





Why is This Cake on Fire?



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Wisconsin Student Survey Results

- How did you feel about yourself as a person with a disability while you were in middle school and high school?
- Students in high school and college were asked
- 37 students responded
- Here are the top results



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Survey Results

- *I'm stupid
- *My teachers don't understand me *Life is not fair, it's hard
- *I will never amount to anything
- *I read too slow to be smart
- *Everyone thinks I'm dumb, why try
- *I'm not as important as my peers
- *I can't do anything right, I'm stupid
- *I won't have friends because of my disability
- *I'll never be popular and no one will ever like me
- *Everyone is looking at me because of my disability
- *I am not meant for school
- *I will never go to college
- *I am a disappointment *I'm not normal
- *Life sucks, why me



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rouping	Categories	PSS Transitions
Career Choices	Career Awareness Occupational Courses Vocational Education	s Improvement
Work Preparation	Paid Employment/Work Experiences Work Study	ement
Delivery of Instruction	Test Preparation/Accommodations Inclusion in General Education Program of Study	Grant
Personal Competence Skills	9. Self-Advocacy/Self-Determination 10. Self-Care/Independent Living Skills 11. Social Skills 12. Community Experiences	From
Networking	Family Engagement Student Support Instruction of the Transition Programming Transition Programming	school to success

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When parents are involved, students have:

- Higher grades, test scores, and graduation rates
 Better attendance
- Increased motivation Lower suspension
- Decreased use of drugs, alcohol, violence

When middle and HS parents stay involved, students:

- Make better transitions
- Maintain quality of work
 Develop realistic plans for their future
- Have higher graduation rates Seek postsecondary education

As adapted from WSPEI Family Engagement

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School and Family Partnership

- Research shows that work-based learning and employment experiences during the school years leads to better post-school employment outcomes.
- Research also shows that family involvement in planning employment and the use of personal networks as a job search strategy are key factors for employment success.

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Wisconsin Post School Outcomes Data

- Helps us describe further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life.
- Students with disabilities do not attend post-secondary education or enter employment at the same rate as their peers.
- · Gives us data to look at progress and areas of need.

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Indicator 14

Indicator 14 of the State Performance Plan (SPP) requires that states report an unduplicated count of the: "Percent of youth who are not longer in secondary school, had IEPs in effect at the time they left school and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving school" 20USC 1416(a)(3)(B)

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How are Youth with Disabilities in WI Doing One Year after Exiting High School?

- 2015 Survey Response Rate
 - 55%
- 1925 students exited school during the 2013-2014 school year that were part of the survey sample
- Of the students on the exiting list 77 were ineligible to participate in the survey (may have returned to school, wrong exiting class, deceased)
- 1068 successfully completed the Post School Outcomes Survey

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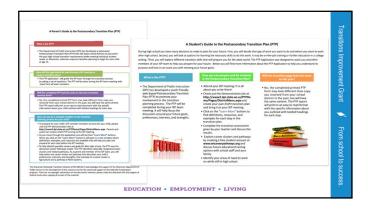
• Com • g c ii	2015 Outcomes of 2013-2014 Exiters for Indicator 14 Competitive Employment 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater and Never engaged in High Education regardless of engagement in other Postsecondary Education or Training or Other Employment.				
	or training or Other En	ipioyment.			•
	2015 Count	2015 % N=1068	2014 % N=887		Fron
	398	37.3%	37.43%		
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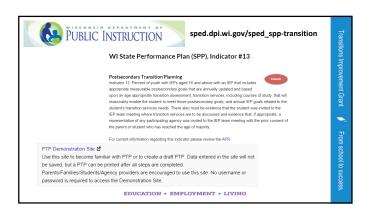
2015 Outcomes of 2013-2014 Exiters for Indicator 14					Transitions Ir
Other Post-Secondary Education or Training Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program and Never engaged in Higher Education or Competitive Employment regardless of engagement in Other Employment.					Transitions Improvement Grant 🧳
	2015 Count	2015 % N=1068	2014 % N=887		Fror
	15	1.4%	2.7%		n sch
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2015 Outcomes for 2013–2014 Exiters for Indicator 14 • Other Employment • 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training. 2015 \(\text{Very N=1068} \) \(\text{N=887} \) \(\text{N=1068} \) \(\text{N=887} \) \(\text{128} \) \(\text{12.0%} \) \(\text{9.92%} \)

What Does this Mean?				
2015 Outcomes of 2013-2014 Exiters for Indicator 14	2015 Count	2015 % N=1068	2014 % N = 887	
A. Higher Education	288	27.0%	27.51%	
B. Higher Education and Competitive Employment	686	64.23%	64.94%	
C. Higher Education and Competitive Employment or Training and Other Employment	829	77.6%	77.56%	
Not Engaged	239	22.4%	22.44%	
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 Postsecondary Transition Plan (PTP)	Transition
 Assists school districts to document the post high school transition requirements while meeting individual student needs. 	ransitions Improvement Grant
 Guides the IEP team through the transition process by asking a set of questions. 	-
The PTP will be done during the IEP team meeting with input from all team members.	From school to success
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Resources:	Transit
Youth Leadership and Development Facilitator's Guide http://www.witig.org/wstidata/resources/YLADfacilitatorguideFINAL1342811159.pdf www.witig.org	Transitions Improvement Grant
• www.wipso.org	•
www.wspei.org EDUCATION - EMPLOYMENT - LIVING	From school to success.