour, the average hourly wage was \$6.82 in 2003, slightly lower than \$6.85 in 2002, representing an annual income of a little over \$14, 000 for youth employed full-time and year around.

Figure 8: Income Level



For respondents whose job pays per hour, the t-test analysis also reveals no statistical difference between the average wages of students in 2001-02 as compared to that of students in 2002-03 (\$6.85 and \$6.82, respectively).

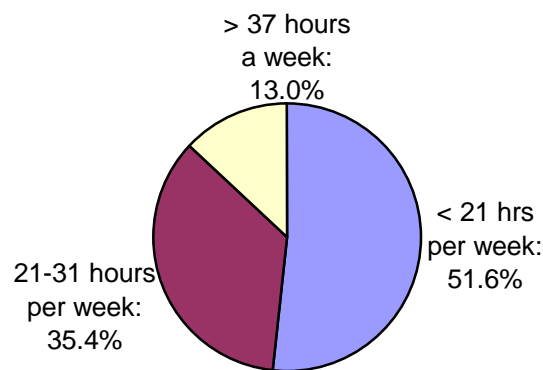
Analysis of variance (ANOVA) reveals that the average wage of respondents is different across the five exit groups ($F [4,1636]= 3.50, p < .01$). A closer examination of the data yields information about the degree to which the exit avenue affected the average wage earned. The respondents who dropped out earned an average wage of \$6.93, followed by \$6.88 for those who graduated with a diploma, and finally \$6.44 for the certificate holders.

Analysis of variance (ANOVA) also shows a statistically significant difference in the average wage of respondents across four disability groups – learning disability, mild mental handicap, emotional disability, and moderate, severe or multiple handicap – ($F [3,1513]= 8.11 p < .01$). Further inspection of the data offers different figures for the average wage of respondents across exceptionalities. The individuals identified with a learning disability earned an average

wage of \$6.91, followed by \$6.72 for the individuals identified with an emotional disability, \$6.39 for individuals identified with a mild mental handicap, and finally \$6.00 for individuals with a moderate, severe or multiple handicap.

Figure 9 indicates that most students (51.6%) were working less than 21 hours per week at the time of the interview; only 13.0% were working full-time, more than 37 hours per week.

Figure 9: Number of Hours Worked Per Week



Analysis of variance (ANOVA) reveals that the average number of hours the respondents work per week is different across the five exit reasons ($F [4,2020] = 21.67, p < .01$). The figures indicate that more than half of the diploma holders (about 51.0%) and 63.0% of the certificate holders work less than 21 hours/week. In comparison one-third (33.7%) of the respondents who drop out of high school work full-time, more than 37 hours a week, almost three times more likely than the respondents who hold a diploma (11.7%) or the respondents who hold a certificate (12.0%).

POST-SECONDARY EDUCATION AND TRAINING

Figures 10 and 11 demonstrate that the post-secondary enrollment rate has increased from 60.9% in 2001-02 to 65.3% in 2002-03. This 4.4% difference is shown to be statistically significant ($z = -3.48, p < .01$).

** Note: For purpose of statistical analysis, the response category of not sure was eliminated from both data sets.

Figure 10: 2001-02 Post-Secondary Education Pursuits

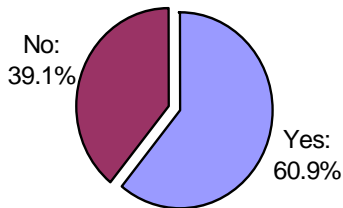
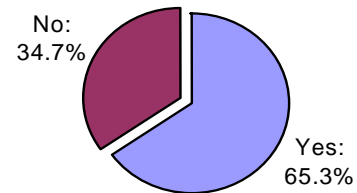


Figure 11: 2002-03 Post-Secondary Education Pursuits



Chi Square analysis indicates a relationship between the employment rate and intention to pursue post-secondary education (Chi Square = 71.15, $p < .01$). The respondents who are employed are more likely to want to continue their education than the respondents who are not employed (61.0% and 48.7%, respectively). About an equal percentage of respondents - whether employed (15.3%) or unemployed (16.2%) - are not sure about their decision to pursue post-secondary education.

LIVING ARRANGEMENT

Close to half of the young adults interviewed opted to live at home with their family after leaving high school (49.5%). Another 17.5% reported intending to live independently in their own place, followed by almost 13.0% who were not certain where they wanted to live after leaving high school, and another 11.5% whose plan was to live in a college dormitory.

OVERALL SATISFACTION

The survey instruments also measured the respondents' perceptions and feelings about whether their high school education prepared them adequately in four areas - college, living on their own, using community stores and services, and relationships/social skills. The following results were presented.

The majority of young adults surveyed at exit from high school reported that high school adequately prepared them for jobs (about 74.0%), using community stores and services (64.2%), and relationship/social skills (75.9%). Most respondents also believed that high school prepared them for college and living on their own, although their percentages were not quite as high as those of the respondents who reported being prepared in the other three areas (51.7% and 58.5%, respectively).

FOUR YEAR FOLLOW-UP DATA

Figure 12 and **Table 6** display the reasons given by respondents for exiting school in 1998-99, including the number and percent of respondents in each category across all exceptionalities.

Figure 12: Reasons for Exit

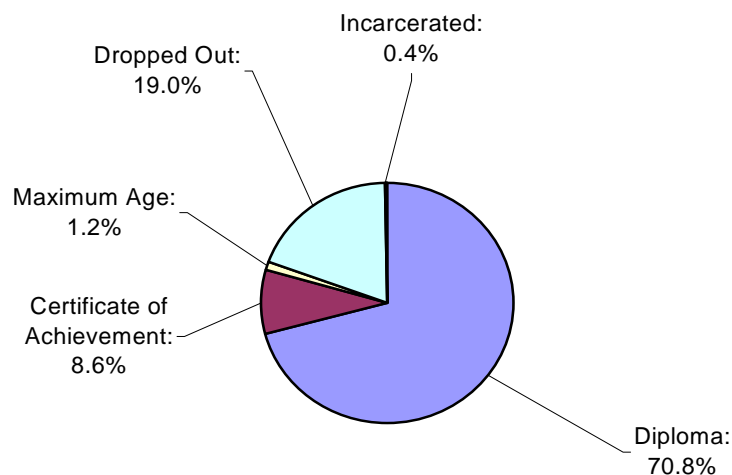


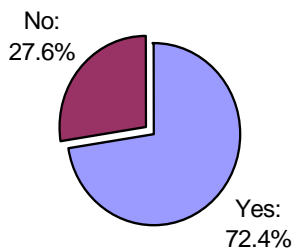
Table 6: Reasons for Exit by Disability Category:

