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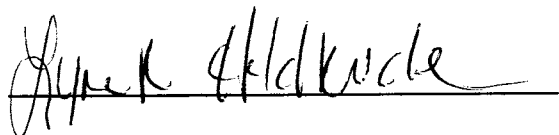
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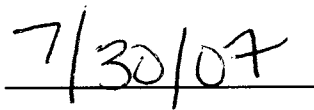
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High Stakes Assessments: Influencing Post-School Outcomes for Students with

Disabilities
(TITLE)

BY

Lynn Holdheide

THESIS

SUBMITTED IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF

Masters of Science in Special Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

SUMMER, 2007
YEAR

I HEREBY RECOMMEND THAT THIS THESIS BE ACCEPTED AS FULFILLING
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High Stakes Assessments = Influencing Post School Outcomes for Students with
Disabilities?

Lynn R. Holdheide

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Abstract

Public reports during the last 20 years such as “A Nation at Risk,” have criticized students’ lack of knowledge and skills upon exit from high school with a diploma. As a result, federal policy initiatives spanning the last decade have focused on raising the nation’s education standards. In 2001 the United States Congress enacted the No Child Left Behind Act (NCLB) as a significant education reform agenda to improve the quality of education and enforce accountability in the public schools. Mandates within the NCLB legislation have elevated standardized testing beyond a simple measurement of a student’s skills to a broader means to evaluate the effectiveness of the schools and the extent to which all students are benefiting from their educational experience. Though not a NCLB mandate, an outgrowth of this legislation has been the enactment of high stakes policies tied to the standardized assessment outcomes. Most notably, and specific to this study, is the policy of denying a high school diploma to students failing to meet established proficiency levels as measured through standardized assessments.

This study explored the affects of a graduation examination policy in the state of Indiana; specifically examining the post-school outcomes for exiting Indiana students with disabilities by collecting data one year post exit and determining if exiting school with a diploma, certificate, or by dropping out played an integral part in the post-school success of former students. Results of this study indicated that high school exiting patterns play a pivotal role in post school success. The study’s findings reveal that Indiana students with disabilities exiting school with less than a standard diploma experience lower employment rates, earn lower wages, and are less likely to participate in post secondary education.

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CHAPTER ONE

Introduction

With the cost of education rapidly escalating and a limited availability of resources to fund educational programs, legislatures are asking the question, "Is it working?" Are students prepared academically for the demands of life beyond high school? A look back in history reveals that these questions about education are not a new phenomenon, but questions that have been asked across decades, and which clearly will continue to be asked for many years to come. The marked difference in the reform agenda of today is that Congress is not only asking these questions, but has elevated the school's accountability to respond and subsequently has imposed positive and negative consequences to the results.

A number of factors have fostered the increased role of the federal government in education. For one, the recession of 1981-82 caused more Americans to be unemployed since the Great Depression (Kosar, 2003). At the same time there was a mounting restlessness regarding the condition of the nation's schools. Media sources began to report failing test scores and the public started to question the effectiveness of the public schools (Kosar, 2003). In 1983 a report entitled, "A Nation at Risk," concluded that many students in the United States were not acquiring basic reading and math skills and were not as prepared as other industrialized nations. In general, this report argued that the nation's future economic growth was being jeopardized by "mediocre" academic performance (National Commission of Education Excellence, 2003).

The business community was also noting skill deficits in the workforce. The Department of Labor commissioned a study investigating labor economics documenting

the work skills necessary to increase the United State's global competitiveness (1991). This report, "The Secretary's Commission on Achieving Necessary Skills (SCANS)", attempted to broaden the focus of education from the basics to higher level employment skills. Schools were provided a blueprint linking education to the workforce (Department of Labor, 1991).

These reports not only drew the attention of educators, business leaders, and legislatures, but also the public at large. Continued reports of failing test scores, coupled with concern regarding diminished academic requirements and non-competitive work skills, called public attention to a "crisis" in the nation's education system and served as a catalyst for education reform.

Education reform focused acutely on the student skill level and on the subject matter they were being taught. Consequently, all federal education legislation and policy has pushed an education reform agenda through the creation of national educational standards (The Governance Performance Results Act, 1990; Improving America's School Act, 1994; National Voluntary Test Act, 1997; Goals 2000;). These all set the foundation for the enactment of the NCLB of 2001. The NCLB Act is a significant reform agenda to improve the quality of education and enforce accountability in the public schools. One of the most controversial components of NCLB is the use of standardized assessments to evaluate student and school performance. Though not a specific requirement in NCLB, an outgrowth of standards based education and the mandate of standardized assessments have been policies in which "high stakes" are tied to the results. The high-stakes can include reinforcements (i.e., monetary rewards, school recognition etc.) or consequences (i.e., decrease in funding, denial of a diploma, grade retention etc.). The high-stakes

consequences are varied throughout the nation; however, what seems to be fairly consistent is the use of exit exams to determine whether a student earns a high school diploma. The most recent report has shown that 28 states have in place, or were to have in 2005, an exit examination requirement making the diploma contingent on the results (Johnson & Thurlow, 2003). Students are now faced with an extreme amount of pressure to meet the challenges of today's education reform and are facing the possibility of exiting school without a diploma.

In 2000, Indiana legislatures enacted statute requiring Indiana students to meet state proficiency levels measured by the states' standardized assessment instrument, the Indiana Statewide Testing for Education Progress (ISTEP). The Indiana legislatures and the Department of Education initiated the exit examination, the Indiana Graduation Qualifying Examination (IGQE), as an effort to increase the academic skill level of students and to verify the ability level of graduating students to the business community. The IGQE is administered to 10th grade students and not only requires participation, but also requires students to meet established proficiency levels in order to obtain a high school diploma. Indiana statute also holds this same expectation level for students with disabilities.

Indiana's high-stakes examination has altered the make-up of Indiana's graduates. Attendance and grades alone are no longer passports to a diploma. In the early years of this policy, DOE data indicated a decline in the number of students with disabilities exiting with a high school diploma (IN DOE, 2000, 2001, 2002, 2003, 2004, & 2005). Moreover, the gap in the diploma rate between students with disabilities and regular education students widened. Though standardized assessment results and diploma rates

have been under watchful eye, data exploring the affects of this policy on post school outcomes has yet to be explored. This study examined the post-school outcomes for exiting Indiana students with disabilities by collecting data one year post exit and determined if exiting school with a diploma, certificate, or by dropping out played an integral part in the post-school success of former students.

