

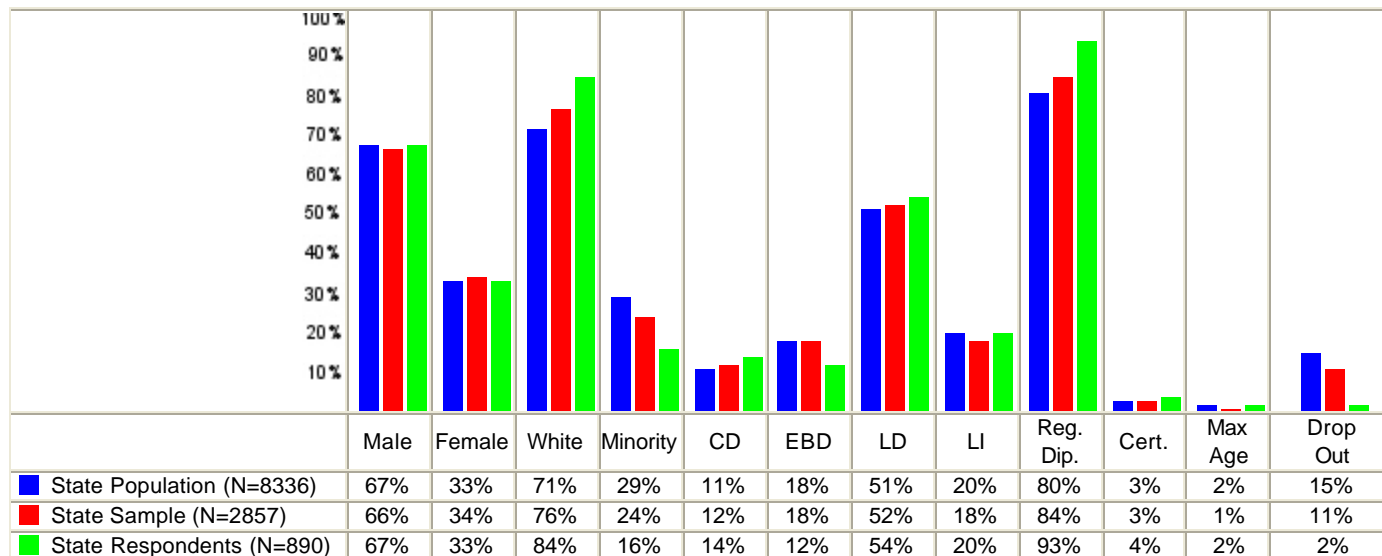
# 2010 Wisconsin Statewide Post High School Outcomes Survey Report of 2008-2009 Exiters with Disabilities

This report focuses on youth with disabilities who exited high school during the 2008-2009 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around independent living, participation in higher education, other postsecondary education, and competitive employment, and other employment. The outcomes for youth with disabilities for each area are provided in this report.

## Survey Respondents

This table shows the comparison of students with disabilities who exited their secondary placement in the state, with disabilities who exited their secondary placement in the district, and those former district students who responded to the outcomes interview.

**Comparison of State Population, State Sample, and State Respondents by Gender, Ethnicity/Race, and Disability of 2008-2009 Exiters**



Attempts were made to contact all former students who exited their educational placement during the 2008-2009 school year. Of the 2857 available former students, Attempts were made to contact all former students who exited their educational placement during the 2008-2009 school year. Of the 2857 available former students, 890 interviews were successfully completed, representing 31% of exiters. Data reported here are based on the responses of the successfully completed interviews.

Of the successfully completed interviews:

- 80% were the former student
- 19% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 0% identified themselves as someone else

Interviews could not be completed because:

- 8% declined to answer interview questions
- 0% unresolved language, comprehension or communication barrier
- 1% former student was unavailable and no other responder was available (e.g. jail, military, work)
- 44% unable to find phone #, lost \*, moved and no forwarding #
- 46% no answer (after multiple attempts)
- 1% other

## Outcomes by Survey Area

### Independent Living

The independent living section contains responses to questions about students' 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.

### Living Arrangements

Respondents were asked several questions related to their living arrangements. Nationally, 73% of youth with disabilities live with a parent up to two years after exiting high school (NLTS2, 2005).