	Diploma	Dropped Out	Certificate	Expelled	Incarcerated	Reached Maximum Age
All Students	923 (70.8%)	247 (19.0%)	112 (8.6%)	0	5 (.4%)	15 (1.2%)
Learning Disability	614 (78.8%)	145 (18.6%)	18 (2.3%)	0	1 (0.1%)	2 (0.2%)
Mild Mental Handicap	143 (74.5%)	29 (15.2%)	16 (8.3%)	0	1 (0.7)	3 (1.4%)
Emotional Disability	78 (50.7%)	64 (41.7%)	6 (4.1%)	0	3 (1.9%)	2 (1.6%)
Moderate, Severe & Multiple Disabilities	19 (20.6%)	2 (2.4%)	63 (69.8%)	0	0	7 (7.2%)
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism and Traumatic Brain Injury)	70 (79.8%)	7 (7.9%)	9 (10.2%)	0	0	2 (2.2%)

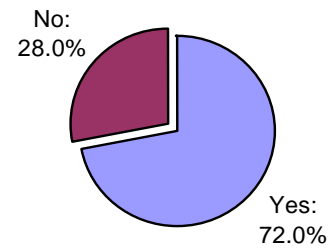
EMPLOYMENT

The employment rate has remained constant across the 2001-2002 and 2002-2003 data sets (72.4% and 72.0%, respectively) (**Figure 13** and **Figure 14**).

**Figure 13: Employment Rate
(2001-02)**



**Figure 14: Employment Rate
(2002-03)**



Chi Square analysis demonstrates that the relationship between the employment rate and the type of disability with which the students are identified – learning disability, mild mental handicap, emotional disability, and moderate, severe or multiple handicap – is statistically significant (Chi Square=72.88, $p < .01$). Most respondents in each of four disability categories are engaged in paid employment; the largest percentage is for individuals identified with a learning disability (80.0%), followed by individuals identified with a mild mental handicap (64.0%), emotional disability (56.3%), and moderate, severe, or multiple mental handicap (55.0%). These results are not as promising as those from last year except for young adults identified with an emotional disability. As the employment rate for respondents identified with an emotional disability rose slightly from 2001-02 to 2002-03 (53.5% and 56.3%, respectively), the rate for respondents identified with a learning disability, mild mental handicap, and moderate, severe, or multiple handicap fell slightly across the two years.

The results also indicate a relationship between the employment rate and the exit reasons (Chi Square=38.03, $p < .01$). As **Table 7** indicates 72.0% of all the respondents - regardless of

how they have exited from high school - are employed. This percentage remains practically unchanged from last year. Moreover, a rather high percentage of young adults who graduated with a certificate remain unemployed (44.4%), compared to 36.3% who dropped out and 23.0% who hold a diploma.

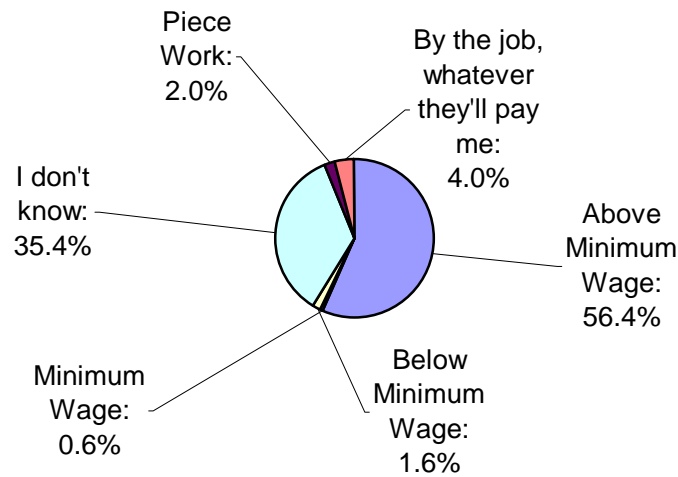
Table 7

Respondents Characteristics	% Employed	Average Hourly Wage (Standard Deviation)	Post-Secondary Education Enrollment Rate	Post-Secondary Education Completion Rate
All Students	72.0%	\$9.99 (5.31)	15.5%	10.2%
Students who graduated with a diploma	77.0%	\$10.19 (4.79)	21.9%	13.3%
Students who obtained a certificate	55.6%	\$7.45 (2.62)	0.7%	2.1%
Students who have dropped out	63.7%	\$9.90 (7.83)	4.2%	2.9%

WAGES & NUMBER OF HOURS WORKED

Figure 15 shows that most young adults earned above minimum wage in their current position (56.4%), while 0.6% earned minimum wage and another 1.6% earned less than minimum wage. For individuals whose job pays per hour, the average wage was \$9.80 in 2001-2002 and \$9.99 in 2002-2003, representing an annual income of a little over \$20, 000 for youth employed full-time and year around.

Figure 15: Income Level



For respondents whose job pays per hour, the t-test analysis also reveals no statistical difference between the average wages of respondents in 2001-02 as compared to that of respondents in 2002-03 (\$9.80 and \$9.99, respectively).

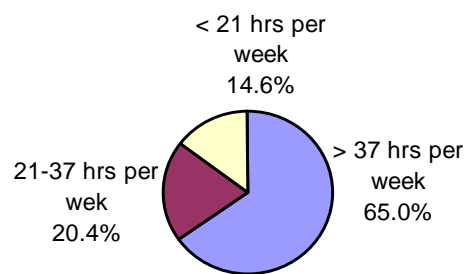
Analysis of variance (ANOVA) reveals that the difference in the average wage of respondents across the five exit groups to be statistically significant ($F [4,561] = 3.16, p < .05$). A closer examination of the data yields information about the degree to which the exit avenue affected the average wage earned. The young adults who exited high school with a diploma earned an average wage of \$10.19, followed very closely by \$9.90 by those who dropped out, and finally \$7.45 for the certificate holders.

Analysis of variance (ANOVA) also displays a statistically significant difference in the average wage of respondents across four disability groups – learning disability, mild mental handicap, emotional disability, and moderate, severe and multiple handicap – ($F [3,594] = 5.83, p < .01$). Further inspection of the data offers different figures for the average wage of respondents across exceptionalities. The individuals identified with an emotional disability earned an average wage of \$10.91, followed by \$10.41 for the individuals identified with a learning

disability, \$9.36 for individuals identified with a mild mental handicap, and finally \$6.32 for individuals identified with a moderate, severe or multiple handicap.

Figure 16 illustrates that most young adults were working full time at the time of the interview (65.0%).

Figure 16: Number of hours worked per week



Analysis of variance (ANOVA) shows that the average number of hours the respondents work per week is different across the exit reasons ($F [4,940] = 22.52, p < .01$). Those who graduated with a diploma work about an average of almost 36 hour/week, followed by about 36.4 hours/week for the respondents who dropped out, and just over 24.5 hour/week for certificate holders. The majority of respondents who exited by a diploma or by dropping out work more than 37 hours per week (about 68.0% and 67.5%, respectively), while only about 22.5% of those who hold a certificate work more than 37 hours per week. Clearly, the young adults who acquired a certificate are more likely to be at a disadvantage with respect to being engaged in full-time positions than their counterparts who graduated with a diploma or dropped out of high school.