CHAPTER 2

Review of Literature

Evaluating a school's effectiveness through the use of standardized assessments has fostered a considerable amount of controversy throughout the nation. Attaching high stakes to these standardized assessments has fueled even more debate, most particularly when obtaining a diploma is contingent on the results. There is an abundance of research investigating the effects of standardized assessments, including its influence on teaching practices, student achievement outcomes, its relationship to high school drop-outs, student anxiety, and teacher, parent, and student perceptions (Amerin & Berliner, 2002; Braun, 2004; Carnoy & Loeb, 2002; Dorn, 2003; Jones et.al., 1999; Jones & Egley, 2004; Neill & Gayler, 1999; Shephard, 2000; Wagner, 1991). Research specifically related to high-stakes exit examinations have primarily focused on student achievement, dropout rates, and its relationship to post-school outcomes (Braun, 2004; Carnoy & Loeb, 2002; Dorn, 2003; Jacob, 2001; Jones et.al., 1999; Neill & Gayler, 1999; Shephard, 2000; Wagner, 1991). The literature review described in the subsequent paragraphs will focus on high stakes assessments and its relationship to post school outcomes.

Student assessment data to substantiate the use of standardized testing is mixed. A greater part of the research did not substantiate that exit examinations increase students' learning (Jacob, 2001; Neill & Gayler, 1999). Amerien and Berliner (2002) found similar results by reviewing three standardized tests – the SAT, ACT, National Assessment of Educational Progress (NAEP) and Advanced Placement (AP) courses – concentrating on whether these scores increased after the state began using exit examinations. This study showed no evidence of increased scores across the four standardized tests. An extended

re-analysis of their findings by Braun (2004), however, challenged the results and found in favor of the high-stakes states in that student scores were higher across the study. This was further substantiated by a similar study conducted at Stanford University by Carnoy and Loeb (2002) by analyzing an index relative to the level of accountability within the state and its relationship to student gains on the National Association of Educational Progress (NAEP) test scores in 1996-2000. The results of the study illustrate that students in high-accountability states averaged significantly greater gains on the NAEP 8th grade math test than students in states with little or no state measure to improve student performance. Likewise, Bishop (2001) conducted a study analyzing International Math and Science Study data and suggested that high school exit exams positively influence student learning.

The bulk of the research, however, is on the relationship between exit examinations and drop-out rates (Carnoy & Loeb, 2002; Catterall, 1989; Dorn, 2003; Jacob, 2001; Kreitzer, Madaus, & Haney, 1989; Viadero, 2001, Warren & Edwards, 2003; Warren & Jenkins, 2005). Dropping out of school is not a new development, though the outgrowth of high-stakes graduation exams may increase the potential for school drop out (Harvey & Koch, 2004). Unfortunately, measuring the effects on the drop-out rate is no easy task. Limitations in drop out data calculations and reporting inconsistencies have contributed to that difficulty; however, a significant amount of research is available (Viadero, 2001). While research has been limited and somewhat inconclusive, some research studies have shown that high-stakes testing has not influenced the drop out rate (Carnoy & Loeb, 2002), yet other research studies have

revealed that students, most particularly lower performing students, who are subjected to high-stakes exit examinations are more likely to drop out of school (Jacob, 2001).

A study conducted in 1989 found that states with the highest drop out rates had exit examination requirements in contrast to those without (Kreitzer, Madaus, & Haney, 1989). This study, however, did not control for confounding factors; the drop out rate may have been low to begin with and served as the impetus for the exit examination policy. In the same year (1989), Catterall completed a study that depicted a casual relationship between students who failed the examination on the first try and an increased likelihood of the student conveying thoughts of dropping out (1989). Additionally, Warren and Edwards (2003), using the National Educational Longitudnal Study (NELS), found that students required to pass exit examinations in the early 1990's "were about 70 percent more likely to obtain a GED instead of a regular high school diploma" (p. 5).

Several studies investigated the relationship of the drop out rates to racial/ethnic and socioeconomic inequalities or the lowest performing students. Jacob (2001) found that lower achieving students in states with exit examinations were approximately 25% more likely to drop out of school when compared to those states without such requirements. Conversely, research conducted in Florida and Texas, both with a long history in standardized testing; found no such relationship (Warren & Jenkins, 2005).

The effect that exit examinations have on post-secondary education opportunities has also been explored to a more limited degree (Bishop, Mane, & Bishop, 2001; Johnson et.al., 2002; Wagner, 1991). A study completed by Bishop, Mane, and Bishop (2001) examined a representative sample of former students and measured the effects of high stakes exit examinations on students' ensuing enrollment in college and success in the

labor market after high school. Controlling for many socio-demographic characteristics and characteristics of the high school and community, the study found that generally students who came from states with exit examinations were more likely to attend college six years later. Additionally, those students employed from states with exit examinations earned 9 percent more in a calendar year than those from states without exit examinations.

Exiting school without a diploma can have serious ramifications to students' future (Johnson et al., 2002). The high school diploma, or GED equivalency, continues to be a prerequisite for more advanced formal schooling, training, or more advanced employment opportunities (Dorn, 2003). Though the number of studies is limited, research studies have found that students experience significant negative outcomes when they fail to earn a high school diploma (Bruininks, Thurlow & Lewis, 1988; Bruininks, & Lin, 1997; Edgar, 1987; Johnson, McCrew, Bloomberg, Wagner, 1993). Fifteen and six tenths percent of persons with disabilities who have less than a high school diploma participate in today's labor force; that number doubles to 30.2% for those who have completed high school, triples to 45.1% for those with additional post-secondary education and training, and rises to 50.3% for individuals with disabilities who obtained a four-year degree (Yelin & Katz, 1994). Students who may not be successful in passing the exit examination and gaining a diploma may pursue a General Equivalency Diploma (GED), though research shows that GED holders are inferior to high school diplomas with respect to future labor market outcomes (Cameron & Heckman, 1993).

Historically, obtaining a high school diploma reflected that a student was sufficiently prepared to meet the demands of post-secondary education or the world of

employment (Achieve, 2004). However, complaints from the business community that the standard diploma does not hold any meaning or guarantee an established skill level has been highly debated and has fueled the creation of high-stakes policies. A poll conducted in 2002 indicated that more than 7 out of 10 employers and university professors said that the young adults they encounter in the academic and employment setting have fair to poor academic skills (Public Agenda, 2002). Additionally, the American Diploma Project, created by Achieve, Inc (2004) was contracted to conduct 2 years of extensive research on high school graduation requirements in states around the country to see how well they align with college and employment standards. This study exposed a gap between what a student learns in high school to what they are faced with once they get out into the “real world” (2004). The report specifically stated that “No state requires its graduates to take the courses that reflect real-world demands of work and post-secondary education” (American Diploma Project, 2004, p.3). It is of no surprise that policy makers have responded by tightening the graduation requirements to ensure that all schools are teaching a consistent set of skills and that students who exit school (with a diploma) encompass an established skill level.