- One year after exiting high school, 76% of the respondents continue to live with their parent(s) or custodial guardian.
- 21% of respondents report living independently. Of those, 4% live alone, 5% live with another family member, 9% respondents live with a spouse or roommate and 2% are in the military.
- During the last year of high school, 43% of respondents report they planned to live independent of their parents one year after exiting high school;
- 72% of respondents report they are living as they planned to while in high school.

### **Social/Community Participation**

Respondents were asked to identify how often they participated in social activities and the types of social activities in which they participated. The NLTS2 (2005) results indicate that nationally 28% of youth with disabilities participate in community groups and 20% volunteer or participate in community service activities.

- 87% of respondents report participating in a leisure time activity such as going to a movie, theater, concert or sporting event within the past six months
- 63% have a valid driver's license; another 2% have a suspended license; 22% do not have a license but planned to obtain one, 6% do not have a valid license and do not plan to obtain one, and 7% report being medically restricted from obtaining a driver's license.
- 17% of respondents indicate getting a ride to a social event is a barrier to their participation.

### **Adult Agencies/Support Services**

Respondents were asked about their use of adult agencies and support services once they exited high school.

7% of respondents report working with someone from an Independent Living Center or Health and Human Services to help them with things like shopping, transportation or scheduling appointments. The following are some of their responses:

Respondents report the following Independent Living Services:

1. Case manager Health and Human Services.
2. He works at Pantheon which is a developmental learning center.
3. Has a community care work for these things.
4. Mother is his personal care representative and also a social worker.
5. Health-they help me with a lot.

20% of respondents report working with someone from an Employment Agency such as DVR on things like finding a job, helping them with things like transportation to work or college, driver's training, or paying for classes or books. The following are some of their responses:

Respondents report the following Employment Agency Services:

1. Mental health system.
2. His job was found through DVR.
3. Work experience.
4. She works with DVR to help with paying for classes and getting someone to help with hearing.
5. Government Financial Aid

### **Difficulties Related to Independent Living Outcomes**

Respondents were asked what problems or difficulties, if any, they have had in areas such as finding housing, getting together with friends, or doing things they enjoy since leaving high school. The following are some of their responses:

1. Major health problems.
2. It was hard to get together with friends.
3. He has more difficulties in getting together with friends. He prefers to stay home with family rather than go with friends to parties and other locations. He spends lots of time with family members, and enjoys squashing soda cans and mowing the lawn.
4. Hard to get together with friends
5. Her parent needs to find a facility for her for when they can no longer take care of her.
6. Getting her own car

Respondents were asked what problems or difficulties, if any, they have had in living as they planned to after high school. The following are some of their responses:

1. In an apartment.
2. Not at the moment, because he is going to be leaving for San Diego.
3. She needed a steady job before she decided to move out, but is planning on moving out within the next month.
4. Originally wanted to go farther for college but ended up closer to home.
5. Lack of money.

### **Higher Education and Other Postsecondary Education or Training**

Postsecondary education includes any type of formal education program after high school. "Higher Education" is the percentage of youth who have been enrolled on a full- or part-time basis in a community or technical college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school. "Other Postsecondary Education or Training" is the percentage of youth who have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g. Job Corps, adult education, workforce development program, vocational technical school which is less than a 2 year program. Postsecondary education may also include a formal apprenticeship or short-term training program, adult education or job training. NLTS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

**Participation in Higher Education and Other Postsecondary Education by Gender, Ethnicity/Race, Disability and Exit Type**

48% of respondents attend or have attended some type of higher education or other typed of postsecondary education or training.

- 39% respondents have participated in a higher education program.
- 11% of respondents have participated in another type of postsecondary education or training program.
- 30% attend or have attended postsecondary training full-time (12 or more credits or hours)
- 12% attend part-time (fewer than 12 credits or hours).
- 3% have completed some type of postsecondary education or training.
- 4% have attended a postsecondary education or training program, but discontinued before completing.

"Duplicated" means the former student may have participated in more than one thing. For example, the former student may be going to a technical college and working full-time. Indicator 14 only considers an "Unduplicated" count, or participation in one thing. For example, if the former student is attending a 4 year college, employment is not counted. On a district level, it is important to consider all of the postsecondary activities in which youth participate.

This table reviews the major postsecondary outcomes of respondents by gender, ethnicity/race, disability, and exit reason. Be cautious when interpreting low incidence, maximum age, certificate of attendance and drop out data. These categories are generally small in number so can represent wide variation.