Chi Square analysis also reveals that the number of jobs respondents have held since leaving school is correlated with the type of disability with which they are identified (Chi Square = 185.42, $P < .01$). The data demonstrates that most respondents identified with multiple,

moderate or severe mental handicap (55.2%), mild mental handicap (46.9%), and learning disability (40.7%) have held 1-2 jobs since leaving school. Most respondents identified with emotional disability have held 3-4 jobs since leaving high school (about 32.0%). Close to one-third of the individuals identified with a multiple, moderate or severe mental handicap have not been engaged in paid employment since leaving school (28.8%) as compared to 3.3% identified with a learning disability, 5.4% with a emotional disability, and 6.3% with a mild mental handicap.

Table 8: Employment Stability

	Don't Know	None	1-2 jobs	3-4 jobs	5+ jobs
All Students	131 (8.7%)	100 (6.6%)	623 (41.0%)	453 (29.8%)	212 (13.9%)
Emotional Disability (full and other)	23 (14.0%)	9 (5.4%)	43(26.4%)	52 (31.9%)	36 (22.3%)
Learning Disabled	65 (7.1%)	30 (3.3%)	369 (40.7%)	307 (33.9%)	136 (15.0%)
Mild Mental Handicap	24 (10.3%)	15 (6.3%)	108 (46.9%)	57 (24.6%)	28 (12.0%)
Moderate/Severe Mental Handicap & Multiple Handicap	12 (11.1%)	32 (28.8%)	61 (55.2%)	5 (4.2%)	1 (0.8%)
Other (Communication Disorder, Hearing Impaired, Orthopedic Impairment, Visual Impairment, Dual Sensory Impairment, Autism, Traumatic Brain Injury, Other Health Impaired)	8 (7.3%)	15 (14.1%)	42 (38.8%)	32 (30.0%)	11 (9.9%)

POST-SECONDARY EDUCATION AND TRAINING

Figure 17 and **Figure 18** illustrate that the post-secondary enrollment rate has remained almost unchanged from 15.7% in 2001-02 to 15.5% in 2002-03.

Figure 17: 2001-02 Post-Secondary Education Current enrollment

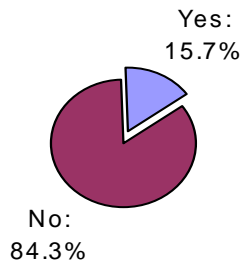
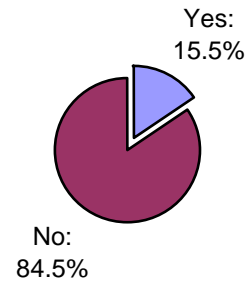


Figure 18: 2002-03 Post-Secondary Education Current Enrollment



The data also indicates that the percentage of respondents who have completed college/vocational schools has slightly decreased from 11.5% in 2001-02 to 10.2% in 2002-03 (**Figure 19** and **Figure 20**); this difference is not statistically significant.

Figure 19: 2001-02 Post-Secondary Education Completion Rate

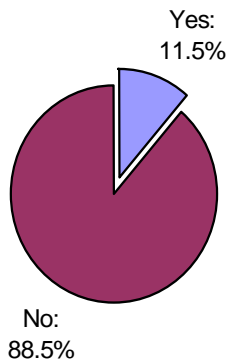
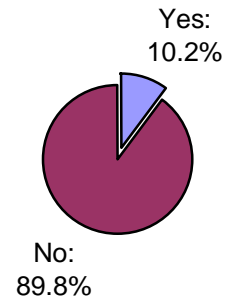


Figure 20: 2002-03 Post-Secondary Education Completion Rate



The analysis indicates that the relationship between the employment rate and enrollment in a 2-4 year college/vocational-technical school is not statistically significant. Employment rate is, however, correlated with having completed post-secondary education (Chi Square = 12.95, $p < .01$). The results suggest that almost three-fourths (72.0%) of respondents, regardless of having completed a post-secondary education, are engaged in paid employment. Yet, the data clearly displays a higher employment rate for young adults who have completed post-secondary

education (about 84.3%) than for those who have not done so (70.6%).

LIVING ARRANGEMENT

At four year post exit, just over half of the young adults surveyed were living at home with their family (51.1%). Another 35.9% reported living independently in their own place, followed by 5.0% who opted for other living arrangements. A small percentage of respondents indicated living in their own place with support, college campus, group home, or military base.

OVERALL SATISFACTION

The data supports a relationship between the employment rate and overall satisfaction with life (Chi Square =126.98, $p < .01$). More than three-fourths of all the employed respondents feel great or good about their life as compared to about half of the unemployed respondents who feel that way (49.3%). Only a small percentage of all respondents, regardless of their employment status, reported feeling bad about their life (2.4%).

Part III

COMPARISON

This section presents the results of data collection for 440 students who were interviewed at the point of exit from high school in 1998-99, and were again interviewed at four years post high school in 2002-2003.

VOCATIONAL/EMPLOYMENT EXPERIENCES

Respondents who indicated at exit that they had job training experiences in high school are much more likely to be employed at four years post exit than those who had indicated no work experience (74.7% vs. 44.4%). All young adults – across all disability groupings – seem to have benefited from job training experiences offered in high school. Scrutinizing the employment rate data for individuals who acquired job training experience and those who did not clarifies that not everyone benefits from such training to the same degree. Disparity in the employment rate emerges across exceptionalities. The respondents identified with moderate, severe or multiple handicap were most likely to benefit from job training experience, followed by respondents identified with an emotional disability, and those identified with a mild mental handicap. The young adults identified with learning disability were least likely to be affected by job training experience.

The data also shows that just over three-fourths of the individuals who had a paying job at exit still have paid employment four years later (76.7%) compared to about 52.0% who did not engage in any paid employment at exit but do so four years later. Close to half of the respondents who did not have a paying job at exit are still in the same predicament four years later (48.1%). These figures appear to imply that holding a paying job at exit is more likely to lead to paid employment later.

The primary reasons for not working four years post high school - irrespective of the employment status at exit - was cited to be being unable to find a job, health problems (physical disability), being currently in school, being unable to find a job they want, and not wanting to

work. At exit the young adults with a paying job were likely to work in restaurant-food service, retail sale, construction trades, and assembly-factory jobs; at four years post high school they were still engaged in similar jobs - assembly-factory, restaurant-food service, construction trade, and janitor-household-maintenance. A small percentage of individuals also engaged in a second job either at exit or at four years post exit.