The value of a high school diploma has changed drastically in the last several decades (Johnson & Thurlow, 2003). Students across the nation are struggling to meet the exit examination requirements and states have reacted by altering their graduation requirements or offering differentiated or alternative diplomas or certificates (Johnson & Thurlow, 2003). Johnson and Thurlow (2003) recently conducted a research study examining the type of diploma options offered throughout the nation. Thirteen states offer only a standard or honors diploma to students, while one state offers as many as

seven diploma options and another three states offered up to five options. The names of the diplomas and the requirements to obtain them vary. For example, some states have elected to offer special notations or stickers that indicate the student met a higher level of academic achievement. Moreover, nine states with graduation exams have special diplomas or certificates that can be earned by students on an Individualized Education Program (IEP) only (Thurlow & Thompson, 2000).

The requirements to gain a diploma are equally as wide-ranging. Some diplomas are awarded to students who pass an exit examination, while others are offered if a student maintains good attendance and exhibits the discipline to stay in school (Johnson & Thurlow, 2003). Few states are piloting the use of a "Certificates of Occupational Proficiency"; however this certificate seems to only apply to those students enrolled in an accredited vocational program (Johnson & Thurlow, 2003). The lack of clarity in the requirements for alternative diploma options confuses the community; and in Delaware, for example, the Business Public Education Council opposes the idea of a diploma that acknowledges "seat time" and states that such a diploma would do little for the student in the employment world (Olsen, 2000).

Many states have instituted exit examination requirements making the diploma contingent on the results. Research has indicated improved academic abilities and post-school outcomes; however additional studies have concluded little to no improvement in academic skills, an increased drop out rate, and limited post-school success (Amerin & Berliner, 2002; Braun, 2004; Carnoy & Loeb, 2002; Dorn, 2003; Jacob, 2001; Jones et.al., 1999; Jones & Egley, 2004; Kreitzer, Madaus, & Haney, 1989; Neill & Gayler, 1999; Shephard, 2000; Viadero, 2001; Wagner, 1991; Warren & Edwards, 2003; Warren

& Jenkins, 2005). States have reacted by offering varying “types” of diplomas to increase the number of students exiting school with some “type” of credential (Johnson & Thurlow, 2003). Regrettably, there is little research investigating the value of “alternative” diplomas in terms of students’ opportunities for employment and post-secondary education (Heubert, 2000). Thurlow and Thompson (2003) noted that only six states included post-secondary education institutions or employers in the discussion when developing alternate avenues.

Little research has been published on the ramifications of students receiving less than a standard high school diploma and the effects of exit examinations on post-school outcomes. Indiana has a history of high stakes exit examinations with the initiation of the “Indiana Graduation Qualifying Examination” (IGQE). Since 2000, Indiana students are required to pass this high stakes assessment in order to exit school with a high school diploma. This study explores the affects of this high stakes policy on post school outcomes; specifically examining the percent of Indiana youth who had IEPs that are competitively employed or enrolled in some type of post secondary education, or both, within one year of leaving high school.

This study will explore the following questions:

1. Do students with disabilities that gained a high school diploma experience a higher rate of employment and participation in post-secondary education when compared to students with disabilities who exited school with a certificate, dropped out, or reach maximum age?

2. Do students with disabilities that gained a diploma by passing the exit examination experience a higher rate of employment and post-secondary education participation than those students with disabilities who earned the diploma through the approved waiver process (described in further detail in the subsequent section)?.
3. Does the diploma type (regular, Core 40 or academic honors) influence the rate of employment and participation in post-secondary education?

Table 1 provides the study's definition of variables.

Table 1: *Definition of Variables*

Term	Definition
Competitive Employment	Anyone indicated as earning \$5.15 per hour, including tips, or above.
Post Secondary Education	Enrollment in post secondary education includes full or part time status in a 2 yr or 4 yr institution.
Diploma	Students with disabilities exiting with a regular diploma, Core 40 diploma or Academic Honors diploma. Diploma types are further described in Appendix A. <i>*These data are extracted from the special education's data base, the Computerized Data Project, CODA.</i>
Diploma – Passing the IGQE	Any student earning the regular diploma, Core 40 Diploma or Academic Honors Diploma by passing the IGQE. IGQE requirements are described in Appendix A. <i>*These data are extracted from the Indiana Department of Education's Student Test Number database.</i>
Diploma – Waiver Process	Any student earning the regular diploma, Core 40 Diploma or Academic Honors Diploma through the appeal or Core 40 waiver process. The appeal and Core 40 Waiver process are described in Appendix A. <i>*These data are extracted from the Indiana Department of Education's Student Test Number database.</i>
Certificate of Achievement	Students with IEPs exiting school with a certificate of achievement/fulfillment of the IEP goals and objectives. <i>*These data are extracted from the special education's data base, the Computerized Data Project, CODA.</i>
Maximum Age	Students with IEPs exiting school at the age of 22 without meeting

	the diploma or certificate of achievement requirements. <i>*These data are extracted from the special education's data base, the Computerized Data Project, CODA.</i>
Drop Out	Students with IEPs that formally withdrew from school or failed to attend or return the following year. <i>*These data are extracted from the special education's data base, the Computerized Data Project, CODA.</i>

Chapter 3

Project Overview/Methodology

This is a quantitative study designed to analyze the post-school outcomes of students who were recipients of special education services in the state of Indiana. This study will compare the exit type and its relation to post school success. This research study draws on data collected from a post-school outcome study, The Indiana Post School Follow Up System (INPSFS), directed by the author and supported by the Indiana Division of Exceptional Learners.

The Indiana Department of Education (IN DOE), Division of Exceptional Learners initiated the INPSFS in 1997 to conduct annual, post-school outcomes studies for students who were the recipients of special education services while in school. This study is coordinated with local education entities (LEAs) that include special education planning districts and local school corporations. This research study draws upon INPSFS data, specifically analyzing data collected from the 2004-2005 special education exiters at one year post exit.

Subject and Settings

INPSFS utilizes a census sampling method. Students were identified utilizing the state's special education database, the Indiana Computerized Data Project (CODA). The student lists were generated for any student with an IEP in the CODA system that exited during the 2004-2005 school year with a termination code/reason as graduating with a diploma, certificate of achievement, reaching maximum age, or dropping out. Data

reported herein represents 98.5% of all Indiana special education planning districts (n=66) and 95.3% of Indiana local school corporations (n=282).

Table 2 presents the census population (N=8761) data concerning student characteristics for all school exiters with disabilities by gender, ethnicity, and exceptionality area for Indiana for school year 2004-2005.