<b>Duplicated Percentage of 2010 Respondents Completing at least One Term in a Higher Education or Other Postsecondary Education Program by Gender/Race, Ethnicity, Disability and Exit Type (N=890)</b>						
	<b>Any Postsecondary Education</b>	<b>2-Year College</b>	<b>4-Year College</b>	<b>Technical College</b>	<b>Vocational or Short-Term Ed.</b>	<b>Job Training Program or Apprenticeship</b>
<b>Total</b>	<b>48%</b>	<b>6%</b>	<b>10%</b>	<b>25%</b>	<b>3%</b>	<b>5%</b>
<b>Male</b>	<b>47%</b>	<b>6%</b>	<b>10%</b>	<b>24%</b>	<b>3%</b>	<b>4%</b>
<b>Female</b>	<b>50%</b>	<b>8%</b>	<b>11%</b>	<b>26%</b>	<b>4%</b>	<b>6%</b>
<b>White</b>	<b>49%</b>	<b>7%</b>	<b>11%</b>	<b>25%</b>	<b>3%</b>	<b>4%</b>
<b>Minority</b>	<b>44%</b>	<b>5%</b>	<b>7%</b>	<b>20%</b>	<b>2%</b>	<b>7%</b>
<b>Cognitive Disability</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>
<b>Emotional Behavioral Disability</b>	<b>40%</b>	<b>5%</b>	<b>3%</b>	<b>21%</b>	<b>3%</b>	<b>5%</b>
<b>Learning Disability</b>	<b>55%</b>	<b>7%</b>	<b>12%</b>	<b>29%</b>	<b>4%</b>	<b>5%</b>
<b>Low Incidence</b>	<b>63%</b>	<b>10%</b>	<b>19%</b>	<b>31%</b>	<b>2%</b>	<b>3%</b>
<b>No Disability</b>	<b>--%</b>	<b>--%</b>	<b>--%</b>	<b>--%</b>	<b>--%</b>	<b>--%</b>
<b>Regular Diploma</b>	<b>51%</b>	<b>7%</b>	<b>11%</b>	<b>26%</b>	<b>3%</b>	<b>5%</b>
<b>Cert. of Attend. (incl. HSED)</b>	<b>11%</b>	<b>0%</b>	<b>0%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>
<b>Maximum Age</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Drop-out (incl. HSED)</b>	<b>21%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Additionally, 2% participated in a high school completion certification (e.g. GED, adult basic education) and 1% participated in a Humanitarian program.

Respondents report the following "Other" types of postsecondary education:

1. Continuing education for Daycare.
2. National Guard - Basic training and AIT.
3. I took courses through online program and completed two credits.
4. I use a tape called "Success in Reading". It's not class per say but it helps me to be able to do work.
5. I am taking an online summer course.
6. I took a summer online course after I graduated from high school.
7. They send me the work through the mail and then I mail it back when I finish it.
8. Online program for music business
9. Online environmental class through the UW-River Falls.

4% of respondents report they discontinued their postsecondary education or training before completing it for the following reasons:

- 17% Did not want to continue their education/training
- 20% Can't afford to continue their education/not enough financial aid to continue
- 11% Working full-time/plan to return after earning enough money to go to postsecondary education
- 0% No postsecondary opportunities/none close to home
- 0% Don't have the necessary skills/qualifications to enter postsecondary education

- 0% Unable to find transportation to school/no car/can't get to campus
  - 0% Have not received necessary services from community agencies/on waiting list for services
  - 6% Homemaker/family obligations
  - 11% Health or disability-related problems prevent going to postsecondary education
  - 34% Cite another reason they discontinued their postsecondary education program
- 62% of respondents report it was their main goal to begin postsecondary education or training after leaving high school
  - 64% report participating as they had planned.
  - 51% of respondents report they have not enrolled in postsecondary education or training program since leaving high school for the following reasons
    - 14% Did not plan to go on to postsecondary education/did not want to continue their education
    - 15% Can't afford to go to school / not enough financial aid at this time
    - 28% Working full-time/earning money to go to postsecondary education/training
    - 0% No postsecondary opportunities/none close to home
    - 3% Don't have the necessary skills/qualifications to enter postsecondary education
    - 2% Unable to find transportation to school/no car/can't get to campus
    - 1% Have not received necessary services from community agencies/on waiting list for services
    - 5% Homemaker/family obligations
    - 18% Health or disability-related problems prevent going to postsecondary education
    - 11% Cite another reason they have not participated in postsecondary education

### Disability Disclosure

Self-determination is defined as acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference. Disclosing one's disability type to those who can provide needed accommodations is an activity of self-advocacy.