Contrary to expectations, the respondents who exited high school in 1998-99 without receiving any agency assistance in the area of employment fare better four years later in their employment rate than their peers who received agency assistance for employment at exit (70.7% and 61.6%, respectively). Agency assistance in the area of education at exit also did not improve the individuals' chances or opportunities for paid employment four years later. The employment rate at four years was higher for the respondents who did not receive any agency help in the area of education (70.0%) than for their counterparts who acquired such help (64.5%).

WAGES & NUMBER OF HOURS WORKED

The respondents who exited high school in 1998-99 and whose jobs paid hourly wages earned an average of \$6.43 per hour; four years later their average wage rose to \$9.64 per hour. This difference of \$3.21 is statistically significant ($t [1,115] = -9.44$ $p < .01$). A closer examination of the data yields more information about how the exit avenue affected the wage increase. The young adults who exited high school with a diploma experienced the highest average wage increase (50.9%) compared to their peers who dropped out or exited with a certificate (31.1% & 18.0%, respectively).

A statistically significant difference ($t [1,220] = -10.76$, $p < .01$) is also observed between the number of hours individuals worked per week at exit (25.4 hrs) and at four years post exit (36.0 hrs). Four years after exiting school, about 68.0% of all the young adults surveyed worked full-time (over 37 hours), with about 15.0% working less than 21 hours per week. The respondents who dropped out worked an average of 36.4 hrs/week, followed closely by an average of 35.6 hrs/week for respondents who graduated with a diploma, and 29.2 hrs/week for respondents who received a certificate.

POST-SECONDARY EDUCATION

This section delineates the link between intention to pursue post- secondary education after exiting high school and enrollment or completion of post- secondary education four years later. **Table 9** illustrates that the enrollment rate for individuals who planned to pursue higher education was much higher (27.5%) than that for individuals who did not plan to pursue higher education (3.0%). The higher enrollment rate translates into a higher completion rate, highlighting a much higher post- secondary education completion rate for the respondents who opted for some type of post secondary education than for their peers who did not plan to do so (16.5% and 1.8%, respectively).

Table 9 further portrays the relationship between receiving agency assistance at exit and post-secondary education four years post high school. The young adults who acquired agency assistance for education were more likely to have been enrolled in higher education than their peers who did not utilize any type of agency assistance (20.6% and 13.3%, respectively). Parallel to these findings, the completion rate is also higher for those who received some type of agency help for education (12.3%) than for those who did not receive any agency help (9.0%).

Table 9: Post Secondary Education

Post Secondary Education at Exit	Enrolled in College – 4 yrs post exit	Completed College – 4 yrs post exit
Not intending to pursue post-secondary education	3.0%	1.8%
Intending to pursue post-secondary education	27.5%	16.5%
Help not received from any agency for more education	13.3%	9.0%
Help received from an agency for more education	20.6%	12.3%

LIVING ARRANGEMENTS

Table 10 indicates that the percentage of young adults living on their own, without support, has increased from 21.6% at exit to 38.3% at four years post exit. A slight increase is also observed in the percentage of young adults opting to live in a group home. As expected, the percentage of respondents living at home with family reveals a decline over the four years. In addition, only a small percentage of respondents who planned to live in a college dormitory after leaving high school succeed to do so four year later.

Table 10: Living Arrangements

	Living Home with Family	Independently Owned Home	Own Place With Support	Group Home	Military Base	College Campus	Other
Exit	57.9%	21.6%	2.4%	0.9%	1.9%	13.0%	2.3%
Four Year	50.7%	38.3%	1.9%	1.5%	0.8%	1.9%	4.8%

ADULT SERVICES & OVERALL SATISFACTION

The results reveal that at the point of exit from high school about one-third of all young adults were connected to service agencies helping them with education and one-fourth were connected with agencies helping them to find jobs. The percentage of individuals utilizing service agencies for finding a place to live, for getting around the community, or for providing help with social activities was much lower at exit. Irrespective of acquiring help from serving agencies, most respondents, at the point of exit from high school, indicated that high school adequately prepared them for college, jobs, living on their own, using community services, and social skills. Four years later, almost three-fourth of them reported feeling good or great about their life, with just over a dozen stating that they felt bad about their life. About 40.0% either did not want to change anything or did not know what needed to be changed to improve their life; however, having more money was what most respondents believed would make their life better.

Part IV

SUMMARY

EXIT MEANS

The Indiana Graduate Follow-Up Survey reveals that the diploma rate, which showed some progress in 2001-02 after recovering from a 2-year decline, remained unchanged in 2002-03 (67.8%). The diploma rate for the young adults with learning disability persistently surpasses that for the other exceptionalities especially for the individuals who are labeled as having moderate, severe, or multiple disabilities. Yet, regardless of disability grouping, almost three-fourths of all diploma holders graduated passing the IGQE. Consistent with last year's data, only a small percentage of respondents pointed to IGQE as the culprit for dropping out. The drop out rate of 9.3%, which had undergone a small, but steady decline in the previous three years, surged slightly upward. Students continue to indicate "academic difficulties" as the predominant reason for dropping out of high school. As for the certificate of achievement rate, minor fluctuations persist, characterizing this avenue of exit. One-fifth of all respondents obtain the certificate to exit high school.

WORK EXPERIENCE/EMPLOYMENT

About 60.0% of the young adults interviewed at exit indicated that they have participated in some type of life-skills curricula, whether it is in-school or community based. This participation rate remained unchanged from last year's rate and increased only slightly from that in the previous year. These minor fluctuations in the work experience participation rate follow a more noticeable decline in 2000-01.

The employment rate at exit continued to drop for the fourth straight year (62.6%, 57.6%, 53.2%, and 51.6% respectively), possibly mirroring the sluggishness of the country's overall economic growth. The data for four year post exit yielded an employment rate of 72.0% with very little deviation in two years after a statistically significant decline was observed from

1999-2000 to 2000-01. It must be stressed that the employment rate both at exit and at four year post exit for all disability groupings – learning disability, mild mental handicap, emotional disability, and moderate, severe, and multiple mental handicap – continues to alter from year to year.

For respondents whose job pays per hour, the average wages earned at exit has demonstrated very little change over the past four years (ranging from \$6.71 to \$6.85). The wages earned at four years post high school is also noted to be too small, with \$9.32 in 1998-99 and \$9.99 in 2002-03. However, differences are observed with respect to the avenue through which the respondents exited high school. Individuals who dropped out earned a higher wage than their peers who exited with a diploma or certificate, although the difference has never amounted to more than \$1.00 per/hour in any of the four years for which comparable exit data are available. This trend holds true for average wages earned at four year post exit, too. The diploma holders earned a higher wage than the other two groups, and the disparity between highest and lowest wages has at one time (1999-2000) been as large as \$2.50 per/hour.