Table 2: *Indiana Population and Census Data for 2004-2005*

	One Year Population	
	n	%
<i>Gender</i>		
Male	5782	66.0%
Female	2977	34.0%
<i>Ethnicity</i>		
American Indian/Native Alaskan	17	0.2%
Asian or Pacific Islander	20	0.2%
Hispanic	200	2.3%
Black American	1135	13.0%
White (Non-Hispanic)	7294	83.3%
Multi Racial	92	1.1%
<i>Exceptionality Area</i>		
Multiple Handicap	48	0.5%
Orthopedic Impairment	72	0.8%
Visual Impairment	54	0.6%
Hearing Impairment	131	1.5%
Emotional Handicap	1208	13.8%
Learning Disability	5117	58.4%
Communication Disorder	41	0.5%
Mild Mental Handicap	1148	13.1%
Moderate Mental Handicap	258	2.9%
Severe Mental Handicap	52	0.6%
Dual Sensory Impairment	2	0.0%
Autism	157	1.8%
Traumatic Brain Injury	67	0.8%
Other Health Impairment	406	4.6%

Instrumentation

The INPSFS recently went through a year of redesign and additional 2004-2005 pilot testing. The redesign consisted of a comprehensive review of literature, a complete analysis of the current system, and a review of post-school outcomes studies in other states. Input was solicited from state, Local Education Agency (LEA), INDOE, and an expert panel review. The redesigned INPSFS was pilot tested in 7 special education planning districts, consisting of 36 local school corporations in the state of Indiana during the 2004-2005 school year. Final revisions were made with LEA, student, and parent input. The new INPSFS includes an Individualized Education Plan (IEP) analysis, coupled with an Exit Interview and longitudinal data collection using a 1-3-5 year follow up survey methodology.

During the 2005-2006 school year the redesigned Post-school Follow Up System was implemented statewide providing a comprehensive census data collection method to include all LEAs in the state of Indiana. The 2005-2006 INPSFS obtained both exit and one year post exit data. This study utilizes data collected at the one year post exit collection point. The INPSFS one year post exit survey (Appendix B) was designed to collect post school outcome information from former students across the four transition domains; employment, post secondary education and training, recreation and leisure, and independent living.

The redesigned INPSFS no longer collects the diploma type and avenue for gaining the diploma as the data was already being collected via the Indiana Department of Education (IN DOE) Student Test Number (STN) database. To secure this information, the INPSFS data was sent to the Division of Exceptional Learners to create a

batch file of records that linked with the Department of Education's Student Test Number (STN) between the two data sets. The STN served as the unique identifier between the two databases.

Local INPSFS data was aggregated for state analysis and reporting purposes. INPSFS data are utilized for program monitoring and improvement. All data collection is coded using INDOE assigned STN data. No Indiana special education planning district, school corporation, and/or individual student is identifiable in this report.

Collection of follow-up information does not require parental consent according to the Federal Register Vol. 41, No. 118 – Thursday, June 17, 1976, page 24667, Section 99.31, if “such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purposes for which it is conducted.” The INPSFS meets the Family Educational Rights and Privacy Act (FERPA) requirements since the study is conducted under the auspices of a state agency for research purposes only (20 U.S.C. 12329 (b) (2) (A) – Sec. 99.31). In addition, Ball State's University Institutional Review Board of research projects with human subjects as specified by the National Institute of Health (NIH) has approved this study (see Appendix C).

Procedures

INPSFS survey forms were sent to local school corporations and special education planning districts. The Local Education Agency (LEA) organized and completed data collection through staff phone survey methods and database input

utilizing Fox Pro software managed by IN DOE. Data was collected from former students and/or guardians by designated LEA staff (teachers, job coaches, transition specialist, administrators, and assistants). INPSFS staff provided annual training, a procedural manual, and interview protocol to LEA staff. INPSFS staff were available to provide needed assistance to all entities. One year post exit surveys were initiated in April with the final due date of September 8, 2006.

One of the most challenging aspects of the INPSFS is locating and obtaining survey information from former students. The INPSFS provides the following student information to assist in locating hard-to-reach students; 1) contact information from the state's special education database, CODA, 2) additional contact information obtained during the exit interview process (i.e. cell phone number, relative or friend phone numbers), 3) an updated address listing provided via batch file run through the Department of Motor Vehicles database, and 4) updated phone numbers provided through the internet white pages.

LEA staff are required to document attempts to locate former identified students. Documentation of attempts are recorded within the database. All returns are monitored for follow-up and participation/return rates by LEA and planning district. Though significant efforts are employed, locating former students still remains a significant challenge. LEAs have been trained on effective strategies to increase response rates.

Data Analysis

Post School outcomes are reported as descriptive statistics (frequencies, percentages, means, and Standard Deviation). Descriptive statistics are reported for the

total number of one year respondents and further disaggregated by exceptionality area, exit reason, and diploma types. Data analysis methods include Chi-Square analysis to explore the relationship between exceptionality areas, diploma types, exiting reasons, and post school outcomes and to determine if statistical significance exists between the groups. The Analysis of Variance (ANOVA) test was used to determine if an unequal variance exists and to examine the differences among means; specifically examining the number of hours worked and salary amongst the exceptionality areas, exiting reasons, and diploma types.

CHAPTER 4

Results

Data described in this section summarize the key elements of the INPSFS findings for the one-year respondents who were the recipients of special education, were 16 years of age and older, and exited school during the 2004-2005 school year. Exiting reason, diploma type, and the relationship to post school outcomes are of particular concern within the analysis. The data reported herein are important for policy makers and practitioners to bear in mind as the state determines strategies to improve students' transition from school to adult life.

Table 3 presents population (N=8761), survey respondent (n=2456) and student characteristics for all school exiters with disabilities by gender, ethnicity, and exceptionality area for Indiana for school year 2004-2005 data. The data reported and analyzed in this section represents frequencies and percentages based on INPSFS respondents. Some analysis are missing data and is reported as such.

There were 2456 students who completed the INPSFS survey at the one-year follow up. INPSFS respondents represent approximately one-third of the identified 2004-2005 special education exiters (28.0%). The data from the respondent pool indicated slight over/under representation across some exceptionality areas (e.g. over-representation in autism and moderate mental handicap; under-representation in learning disabilities and emotional handicap) compared to the 2004-2005 Indiana CODA exiting data. Statistical weights were computed using the census and respondent data and determining over or under-representation amongst disability categories and applying weights accordingly. For example, students with learning disabilities were

underrepresented in this sample, response data for students with learning disabilities was multiplied by the weight (1.03) to give equal representation in the sample as compared to the census data.