- 41% of youth disclose their disability to a counselor/advisor or disability specialist at their place of postsecondary education or training
- 10% of youth disclose their disability to a teacher on-campus
- 2% of youth disclose their disability to a disability specialist off-campus, e.g. DVR, HHS
- 43% of youth disclose their disability to no one at their place of postsecondary training

### Accommodations and Assistive Technology

36% use some type of accommodation or assistive technology.

#### Types of Accommodations and Assistive Technology Utilized

1. Books on tape, extra time on tests, and allowed to attend the learning center
2. I have more time on my tests.
3. I was given extra time on assignments.
4. She uses a calculator to help her with her math.
5. Given extra time on assignments

### Difficulties Related to Postsecondary Education and Training Outcomes

Respondents were asked what problems or difficulties, if any, they have had participating in postsecondary education or training as they planned while in high school. The following are some of their responses: ([see additional responses at the end of this report](#))

1. Finances.
2. I took a short course at the tech college for firefighting both sections 1 and 2, as well as for EMS.
3. He could not go to college or postsecondary education because with his mind only working a small amount his scores were low, and did not allow him to be able to go to college. He is not college material, and no one else in his family attended college.
4. He has been earning enough money to go on to post-secondary education; signed up for tech school in the fall (2010)
5. The college I would like to attend is out west, and I do not have the money.

## Employment

Two outcomes of employment were considered: "Competitive Employment" is the percentage of youth who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days at any time in the year since leaving high school. This includes military employment, and supported employment or a family business if all the criteria of 'competitive employment' are met. "Some Other Employment" is the percentage of youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g. farm, store, fishing, ranching catering, etc.). On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

### Employment by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

<b>Duplicated Percentage of 2010 Employment Outcomes By Gender, Ethnicity/Race Disability and Exit Type</b>					
	<b>Paid Employment Over 90 Days</b>	<b>Works 20+ Hours/Week</b>	<b>Earns Min. Wage or Greater</b>	<b>Received a Raise</b>	<b>Receives Benefits</b>
<b>Total</b>	<b>66%</b>	<b>73%</b>	<b>87%</b>	<b>39%</b>	<b>22%</b>
<b>Male</b>	66%	78%	88%	42%	25%
<b>Female</b>	65%	60%	86%	34%	15%
<b>White</b>	69%	73%	88%	40%	22%
<b>Minority</b>	47%	70%	83%	37%	17%
<b>Cognitive Disability</b>	54%	42%	57%	22%	7%
<b>Emotional Behavioral Disability</b>	55%	75%	87%	28%	19%
<b>Learning Disability</b>	72%	81%	92%	46%	25%
<b>Low Incidence Disability</b>	74%	64%	91%	37%	23%
<b>No Disability</b>	--%	--%	--%	--%	--%
<b>Regular Diploma</b>	66%	74%	89%	40%	22%
<b>Cert. of Attendance</b> (incl. HSED)	57%	57%	61%	30%	17%
<b>Max. Age of Eligibility</b>	64%	44%	44%	22%	0%
<b>Drop-out</b> (incl. GED)	64%	64%	100%	27%	18%

77% of respondents are or have been employed in the year following high school.

An additional 19% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment".

- 66% have been employed for 90 consecutive or cumulative days in the year following high school
- 11% of respondents report they are not currently employed for pay but have been employed at some time since leaving high school
- 22% of respondents report they have not been employed since leaving high school
- 46% of respondents have been competitively employed, meaning they have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 90 days at any time in the year since leaving high school.

Employed respondents work in the following settings:

- 81% of respondents work in a community-based setting.
- 4% **Military** / Service
- 3% **Supported Employment** setting (paid work in the community but can also include on-the-job training or assistance at work)
- 10% **Self-employment** or working in a family business
- 0% In an **Institutional or Residential** setting
- 2% **Sheltered Employment** (a setting where most workers have disabilities)
- 0% **Other**

#### **Length of Em ployment**

Of the youth with disabilities who are currently employed,

- 38% have been employed more than one year
- 19% have been working seven to 12 months
- 32% have worked one to six months
- 9% have been working less than one month