POST-SECONDARY EDUCATION

The 2002-03 school year witnessed a noticeable rise in the interest of young adults to pursue higher education after exiting high school. The figures reveal that 65.3% of individuals surveyed in 2002-03 intended to pursue a 2 or 4-year college or vocational training, compared to about 61.0% who reported such an intention in the previous year. This increase comes after three years of slight fluctuations in the percentage of respondents who, at exit, planned to continue their education beyond high school. This interest in post secondary education may likely be sparked by a somewhat stagnant economy and high unemployment rates which in turn could compel individuals to seek out higher education.

At four -years post high school, the data for post-secondary education enrollment rate and completion rate was not as promising as it had been in the previous years. The enrollment rate of 15.5%, quite comparable to last year's figure, falls short of the rise it had experienced for three straight years. The completion rate of 10.2%, showing a slight decline from the rate in

2001-02, follows suit. In sum, the 2002-03 post-secondary education enrollment and completion rates, after three years of small but steady growth, have basically leveled off.

ADULT SERVICES

The Individuals with Disabilities Education Act (IDEA) continues to stress agency involvement prior to exit from high school, with the fundamental assumption that receiving coordinated services prior to exit promotes (and perhaps secures) utilizing services after exit. Parallel to last year, the present data identified around half of all the respondents as receiving agency help for their education at exit, and over one-third as receiving help with getting a job. The percentage of individuals being connected with agencies for other services - a place to live, in-home help, getting around in community, social activities, and transportation - was not as high, ranging between 10.0% and about 14.5%. Any agency connection typically involved receiving information. A small percentage of young adults had formal connection with or utilized services in any of the aforementioned categories. Vocational Rehabilitation Services was the one agency most frequently mentioned as providing services for the respondents.

At four year post exit not many respondents utilized adult agencies. Employment assistance and health insurance were the most likely agencies sought out (13.9% and 8.4%, respectively). The adult agencies mostly utilized by young adults dealing with any kind of employment issue – employment assistance, supported employment, and sheltered employment – were Vocation Rehabilitation Services and Bureau of Developmental Disabilities. The former was also widely used by individuals encountering the issues of assistive technology and issues of post-secondary education. The young adults requiring assistance with shelter (semi-independent living, supported living, or group home) mostly cited Bureau of Developmental Disabilities as their primary agency of reference. Finally, the agencies most often utilized for health insurance and therapy were Medicaid and Medicaid Waiver.

OVERALL SATISFACTION

The majority of young adults surveyed at exit from high school reported that high school

adequately prepared them for jobs, using community stores and services, and relationship/social skills. Most respondents also believed that high school prepared them for college and living on their own, although their percentages were not quite as high as those of the respondents who reported being prepared in the other three areas. Parallel to satisfaction with various areas of their life, almost one-third of young adults surveyed at exit also stated that they either did not want to change anything or did not know what needed to be changed to improve their life; of all the specific categories proposed in the survey, having more money was most frequently cited as what would better their life, followed by having a job, and being able to make more choices about their life.

At four year post exit close to three-fourths of respondents felt great or good about their life, with only a small percentage reporting that they felt bad about their life. Similar to exit data, about one-third of the young adults contacted indicated that they either did not want to change anything or did not know what needed to be changed to better their life. Again, having more money was most frequently reported as the one thing that would most likely improve their life, followed by having a job, and going to college or vocational school.

CONCLUSION

The data presented in the previous sections delineates some of the issues/concerns that young adults with disabilities encounter as they exit high school and prepare for transition into adulthood. Many gains have been made and successful transitions abound, but obstacles to desired post-school outcomes also persist. Some barriers emerge as a result of shortcomings at the level of individual schools/corporations/ community institutions, and some may be attributed to larger social and economic issues. Whatever the cause, young adults with disabilities and their families continue to confront and grapple with difficulties. Despite numerous efforts to effect independence in the areas of employment, access to services, and living arrangements, many special education students, once they exit high school, remain, to a great extent, dependent on outside assistance.

Unexpected results emerge, too, either signifying real changes occurring in the lives of

young adults with disabilities or characterizing the make-up of the specific respondent groups as it changes from year to year. Only future studies and results can determine that. The Graduate Follow-up study continues to provide us with vital information regarding the various issues confronting youth with various disabilities as they exit high school and four years beyond.

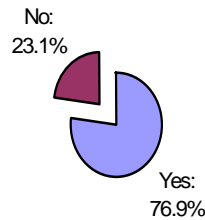
PART V – APPENDICES
Exit Survey
Complete Survey Responses

EMPLOYMENT

1. **Did you have job training experiences in high school (either school-sponsored or other):**

The respondents indicated:

Yes:	3024 (76.9%)
No:	911 (23.1%)
Missing Value:	0



2. **If you had job training experiences in high school, please provide the following information:**

Number of **in-school jobs**:

Yes:	761 (25.2%)
No:	2263 (74.8%)
Missing Value:	0

If Yes, Paid: 220 (28.4%) Unpaid: 552 (71.5%)

Number of **school-sponsored community jobs**:

Yes:	819 (27.1%)
No:	2203 (72.9%)
Missing Value:	2

If Yes, Paid: 479 (55.4%) Unpaid: 385 (44.6%)

Number of **community jobs** (non-school sponsored):

Yes: 2126 (70.3%)
 No: 898 (29.7%)
 Missing Value: 0

If Yes, Paid: 1993 (94.9%) Unpaid: 108 (5.1%)

3. Did you have any instruction in or help (from school) in doing things like managing money, cooking, or keeping house or any other training in independent living?

The respondents indicated:

Yes: 2346 (59.6%)
 No: 1589 (40.4%)
 Missing Value: 0

If yes, In-school 1932 (81.5%) Community Based: 440 (18.6%)

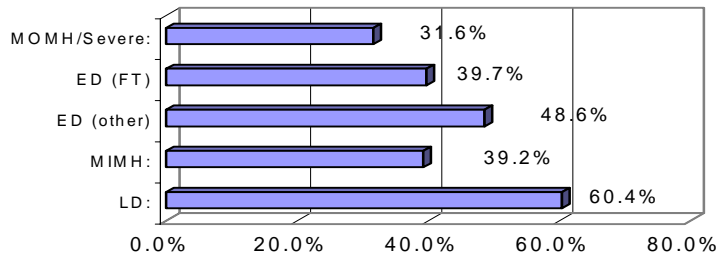
4. Do you currently have a paying job?