Table 3: *Indiana Census Population and Respondent Data for 2004-2005*

	One Year Population		One Year Respondents	
	<i>n</i>	%	<i>n</i>	%
<i>Gender</i>				
Male	5782	66.0%	1622	66.0%
Female	2977	34.0%	834	34.0%
<i>Ethnicity</i>				
American Indian	17	0.2%	4	0.2%
Asian or Pacific Islander	20	0.2%	6	0.2%
Hispanic	200	2.3%	37	1.5%
Black American	1135	13.0%	193	7.9%
White (Non-Hispanic)	7294	83.3%	2183	88.9%
Multi Racial	92	1.1%	33	1.3%
<i>Exceptionality Area</i>				
Multiple Handicap	48	0.5%	13	0.5%
Orthopedic Impairment	72	0.8%	18	0.7%
Visual Impairment	54	0.6%	16	0.6%
Hearing Impairment	131	1.5%	36	1.4%
Emotional Handicap	1208	13.8%	339	13.3%
Learning Disability	5117	58.4%	1435	56.4%
Communication Disorder	41	0.5%	11	0.4%
Mild Mental Handicap	1148	13.1%	323	12.7%
Moderate Mental Handicap	258	2.9%	72	2.8%
Severe Mental Handicap	52	0.6%	14	0.6%
Dual Sensory Impairment	2	0.0%	1	0.0%
Autism	157	1.8%	45	1.8%
Traumatic Brain Injury	67	0.8%	18	0.7%
Other Health Impairment	406	4.6%	115	4.5%

Note. Percentages are based on response data, are based are weighted data and have been rounded.

Table 3 reveals the one year survey responses by gender, ethnicity, and exceptionality area. Gender was represented as roughly as two-thirds male and one-third female for one year respondents. White (non-Hispanic) was the largest percentage of one year respondents representing 89.0 % of the response group, respectively. Respondents identified with a learning disability were the largest group of respondents in the one year study (56%).

High School Exit Information

Table 4 represents one year respondents exiting status from high school, as identified in the CODA system, during the 2004-2005 school year by exceptionality area. Most INPSFS exit respondents indicated that they earned a high school diploma (70.8%). Of these, students with learning disabilities (81.7%), "other" disabilities (80.0%), and emotional disabilities (63.7%) had the highest percentage of diploma earnings. Students identified with an emotional disability were most likely to drop out of school (29.8%), followed by students with a mild handicap at 14.9%. Academic difficulties were cited as the main reason for dropping when former students were surveyed during their exiting year.

INPSFS data was merged with the INDOE Student Test Number (STN) database to obtain the diploma type and avenue. Missing elements resulted as some of the INPSFS respondents lacked a unique identifier, STN, and could not be matched or were not coded in the STN database. Table 5 indicates that for those students with a successful match, the majority earned a Regular diploma (73.9%), with 23.2% earning a Core 40 diploma, and 2.9% earning an Academic Honors Diploma. Table 4 also reveals that of the students

who earned a Regular, Core 40 or Academic Honors diploma, 74% of those earned it by passing the IGQE and 26% earned the diploma through the appeals/waiver process.

Students identified with an emotional disability were more likely to gain the diploma by passing the IGQE when compared to students with a learning disability and mild mental handicap (83%, 76%, vs. 25%, respectively). Students identified with a mild mental handicap were much more likely to gain the diploma through the appeal process or Core 40 waiver as opposed to passing the IGQE (75% vs. 25%, respectively).

Table 4: *Indiana 2004-2005 INPSFS One Year Respondents by Exceptionality Area and High School Exiting Reason*

High School Exiting Reason	Learning Disabled		Mild Mental Handicap		Emotional Disability		Moderate, Severe & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairment, Other Health Impairment, Autism, and Traumatic Brain Injury)		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
<i>Graduated with a diploma</i>	1168	81.7%	134	41.5%	216	63.7%	8	8.1%	208	80.0%	1734	70.8%
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	94	6.6%	141	43.7%	22	6.5%	73	73.7%	27	10.4%	357	14.6%
<i>Dropped Out</i>	166	11.6%	48	14.9%	101	29.8%	4	4.0%	21	8.1%	340	13.9%
<i>Reached Maximum Age</i>	1	0.1%	0	0.0%	0	0.0%	14	14.1%	4	1.5%	19	0.8%
<i>Total</i>	1429	58.4%	323	13.2%	339	13.8%	99	4.0%	260	10.6%	2449	100.0%

Note: Data does not include 7 respondents for INPSFS exit reasons. This data was extracted directly from the CODA system. Missing data resulted from students' termination reason not coded in the CODA system.

Employment and Post Secondary Education Information

Respondents were asked about their current status on the one year post exit survey. Table 6 presents the current post-school status of respondents for students who exited during the 2004-2005 school year. Approximately 11.0% of the respondents were

enrolled in post secondary education (PSE) in a full time capacity with 33% of the students engaged in full time employment.

Table 5: *Indiana 2004-2005 INPSFS One Year Respondents Diploma Type, Avenue, and by Exceptionality Area*

Diploma Type & Avenue	Learning Disabled		Mild Mental Handicap		Emotional Disability		Moderate, Severe & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impairment, Autism, and Traumatic Brain Injury)		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
<i>Regular Diploma thru IGQE</i>	440	50.9%	21	22.6%	78	67.2%	1	100.0%	91	46.4%	631	49.7%
<i>Academic Honors Diploma thru IGQE</i>	20	2.3%	0	0.0%	2	1.7%	0	0.0%	15	7.7%	37	2.9%
<i>Core 40 Diploma thru IGQE</i>	197	22.8%	2	2.2%	16	13.8%	0	0.0%	58	29.6%	273	21.5%
<i>Regular Diploma thru Appeals</i>	193	22.3%	65	69.9%	19	16.4%	0	0.0%	30	15.3%	307	24.2%
<i>Core 40 Diploma thru Core 40 Waiver</i>	14	1.6%	5	5.4%	1	0.9%	0	0.0%	2	1.0%	22	1.7%
<i>Total</i>	864	68.0%	93	7.3%	116	9.1%	1	0.0%	196	15.4%	1270	100.0%

Note: Reported data is for students indicated as a diploma earner in the CODA system and indicated as a graduate in the DOE STN database. Data was only available for 1270 of the 1735 students in the INPSFS that exited with a diploma.

Employment data indicated that 66.8% of the one year respondents were employed either full-time (37.3%) or part-time (29.4%), including those INPSFS respondents also enrolled in PSE. Chi-square analysis indicated a relationship between respondents' exceptionality area and employment rate. The findings disclose that there is a statistical significant difference in the employment rates across the five disability groups ($\chi^2=94.511a$, df 4, $p<.001$). Students identified with a learning disability and emotional disability were the most likely to be employed in a full time capacity (38.8% & 33.0%, respectively). However, for students identified with a moderate, multiple, or

severe disability only 5% of the respondents reported being employed in a full time capacity. Students within this grouping were much more likely to be working in a part time capacity.

Twenty-one percent of all INPSFS one year respondents indicated that they were unemployed. Chi-square analysis indicated a relationship between the five disability categories and the unemployment rate ($\chi^2=188.184a$, $df 4$, $p<.001$). Students identified with a moderate, severe or multiple disability experience the highest unemployment rate at 52.5%, followed by students with a mild disability and emotional disability (38.5% vs. 25.1%). Inability to locate a job and physical and health limitations were most frequently cited as the main reason for not working.