#### **Hours Worked**

- 43% of the employed respondents work 35 or more hours per week
- 29% of the employed respondents work between 20 and 34 hours per week
- 7% of the employed respondents work between 16 and 19 hours per week
- 17% of the employed respondents work less than 16 hours per week

#### **Rate of Pay**

- 7% of the employed respondents earn less than minimum wage
- 28% of the employed respondents earn minimum wage

- 37% of the employed respondents earn between minimum wage and \$10.00 per hour
- 18% of the employed respondents earn between \$10.00 and \$15.00 per hour
- 4% of the employed respondents earn above \$15.00 per hour

### Employment Assistance

Respondents were asked questions regarding those individuals or agencies that primarily helped them seek or obtain employment, and assistance once employed.

Of those respondents who are currently employed:

- 39% found their own jobs
- 41% had help from family or friends
- 8% had assistance from an adult service agency such as DVR, Human Services, Job Service or a Workforce Development Center
- 7% had assistance from someone from their previous high school
- 5% had assistance from someone else

Respondents report they actually talked to the following agencies about job opportunities since leaving high school:

- 11% an employment agency such as a job service, workforce or economic development center, or the Job Center
- 16% Division of Vocational Rehabilitation (DVR)
- 3% Health and Family/Human Services/Social Services
- 17% Someone from their former high school, such as a teacher or guidance counselor
- 59% Talked to no one about employment opportunities

Of those respondents who are or were employed, 8% report they asked for accommodation or other help from their employer because of their learning difference, disability or other special need. Of those who requested accommodation or other help from their employer, 98% received that request

### Unemployment

11% of respondents report that they have worked less than 90 days since leaving high school. They cite the following reasons:

- 3% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 21% Full-time student/going to school
- 27% Unable to find work/lack of employment opportunities
- 0% Don't have the necessary skills or qualifications to work/disability prevents working
- 1% Unable to find transportation to work/no car/can't get to work
- 0% Have not received necessary services from community agencies / on waiting list for services
- 1% Homemaker/family obligations
- 9% Health or disability-related problems prevent working
- 0% Would lose benefits SSI benefits
- 11% Laid off/recently dismissed
- 28% Cite another reason they are currently unemployed

22% of respondents report that they have not worked at any time within one year of leaving high school. Unemployed respondents report they have not worked for the following reasons:

- 8% Did not plan to go work after high school/not looking/volunteering/don't want to work at this time
- 17% Full-time student/going to school
- 35% Unable to find work/lack of employment opportunities
- 5% Don't have the necessary skills or qualifications to work/disability prevents working
- 4% Unable to find transportation to work/no car/can't get to work
- 2% Have not received necessary services from community agencies / on waiting list for services
- 3% Homemaker/family obligations
- 18% Health or disability-related problems prevent working
- 1% Would lose benefits SSI benefits
- 1% Laid off/recently dismissed
- 6% Cite another reason they have not been employed since high school

### Difficulties Related to Employment Outcomes

Respondents were asked what problems or difficulties, if any, they have had becoming or staying employed as they planned while in high school. The following are some of their responses:

1. She has not been able to fully do the work she wants to do because she hasn't gotten her college degree yet.
2. He thought he would work during breaks off of school, but with the economy it was not able to work out that way.
3. I had different opportunities.
4. Only working 1 hour per day, would like to work more hours per day.
5. Customer Service, not able to find work.

### High School Experiences and Employment IEP Planning

- 50% of respondents report they had a paying job in the community when they graduated from high school
- 51% of youth maintained that job for more than one year following high school exit
- 51% of respondents had the intention in high school to begin employment following graduation
- 64% report they are employed as they planned while in high school

### What Helped Youth Reach Their Goals

Respondents were asked what happened in high school to help them meet their goals. The following are some of their responses:

1. A High School teacher and a MECAS worker helped him out a lot during high school.
2. Creative writing favorite class.
3. His case worker helped him find things to do in his free time, and she had a very strong influence on him.
4. I learned how to better prioritize what I have to do.
5. I took metals class and learned a lot about wood working, all the technical woods and metals, as well as welding.

## Summary

### View of Respondents by Gender, Ethnicity/Race, Disability and Exit Type

This table reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2008-2009 school year by gender, ethnicity/race, disability and exit reason.