The respondents indicated:

Yes: 2024 (51.6%)
 No: 1900 (48.4%)
 Missing Values: 11



Numbers Currently Holding a Paying Job by Exceptionality:



5. If not working, indicate the main reason you are presently not working?

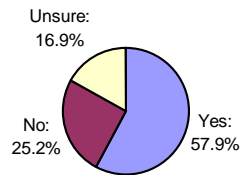
The respondents who indicated they were not working conveyed they were not working for the following reasons (only the main reasons listed):

Currently in school:	453 (24.9%)
Unable to find a job:	329 (17.4%)
I don't want to work:	105 (5.5%)
Unable to find a job I want:	103 (5.4%)
Health Problems:	79 (4.2%)

6. If yes, do you expect this job to continue after high school?

The respondents across all exceptionalities indicated:

Yes:	1172 (57.9%)
No:	509 (25.2%)
Unsure:	343 (16.9%)



If not, why not (only a portion of the reasons):

- 151 (29.9%) - Need a full time job with benefits**
- 58 (11.5%) - Were entering (or waiting to attend) a 4 year vocational program.**
- 44 (8.8%) - Did not like their current occupation.**
- 44 (8.8%) - Were entering (or waiting to attend) a 2 year vocational program.**

7. What type of work are you doing right now? (List up to two jobs)

The respondents who indicated they currently held a position listed the following jobs most frequently: (only a portion of the responses)

Restaurant/food service:	724 (33.3%)
Retail Sales:	272 (12.5%)
Human Services/Work with People-Children:	130 (6.0%)
Construction Trades:	123 (5.7%)
Stock Clerk:	103 (4.7%)
Janitorial:	94 (4.3%)
Auto mechanics:	68 (3.1%)
Assembly:	62 (2.9%)

8. Did anyone help you get your job?

The respondents indicated:

Yes:	975 (48.2%)
No:	1048 (51.8%)
Missing Values:	1



If yes, who helped you the most?

Parents/Relatives:	404 (41.5%)
Friends/acquaintances:	242 (24.9%)
Transition Program Staff:	86 (8.8%)
Vocational Educator:	51 (5.2%)
Special Educator:	66 (6.8%)
School To Work Staff:	48 (4.9%)
Regular Educator:	30 (3.1%)
Other:	27 (2.8%)
Adult Service Agency	11 (1.1%)
Vocational Rehabilitation Counselor:	6 (.7%)
Military Recruiter:	3 (.3%)
Missing Value:	1

9. **How many hours are you typically scheduled to work each week?**

The respondents indicated:

Full-Time (37.5 hrs+):	266 (13.0%) –	average: 41.6 hrs
Part-Time (21-37 hrs):	710 (35.4%) –	average: 28.6 hrs
Part-Time (<21 hrs):	1048 (51.6%) –	average: 14.4 hrs

10. **What fringe benefits do you get on this job?**

The respondents replied to each item: The percentage indicates those individuals who answered “True”, they receive the benefit as part of their job.

Medical Insurance:	185 (9.1%)
Dental Insurance:	104 (5.2%)
Paid Sick Days:	123 (6.1%)
Pension:	40 (1.9%)
Vacation Days:	274 (13.5%)
I don’t know:	109 (5.4%)
Vision:	45 (2.2%)
Other (meals, discounts):	333 (16.5%)

11. **What is your salary on this job?**

The respondents across all exceptionalities indicated:

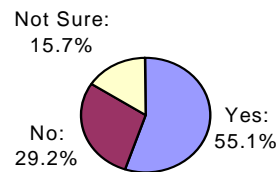
Above minimum wage:	1507 (74.5%)
Minimum wage:	67 (3.3%)
Below minimum wage:	60 (3.0%)
I don’t know/Refused:	260 (12.8%)
By the job:	99 (4.9%)
Piece work:	30 (1.5%)
Missing Value:	1

POST-SECONDARY EDUCATION AND TRAINING

12. Will you be pursuing 2 or 4 year college or vocational training immediately after high school:

The respondents across all exceptionalities indicated:

Yes:	2166 (55.1%)
No:	1151 (29.2%)
Not Sure:	618 (15.7%)
Missing Value:	0



Those who indicated they would be pursuing post-secondary education and training indicated the following would be pursued:

Voc./Tech Ed.	952 (42.6%)
College/University:	866 (38.8%)
Other: (Child Care, Art School, etc.)	103 (4.6%)
Military:	173 (7.7%)
GED:	100 (4.5%)
Apprenticeship:	40 (1.8%)

LIVING ARRANGEMENT:

13. Where will you be living after high school (e.g. 6 months from now)?

The respondents across all exceptionalities indicated:

At home with family:	1949 (49.5%)
Own place (independently)	688 (17.5%)
Not Sure:	506 (12.9%)
College dorm/Military base:	452 (11.5%)
Military Base:	127 (3.2%)
Own place w/ support	94 (2.4%)
Other:	70 (1.8%)
Group Home/Nursing Home:	49 (1.2%)
Missing Value:	0

LEISURE/RECREATION/SOCIAL

14. **In which of the following activities have you participated during high school?**
(More than one response could be given) The percentage indicates those individuals who answered “True” to how they do spend their free time.

Community Activities:	2398 (61.0%)
Outdoor Activities:	2194 (55.8%)
Hang out with friends:	3214 (81.7%)
Watch TV:	3108 (79.0%)
Attend school plays, sports:	1715 (43.6%)
Hobbies:	1433 (36.4%)
Participate in sports:	1296 (32.9%)
Church Activities:	1159 (29.5%)
Read:	1102 (28.0%)
Organizational/club activities	1019 (25.9%)
Other: (music, computers, choir, racing, etc...)	679 (17.3%)

ADULT SERVICES

15. **Are you connected with an agency or person who can help you with the following?**
(Check all that apply and specify the name or person or agency)

The percentage indicates those individuals who answered “True”, they are connected with an agency or person. In addition, the majority of the students, if connected with an agency for assistance, indicated they mostly received assistance from Vocational Rehabilitation.

Getting more education or training?	1942 (49.4%)
Finding a job?	1470 (37.4%)
Getting a place to live?	563 (14.3%)
In-home help?	440 (11.2%)
Getting around in your community?	457 (11.6%)
Social activities?	395 (10.0%)
Transportation?	456 (11.6%)

OVERALL SATISFACTION:

16. Do you feel your high school experience prepared you adequately for life?

The respondents indicated:

	N/A	Yes	No	Don't Know
College?	17.5%	51.7%	13.8%	17.0%
Jobs?	4.7%	74.0%	13.0%	8.3%
Living on your own?	8.0%	58.5%	21.7%	11.8%
Using community resources?	11.4%	64.2%	15.4%	9.0%
Relationships/Social Skills?	7.0%	75.9%	11.1%	6.0%

17. Is there something else your school could have helped you with?

The respondents indicated:

No:	2141 (54.4%)	Yes:	754 (19.1%)
Don't Know:	1040 (26.5%)	Missing Values:	0

Those who indicated “yes” they felt they had needs that had not been adequately addressed included the following comments. The following are representative:

- “Basic living skills; when you get out on your own.”
- “Better education/”Real World” skills.”
- “Budgeting.”
- “More work skills.”
- “Academically more challenging.”
- “Anger management.”
- “Gave up because he could not pass the ISTEP.”
- “Encourage disabled to be more independent.”
- “Build your reading skills.”
- “Challenge more – get treated like other kids.”
- “Better ISTEP preparation.”
- “Budgeting money, specifically the risk of using a credit card.”