Table 6: *Indiana Post School Current Status of Respondents (2004-2005 exiting students) by Exceptionality Area*

Current Status	Learning Disabled		Mild Mental Handicap		Emotional Disability		Moderate, Severe & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impairment, Autism, and Traumatic Brain Injury)		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
<i>Full time student</i>	180	12.5%	11	3.4%	35	10.3%	1	1.0%	53	20.3%	280	11.4%
<i>Part time student</i>	9	0.6%	4	1.2%	14	4.1%	1	1.0%	10	3.8%	38	1.5%
<i>Employed Full Time (>35 hours per week)</i>	557	38.8%	89	27.6%	112	33.0%	5	5.1%	63	24.1%	826	33.6%
<i>Employed part time (<35 hours per week)</i>	110	7.7%	72	22.4%	47	13.9%	39	39.4%	34	13.0%	302	12.3%
<i>Full time student employed part time</i>	226	15.7%	11	3.4%	19	5.6%	0	0.0%	30	11.5%	286	11.6%
<i>Part time student employed part time</i>	98	6.8%	9	2.8%	16	4.7%	1	1.0%	10	3.8%	134	5.5%
<i>Full time student employed full time</i>	73	5.1%	2	0.6%	11	3.2%	0	0.0%	5	1.9%	91	3.7%
<i>Unemployed</i>	182	12.7%	124	38.5%	85	25.1%	52	52.5%	56	21.5%	499	20.3%
<i>Percentage of Total</i>	1435	58.4%	322	13.1%	339	13.8%	99	4.0%	261	10.6%	2456	100.00%

Table 7 indicates that a total post secondary education (PSE) participation rate of 33.8% was found for INPSFS 2004-2005 student one year respondents. An approximate 12.9% of all respondents were attending PSE full-time or part-time. An additional 20.8% were attending PSE and indicated some level of employment (full-time or part-time). Chi-square analysis was used to determine a relationship between the post secondary education participation rates across the five exceptionality areas. The findings reveal there is a significant difference between the five exceptionality areas ($\chi^2=160.210a$, $df 4$, $p<.001$) and the rate of enrollment in post secondary education. Students within the "Other SPED" or learning disability category were more likely to be engaged in post secondary education (41.4% and 40.8%). Nearly one-third of students with an emotional disability indicated some level of involvement in post secondary education.

Table 7: *Indiana Post School Current Status Summary of Respondents by Exceptionality Area*

Current Status	Learning Disabled		Mild Mental Handicap		Emotional Disability		Moderate, Severe & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impairment, Autism, and Traumatic Brain Injury)		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
<i>Overall Employment Rate</i>	1064	74.1%	183	56.8%	205	60.5%	45	45.5%	142	54.4%	1639	66.7%
<i>Overall Post Secondary Education Rate</i>	586	40.8%	37	11.5%	95	28.0%	3	3.0%	108	41.4%	829	33.8%
<i>Employed & Engaged in Post Secondary Education</i>	1253	87.3%	198	61.5%	254	74.9%	47	47.5%	205	78.5%	1957	79.7%

A Chi Square analysis was also performed on the number and percentage of students who were either employed or engaged in post secondary education, or both, at

the time of the interview. Overall, 79.7% of the students surveyed were either employed or engaged in post secondary education. The difference in the overall employment and post secondary education rates were found to be significantly different between the 5 exceptionality areas ($\chi^2=301.479a$, $df\ 12$, $p<.001$). Again, students identified with a learning disability were more likely to be either employed or engaged in post secondary education; students identified in the moderate, severe and multiple disabilities grouping experienced the lowest rate of employment and post secondary education enrollment (87.3% vs. 47.5%).

The analysis also indicated a statistical difference in the employment rate between the 4 exiting reasons ($\chi^2=45.178a$, $df\ 3$, $p<.001$). Table 8 and Table 9 illustrate that students who exited school with a diploma were more likely to be engaged in some type of employment when compared to students who dropped out, graduated with a certificate, or reached maximum age (70.6% vs. 60.0%, 55.9%, & 36.8%, respectively). Students who reached maximum age were the most likely to be unemployed, followed closely by students who graduated with a certificate or dropped out (57.9%, 42.4%, & 36.2%, respectively).

Table 9 indicates that students that graduated with a diploma indicated the highest rate of post secondary education. A Chi-square analysis was used to determine a relationship between the post secondary education participation rates across the four exiting reasons. The findings reveal there is a significant difference between the four exiting reasons ($\chi^2=308.569a$, $df\ 3$, $p<.001$) and the rate of enrollment in post secondary education. Students within the graduated with a diploma category were more likely to be engaged in post secondary education (44.4%). The rate of post secondary education

participation was equal between students who exited by dropping out and exited with a certificate of completion (7.6%).

Table 8: *Indiana Post School Current Status of Respondents by Exiting Reason*

Current Status	Graduated with a diploma		Graduated with a certificate of completion or fulfilled IEP requirement		Reached Maximum Age		Dropped Out		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Full time student</i>	270	15.6%	4	1.1%	0	0.0%	6	1.8%	280	11.4%
<i>Part time student</i>	28	1.6%	2	0.6%	1	5.3%	7	2.1%	38	1.6%
<i>Employed Full Time (>35 hours per week)</i>	607	35.0%	73	20.5%	0	0.0%	145	42.6%	825	33.7%
<i>Employed part time (<35 hours per week)</i>	146	8.4%	105	29.5%	7	36.8%	46	13.5%	304	12.4%
<i>Full time student employed part time</i>	278	16.0%	2	0.6%	0	0.0%	4	1.2%	284	11.6%
<i>Part time student employed part time</i>	113	6.5%	11	3.1%	0	0.0%	8	2.4%	132	5.4%
<i>Full time student employed full time</i>	81	4.7%	8	2.2%	0	0.0%	1	0.3%	90	3.7%
<i>Unemployed</i>	211	12.2%	151	42.4%	11	57.9%	123	36.2%	496	20.3%
<i>Total</i>	1734	71.1%	356	14.3%	19	0.7%	340	13.9%	2449	100.00%

Table 9: *Indiana Post School Current Status Summary of Respondents by Exiting Reason*

Current Status	Graduated with a diploma		Graduated with a certificate of completion or fulfilled IEP requirement		Reached Maximum Age		Dropped Out		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	<i>Overall Employment Rate</i>	1225	70.6%	199	55.9%	7	36.8%	204	60.0%	1635
<i>Overall Post Secondary Education Rate</i>	770	44.4%	27	7.6%	1	5.3%	26	7.6%	824	33.6%
<i>Employed & Engaged in Post Secondary Education</i>	1523	87.8%	205	57.6%	8	42.1%	217	63.8%	1953	79.7%

The difference in the overall employment and post secondary education rates were found to be significantly different between the four exiting reasons ($\chi^2=413.478a$, $df\ 9$, $p<.001$). Students in the “graduated with a diploma category” were more likely to be either employed or engaged in post secondary education when compared to students who exited with a certificate or by dropping out (87.8% vs. 63.8% & 57.6%).