### Indicator 14 percentages for the 2010 Post High School Outcomes Survey of 2008-2009 exiters.

Indicator #14 reports the following three data points as an unduplicated count and percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. 39% (351) have been enrolled in higher education within one year of leaving high school.
  - B. 67% (592) have been enrolled in higher education or competitively employed within one year of leaving high school.
  - C. 80% (711) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))
- 21% of respondents report they have not participated in any postsecondary education or training or employment in the year following high school.
  - 1% of respondents report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program.

### Duplicated Percentage of 2010 Respondents Who Participate in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=890)

	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
<b>Total - Unduplicated Count</b>	<b>39%</b>	<b>27%</b>	<b>2%</b>	<b>11%</b>
<b>Total - Duplicated Count</b>	<b>39%</b>	<b>46%</b>	<b>11%</b>	<b>19%</b>
<b>Male</b>	38%	51%	10%	15%
<b>Female</b>	42%	36%	14%	29%
<b>White</b>	41%	49%	11%	20%
<b>Minority</b>	32%	29%	10%	18%
<b>Cognitive Disability</b>	3%	14%	5%	40%
<b>Emotional Behavioral Disability</b>	25%	44%	10%	12%
<b>Learning Disability</b>	45%	57%	14%	15%
<b>Low Incidence Disability</b>	58%	39%	8%	22%
<b>No Disability</b>	--%	--%	--%	--%
<b>Regular Diploma</b>	42%	48%	12%	18%
<b>Cert. of Attendance</b> (incl. HSED)	3%	23%	0%	34%
<b>Max. Age of Eligibility</b>	0%	7%	0%	57%
<b>Drop-out</b> (incl. HSED)	0%	43%	14%	21%

43. **Thinking about the things the former student is doing now, what is something positive that happened while they were in high school to help them reach their goals?**

A High School teacher and a MECAS worker helped him out a lot during high school.

Creative writing favorite class.

His case worker helped him find things to do in his free time, and she had a very strong influence on him.

I learned how to better prioritize what I have to do.

I took metals class and learned a lot about wood working, all the technical woods and metals, as well as welding.

Participating in football and baseball helped him reach future goals because of time management.

Teachers were always positive and let him know that they had faith in him to succeed. Positive reinforcement.

The guidance counselor told her to go to a technical college for a semester before transferring to a 4-year college.

Teachers always helping her succeed and encouraging her.

Teacher support, Developing grades--construction class where you go out and build a house with classmates.

He loved helping out with the teachers moving boxes from room to room. He also enjoyed helping clean up desks, soda machines, and the common room / lunch room.

Job training at vocational technical training program for kids with disabilities.

When a guidance counselor told her to enroll in a technical college for a semester before transferring to a 4-year college.

Socialization and care she received were excellent.

Her learning-disabilities teacher helped her while in high school.

Having teachers that understood hearing problems and getting encouragement helped to achieve my goals.

Two teachers who helped her plan for college.

I managed the basketball team and it opened my eyes to talent I didn't know I had.

I would say teachers encouraging a strong work ethic. There are two specific teachers I have in mind.

Creative writing class helped me to discover what I wanted to do with my life.

His participation on the cross-country team

A Teacher helped him achieve his goals, and another was very helpful also.

Just talking with the people who worked with the kids with disabilities and talk about options with them helped a lot.

Knowing that he was capable enough to enter college; learning to be self-reliant.

The only positive thing that happened to help him reach his goals was his special ed teacher.

Teachers have really inspired him.

College information nights were helpful in learning about different options available.

Parents and sports kept him focused.

While in NHS, the volunteer work inspired him to get involved in the community and he liked to be able to help others and get out of his comfort zone.

Had an awesome teacher and support staff for the special education.

Choir.

High school helped very much. Also middle school and the High School special education department was excellent.

Teacher in the resource center understands him, really helped him out.

He really liked the automotive department at the high school.

Occupational therapist was very helpful also physical therapist in the school district.

I had a lot of help from teachers during school with preparing to move to east coast, mainly the choral director.

My teachers helped me to be prepared for work.

Appreciated the agricultural coop class that he took while in high school.

She really learned to understand and listen to people while they speak.

My learning disability teachers told me about different classes that I could take in high school for my intended child care field rather than in college so it would be easier for me with my learning disability.

Doing the free sports, extracurricular activities really helped him.

Work experience outside of school at St. Mary's

Special education teacher helped to organize and do work.

Playing football helped him learn responsibility and time management.

High school experience: geared for independent living skills, helped him integrate him in the work aspect out into the community.