18. What is the main things you would add or change that would make your life better?

41 (1.0%)	Lose weight
37 (1.0%)	Have more friends
648 (16.5%)	Not Applicable/Wouldn't change a thing
349 (8.9%)	More money
613 (15.6%)	Don't know
265 (6.7%)	Be able to make for choices

249 (6.3%)	Car/Driver's license
183 (4.6%)	Find solutions to personal problems
298 (7.6%)	Have a job
99 (2.5%)	Finish high school
141 (3.6%)	Go to college or vocational school
163 (4.1%)	Move into a place of my own
166 (4.2%)	Have a different job
45 (1.1%)	Learn to read
17 (.4%)	Reliable transportation
620 (15.8%)	Other
1	Missing Values

HIGH SCHOOL CLASSES AND EXPERIENCES

19. What percentage of (integrated) general education classes were taken during high school? (All exceptionalities)

Up to 100%	1342 (34.1%)
Up to 75%	827 (21.1%)
Up to 50%	525 (13.4%)
Up to 25%	528 (13.4%)
None	225 (5.7%)
Don't Know:	487 (12.4%)
Missing Value:	0

Four Year Follow-Up Survey Complete Survey Responses

EXIT REASONS:

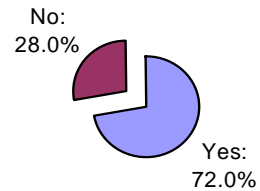
	Diploma	Dropped Out	Certificate	Expelled	Incarcerated	Reached Maximum Age
All Students	923 (70.8%)	247 (19.0%)	112 (8.6%)	0	5 (.4%)	15 (1.2%)
Learning Disability	614 (78.8%)	145 (18.6%)	18 (2.3%)	0	1 (0.1%)	2 (0.2%)
Mild Mental Handicap	143 (74.5%)	29 (15.2%)	16 (8.3%)	0	1 (0.7)	3 (1.4%)
Emotional Disability	78 (50.7%)	64 (41.7%)	6 (4.1%)	0	3 (1.9%)	2 (1.6%)
Moderate, Severe & Multiple Disabilities	19 (20.6%)	2 (2.4%)	63 (69.8%)	0	0	7 (7.2%)
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism and Traumatic Brain Injury)	70 (79.8%)	7 (7.9%)	9 (10.2%)	0	0	2 (2.2%)

EMPLOYMENT STATUS

1. Do you currently have a paying job?

The respondents indicated:

Yes:	1094 (72.0%)
No:	425 (28.0%)
Missing Value:	0



If not working, what the main reason why you don't have a paying job?
(only the top reasons listed)

Unable to find a job:	78 (18.4%)
Health Problems/Physical Disabilities	49 (11.4%)
Unable to find the job that I want:	30 (7.0%)
Currently in school:	27 (6.5%)
Homemaker:	23 (5.4%)
Laid off:	20 (4.6%)
I don't want to work	17 (3.9%)
Fired from previous job:	10 (2.3%)

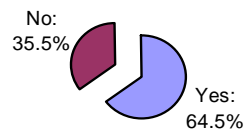
2. **What type of work are you doing right now? (List up to two jobs)**
(only the top reasons listed)

155 (13.5%)	Restaurant Work/Food Services
131 (11.4%)	Assembly
114 (9.9%)	Construction Trades
99 (8.7%)	Retail Sales
65 (5.7%)	Janitorial
61 (5.3%)	Human Services/work with people/children
45 (3.9%)	Materials Handler
40 (3.5%)	Auto Mechanics

3. **Did anyone help you get your job?**

The respondents who were currently employed indicated:

No, found job myself: 706 (64.5%)
Yes: 388 (35.5%)



If yes, who helped you the most: (only the top reasons listed)

Parents/relatives:	128 (33.3%)
Friends/acquaintances:	125 (32.2%)
Adult Service Agency:	28 (7.3%)
Vocational Rehabilitation Counselor:	23 (5.9%)
Transition Program Staff:	12 (3.1%)
School To Work Staff:	10 (2.7%)

4. **How many hours do you work each week?**

The respondents indicated they worked:

Full Time (37.5+ hrs /wk):	711 (65.0%) - average number hours = 43.0
Part Time (21-37 hours per week):	223 (20.4%) - average number hours = 29.6
Part Time (less than 21 hrs/wk):	160 (14.6%) - average number hours = 13.1

5. **What is your salary on this job?**

The respondents indicated they earned:

Above Minimum Wage:	617 (56.4%)
Minimum Wage:	7 (.6%)
Below minimum wage:	18 (1.6%)
I don't know/Refused:	386 (35.4%)
Piece Work:	22 (2.0%)
By the job, whatever they'll pay me:	44 (4.0%)

6. **What fringe benefits do you get on this job?**

The respondents replied to each item: The percentage indicates those individuals who answered "True", they receive the benefit as part of their job.

Medical Insurance:	525 (48.0%)
Vacation Days:	451 (41.2%)
None:	348 (31.8%)
Paid Sick Days:	330 (30.2%)
Dental Insurance:	290 (26.5%)
Pension:	242 (22.1%)
Vision:	174 (15.9%)
I don't know:	75 (6.8%)
Other:	62 (5.7%)

7. **How long have you been working at your current job?**

The respondents indicated they have worked at their current job for:

More than two years:	472 (43.1%)
13-14 months:	187 (17.1%)
6-12 months:	214 (19.6%)
Less than 6 months:	168 (15.4%)
Don't Know:	53 (4.8%)
Missing Values:	0

8. **Are you happy with this job?**

The respondents indicated:

Yes:	874 (79.9%)
No:	113 (10.3%)
Not sure:	107 (9.8%)

9. **How many jobs have you had since leaving school?**

The respondents indicated:

623 (41.0%)	1-2 jobs
453 (29.8%)	3-4 jobs
212 (13.9%)	5+ jobs
131 (8.7%)	Don't Know
100 (6.6%)	None

	Don't Know	None	1-2 jobs	3-4 jobs	5+ jobs
All Students	131 (8.7%)	100 (6.6%)	623 (41.0%)	453 (29.8%)	212 (13.9%)
Emotional Disability (full and other)	23 (14.0%)	9 (5.4%)	43 (26.4%)	52 (31.9%)	36 (22.3%)
Learning Disabled	65 (7.1%)	30 (3.3%)	369 (40.7%)	307 (33.9%)	136 (15.0%)
Mild Mental Handicap	24 (10.3%)	15 (6.3%)	108 (46.9%)	57 (24.6%)	28 (12.0%)
Moderate/Severe Mental Handicap & Multiple Handicap	12 (11.1%)	32 (28.8%)	61 (55.5%)	5 (4.2%)	1 (.8%)
Other (Communication Disorder, Hearing Impaired, Orthopedic Impairment, Visual Impairment, Dual Sensory Impairment, Autism, Traumatic Brain Injury, Other Health Impaired)	8 (7.3%)	15 (14.1%)	42 (38.8%)	32 (30.0%)	11 (9.9%)