Table 10 and Table 11 depict current status by diploma type. A Chi Square analysis revealed a difference of statistical significance between student participation in post secondary education and employment by diploma type ($\chi^2=165.095\ df12$, $p<.001$). Students who gained an academic honors diploma were most likely to be enrolled in post secondary education followed closely by students who exited with a Core 40 diploma (86.5% vs. 73.3%, respectively). Students who exited with a regular diploma experienced

the highest employment rate amongst the diploma types. Students gaining the regular diploma by passing the IGQE were more likely to be employed or engaged in post secondary education when compared to students gaining the diploma through the appeals process (88.9% v 81.4%.)

Table 10: *Indiana Post School Current Status of Respondents by Diploma Type*

Current Status	Regular Diploma		Academic Honors Diploma		Core 40 Diploma		Regular Diploma thru Appeals		Core 40 Diploma thru Waiver		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	<i>Full time student</i>	84	13.3%	18	48.6%	84	30.8%	29	9.4%	4	18.2%	219
<i>Part time student</i>	10	1.6%	0	0.0%	5	1.8%	4	1.3%	0	0.0%	19	1.5%
<i>Employed Full Time (>35 hours per week)</i>	236	37.4%	3	8.1%	55	20.1%	128	41.7%	6	27.3%	428	33.7%
<i>Employed part time (<35 hours per week)</i>	57	9.0%	1	2.7%	11	4.0%	31	10.1%	1	4.5%	101	8.0%
<i>Full time student employed part time</i>	100	15.8%	7	18.9%	73	26.7%	36	11.7%	1	4.5%	217	17.1%
<i>Part time student employed part time</i>	50	7.9%	3	8.1%	16	5.9%	13	4.2%	4	18.2%	86	6.8%
<i>Full time student employed full time</i>	24	3.8%	4	10.8%	22	8.1%	9	2.9%	1	4.5%	60	4.7%
<i>Unemployed</i>	70	11.1%	1	2.7%	7	2.6%	57	18.6%	5	22.7%	140	11.0%
<i>Total</i>	631	49.7%	37	2.9%	273	21.5%	307	24.2%	22	1.7%	1270	100.0%

Respondents at the one-year follow up were asked how they were paid/what their salary was for their current position. Of those who were employed, the majority (66.5%) indicated that they were paid an hourly wage, 5.1% indicated they were either paid “by the job”. Approximately 27% of employed respondents either did not know their wage or refused to provide that information. Less than one percent of respondents were employed in non-competitive jobs at piece work rates. Table 12 indicates average hourly wage for those students indicating an hourly wage by exceptionality area, exiting reason, and diploma type. Analysis of variance (ANOVA) Welch tests revealed differences in the

Table 11: *Indiana Post School Current Status Summary of Respondents by Diploma Type*

Current Status	Regular Diploma		Academic Honors Diploma		Core 40 Diploma		Regular Diploma thru Appeals		Core 40 Diploma thru Waiver		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Overall Employment Rate</i>	467	74.0%	18	48.6%	177	64.8%	217	70.7%	13	59.1%	892	70.2%
<i>Overall Post Secondary Education Rate</i>	268	42.5%	32	86.5%	200	73.3%	91	29.6%	10	45.5%	601	47.3%
<i>Employed & Engaged in Post Secondary Education</i>	561	88.9%	36	97.3%	266	97.4%	250	81.4%	17	77.3%	1130	89.0%

average wage by exceptionality area (Welch $F = 22.85$, $df1\ 4$, $df2\ 114$, $p < .001$) and exiting reasons (Welch $F = 116.708$, $df1\ 3$, $df2\ 4.051$, $p < .007$). As illustrated, students identified with a learning disability earn the highest average salary (\$8.92) as do students who exit school with a diploma (\$8.70). Of the diploma holders, students gaining the Core 40 diploma through the Core 40 Waiver process reported earning the highest average salary (\$9.63).

Table 12 also reports the average hours worked per week. Analysis of variance (ANOVA) Welch tests reveal difference in average hours by exceptionality area (Welch $F = 47.26$, $df1\ 4$, $df2\ 228$, $p < .001$) and exiting reason (Welch $F = 68.679$, $df1\ 3$, $df2\ 28.59$, $p < .001$). Students exiting with a certificate or by reaching maximum age averaged the lowest number of hours worked per week.

Table 12: *Indiana Average hourly salary and average hours worked by Exceptionality Area, Exiting Reason, and Diploma Type*

	Learning Disabled		Mild Mental Handicap		Emotional Disability		Moderate, Severe & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impairment, Autism, and Traumatic Brain Injury)		Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Average Hourly Wage</i>	\$8.92	3.39	\$7.46	1.94	\$8.51	2.91	\$6.35	1.21	\$8.12	2.21	\$8.59	3.12
<i>Average Work Hours</i>	35	10.84	30	12.03	32	10.58	16	9.45	30	11.00	33	11.44
Graduated with a certificate of completion or fulfilled IEP requirement												
	Graduated with a diploma		Reached Maximum Age		Dropped Out						Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>M</i>	<i>SD</i>
<i>Average Hourly Wage</i>	\$8.70	3.28	\$7.69	2.23	\$7.35	0.9	\$8.76	2.66			\$8.59	3.12
<i>Average Work Hours</i>	34	11.00	27	12.51	10	4.80	35	10.10			32	11.41
Core 40												
	Regular Diploma		Academic Honors Diploma		Core 40 Diploma		Regular Diploma thru appeals		Core 40 Diploma thru waiver		Total	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Average Hourly Wage</i>	\$8.80	3.11	\$7.45	1.77	\$8.95	5.19	\$8.66	2.71	\$9.63	2.91	\$8.79	3.52
<i>Average Work Hours</i>	34	11.16	26	13.13	32	10.79	35	11.4	36	9.15	34	11.24

CHAPTER 5

Discussion

The post school success of 2456 students with disabilities in the state of Indiana were examined in this study. The INPSFS data reveal that high school exiting patterns are an integral aspect of post school success.

High School Exiting Patterns

The high school exiting patterns of the 2456 students in the INPSFS study were explored using data provided from the state's special education database, CODA and the INDOE, STN database. Nearly three quarters of the INPSFS respondents exited school with a diploma. Most of those students exited with a standard high school diploma, followed by the Core 40 Diploma, and a small number of students receiving an Academic Honors Diploma. Students identified with a learning disability were most likely to gain a diploma. The exceptionality area with the highest drop out rate was students identified with an emotional disability. Students identified with a Moderate, Severe or Multiple Handicap were most likely to exit with a certificate of completion.