10. **How do you usually get around in the community?**

The respondents indicated they:

Drive myself:	1118 (73.6%)
Family:	251 (16.5%)
Friends:	42 (2.8%)
Public Transportation:	33 (2.2%)
Adult Services:	29 (1.9%)
Pay someone:	7 (.5%)
Other:	39 (2.6%)

11. **Do you currently have a driver's license?**

Yes:	1140 (75.0%)	Main Reasons for not having a license:
No:	379 (25.0%)	75 (20.0%) Medical Issues
Missing Value:	0	59 (15.5%) Could not pass the exam
		21 (5.6%) Had one, but lost it
		17 (4.4%) Don't want one

POST-SECONDARY EDUCATION AND TRAINING

12. **Since leaving high school, have you had additional training or course work through any of the following?**

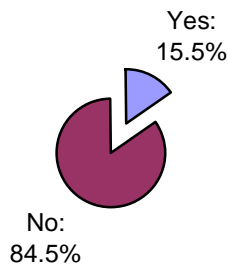
The respondents replied to each item: The percentage indicates those individuals who answered "True", they have had additional training or course work in the following:

GED:	114 (7.5%)
Vocational/Technical School:	215 (14.1%)
College/University Courses:	235 (15.5%)
Alternative Education:	8 (.5%)
Military:	31 (2.0%)
Job Service/Employment Training:	59 (3.9%)
Supported Employment:	31 (2.0%)
Other:	147 (9.7%)

Fifty-one percent of the respondents who indicated they had attended additional training in GED course work, were successful in obtaining their GED.

13. **Are you currently enrolled in a 2 or 4 year college or vocational school?**

Yes:	236 (15.5%)
No:	1283 (84.5%)



Yes:

54.2% 4 Year	3.6% Apprenticeship
27.6% 2 Year	0.0% Internship
14.6% Vocational	

14. **Have you completed a college or vocational/technical school program?**

The respondents indicated:

Yes:	155 (10.2%)
No:	1363 (89.8%)
Missing Value:	1

Yes:	41.7%	2 year
	20.6%	4 year
	37.6%	Technical School

LIVING ARRANGEMENT

15. **What is your current living arrangement?**

The respondents indicated they lived:

At home with family:	776 (51.1%)
Independently:	545 (35.9%)
Other Arrangement:	78 (5.1%)
Own place w/ support:	38 (2.5%)
College Campus:	35 (2.3%)
Group Home:	32 (2.1%)
Military Base:	16 (1.1%)

16. **If at home, what is the main reason why you have not moved?**

The respondents indicated they lived at home for the following reasons:

Not enough money:	296 (40.0%)
Enjoy living at home:	175 (23.6%)
Other: college, happy with current arrangement:	141 (19.0%)
Convenience - close to work:	65 (8.8%)
Parents/family members won't allow:	29 (3.9%)
Can't find a place to live:	7 (1.0%)
Don't know how to:	24 (3.3%)
Problems with transportation:	3 (.4%)
Social:	1 (.2%)

17. **If you had a choice, which living arrangement would you choose?**

The respondents indicated:

Don't Know:	489 (32.2%)
Independently/Friend:	418 (27.5%)
Independently/Alone:	254 (16.7%)
Parents/Family:	147 (9.7%)
Independently/girl/boyfriend:	135 (8.9%)
Supervised Apt - House:	18 (1.2%)
Other:	49 (3.2%)
Group Home	9 (.6%)

ADULT SERVICES

18. **Have you used any services provided by the following agencies?**

The respondents indicated they received assistance from the following, also included are the agencies indicated the most for providing assistance:

211 (13.9%)	Employment Assistance	64.2%	Vocational Rehabilitation
74 (4.9%)	Supported Employment	65.0%	Vocational Rehabilitation
42 (2.8%)	Sheltered Employment	28.7%	Vocational Rehabilitation
18 (1.2%)	Semi-Independent Living	29.6%	Bureau of Developmental Dis
19 (1.3%)	Supported Living	27.9%	Social Security Administration
25 (1.7%)	Group Home	42.7%	Bureau of Developmental Dis
66 (4.4%)	Food Stamps	66.1%	TANF
27 (1.8%)	Counseling	57.5%	Community Mental Health
127 (8.4%)	Health Insurance	75.4%	Medicaid
18 (1.2%)	Therapy (Occupational/Physical) Rehabilitation	37.2%	Medicaid Waiver
34 (2.3%)	Transportation	33.0%	Bureau of Developmental Dis
10 (.7%)	Assistive Technology	53.7%	Vocational Rehabilitation
67 (4.4%)	Other		Other
54 (3.5%)	Post Secondary Education	83.3%	Vocational Rehabilitation

LEISURE/SOCIAL RELATIONSHIPS

19. With whom do you spend most of your free time?

The respondents indicated they spent most of their free time with the following:
(more than one response could be given)

Family Members:	827 (54.5%)
Boyfriend/girlfriend:	426 (28.0%)
Friends - curr-past job:	392 (25.8%)
Old friends - high school:	378 (24.9%)
Friends through community activities:	234 (15.3%)
Husband/wife:	184 (12.1%)
Other:	138 (9.1%)
Alone:	128 (8.4%)

20. How do you spend your free time?

The respondents indicated they spent most of their free time doing the following:
(more than one response could be given)

Participate in home entertainment:	791 (52.1%)
Visit friends:	601 (39.5%)
Participate in outdoor activities:	468 (30.8%)
Community recreation and leisure:	514 (33.8%)
Other:	309 (20.4%)
Hanging out:	382 (25.1%)
Participate in sports:	226 (14.9%)
Watch sports:	263 (17.3%)
Participate in hobbies:	204 (13.4%)
Participate in church activities:	193 (12.7%)
Driving around:	167 (11.0%)
Organizational/club activities:	61 (4.0%)
Not applicable/No free time:	40 (2.7%)

OVERALL SATISFACTION

21. In general, how do you feel about your life?

Great	340 (22.4%)
Good	726 (47.9%)
Some good-some bad	373 (24.6%)
Bad	37 (2.4%)
Other:	40 (2.6%)
Missing Value:	3

22. What is the main thing you would add or change that would make your life better?

Don't Know:	254 (16.8%)
Car/Drivers License:	37 (2.5%)
Go to College/Voc. School	99 (6.5%)
Not change anything:	283 (18.7%)
More money:	212 (14.0%)
Have a job:	110 (7.3%)
Have a different job:	98 (6.5%)
Solutions/Personal Problems:	33 (2.2%)
More choices about life:	37 (2.5%)
Finish high school	37 (2.5%)
More friends:	10 (.7%)
Other:	306 (20.2%)
Missing Value:	3