This study reviewed the exiting data of one group of school leavers, the 2004-2005 exiting students, only. Consequently, this particular study did not explore the exit examination influence on the type of graduates over time; specifically examining the post school outcome data collected prior to and after the IGQE requirement. Although it is beyond the scope of this study, examining the exiting patterns of students since the inception of the IGQE may provide additional analysis on the effect of this policy.

Employment and Post Secondary Education Patterns

Employment data indicate that nearly 66.5% of the INPSFS respondents were employed in some capacity. Students identified with a learning disability experienced the highest employment rate. Twenty percent of all INPSFS one year respondents indicated that they were unemployed. Students identified with a moderate, severe, or multiple disability experienced the highest rate of unemployment.

Students who exited with a diploma were more likely to be engaged in employment when compared to students who dropped out, graduated with a certificate, or reached maximum age. In contrast, INPSFS respondents exiting school that reached maximum age, gained a certificate of completion, or dropped out experienced the highest unemployment rates.

Students who exited with a regular diploma experienced the highest employment rate amongst the diploma types. The unemployment rate for students who gained a diploma through the appeals/waiver process were higher when compared to students who gained the diploma by passing the IGQE.

The overall post secondary education rate of the INPSFS respondents was approximately 34%. Students identified with a learning disability were the most likely to be enrolled in some type of post secondary education, though students identified with an emotional handicap were the most likely to be enrolled in post secondary education full time or part time status, with no employment. Students who exited with a diploma were the most likely to participate in post secondary education. In contrast, students who exited by dropping out, obtaining a certificate of completion, or by reaching maximum age comprised less than 10% of the students participating in post secondary education.

Students who gained an academic honors diploma were the most likely to be engaged in post secondary education in a full time or part time capacity, with no employment. Students who exited with a Core 40 diploma followed closely in the post secondary education enrollment rate. Likewise, students who gained the diploma by passing the IGQE were more likely to be engaged in post secondary education than those earning the diploma through the appeal/waiver process.

Limitations:

Though this study represents a large number of individuals, the 2005-2006 study was only successful in contacting 28% of the students who exited during the 2004-2005 school year (n=2456 students). The preceding data represents some level of threat for non-response bias (former students we were unsuccessful in interviewing and their responses), even with the data weight adjustment procedures for offsetting the over and under-representation in the exceptionality areas. Weighting data allows for better representation, but does not fully adjust for the population of students unable to be contacted.

One-year post school outcome data was collected on students who were the recipients of special education services only. No general education students were surveyed in this study. This prevents a direct comparison between students with disabilities and their regular education cohorts and may fail to identify policy and programmatic issues experienced by both groups.

Confounding factors influencing exit types were not fully taken into consideration in the results of this study. Though data were examined by disability type, factors such as

academic ability were not controlled in the interpretation of the study's results. For example, a valid argument may be that students exiting with less than a standard high school diploma may possess a lower academic ability level and therefore be further limited in their post school success. Cognitive testing data was not available in this study, though further analysis utilizing ISTEP results may provide a more credible comparison. Further analysis controlling for confounding factors is warranted.

Implications for Practice and Future Research

The NCLB Act monitors academic progress through the use of standardized assessments. In an effort to increase the academic skill level of graduating seniors, many states have instituted graduation exams making exiting school with a diploma contingent on the results. While the improvement of standardized assessment results may be essential to improved academic ability, the post school success of students may be the most important, or at least the most critical, outcome measured.

Results of this study indicate that high school exiting patterns are an integral aspect of post school success. The study's findings reveal that Indiana students exiting school with less than a standard diploma experience lower employment rates, earn lower wages, and are less likely to participate in post secondary education. Additionally, students gaining the diploma by passing the state's Graduation Qualifying examination experienced greater post school success (higher employment and post secondary education rates) than their counterparts gaining their diploma through the appeal/waiver process.

The transition from school to adult life can be overwhelming for students with disabilities and their families. In Indiana (with this group of respondents) exiting school with a diploma appears to be the passport to a successful transition. The Individuals with Disability Education Act and its reauthorizations have included transition legislation mandating transition services since 1990 (IDEA, 2004). Federal and state agencies have adopted regulations and have committed resources over the last decade in an effort to improve this transition. The alignment of high stakes testing and transition is a challenging, but not an impossible endeavor. Providing students with disabilities the academic skills necessary to gain a diploma is paramount. However, there will continue to be a group of students that exit school without the benefit of a diploma. Policy makers and practitioners need to be mindful of the challenges these students will face and provide them with the skills and experiences necessary to overcome the barriers.

IDEA currently requires transition services planning for students with disabilities by the age of 16. For some students, this may be early enough; however, as exemplified in this study, some students may require earlier planning in order to provide a seamless transition from school to the world of work or post secondary education. Some students may have already dropped out of school, either physically or psychologically, by the time they turn 16 and would not realize the benefits of transition planning. Early transition planning, with frequent revisions, will allow both the student and family time to grasp (and plan for) the challenges before them.

Student investment in their future cannot be emphasized enough. The benefits of early planning will not be realized if the student fails to take ownership in their future. Too often, students with disabilities lack the advocacy and decision making skills

necessary to navigate through the world of adult services, employment, and post secondary education. Unfortunately, self advocacy skills can not be efficiently acquired in a class, but rather need to be cultivated over the course of a student's educational career; beginning much earlier than age 16. The infusion of self-advocacy training across curricula beginning in the elementary years would provide ample opportunity for students to acquire, refine, and master those skills.

Most importantly, practitioners and policy makers need to collaborate with employers and post secondary education institutions in determining the skills (academic and social) necessary to successfully enter the world of work or post secondary education. Failure to include post secondary education institutions and employers in the planning may overlook valuable insight on skill development and fail to determine the proper documentation for successful entry.

Little research has been published on the ramifications of students receiving less than a standard high school diploma and its affects on employment and post secondary education outcomes. As exit examinations and alternative credentialing options are utilized, additional research investigating the effects of these policies and credentials is not only recommended, but warranted. It is in the best interest of the schools, students, parents, and the community to make certain that students are adequately prepared for the world that awaits them.

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Appendices

Appendix A

Indiana Diploma Options

Three Diploma Options are available:

- 1) Regular Diploma
- 2) Core 40 Diploma
- 3) Academic Honors Diploma

The following codes are used in the STN system to record graduate reasons (taken directly from code language):

- 01- Regular (Passed GQE) – students who passed the GQE and received a regular diploma
- 02- Core 40 and Academic Honors – students who passed the GQE and received an Indiana Academic Honors Diploma
- 03- Core 40 only (passed GQE) – Students who passed GQE and received a Core 40 diploma but not an academic honors diploma
- 04- Regular Diploma (with Core 40 waiver or GQE appeal) – Student who did not pass GQE but received a regular diploma through the GQE appeals process (regular and special education students)
- 05- Core 40 Only – Students who did not pass GQE but received a diploma by successfully obtaining a core 40 waiver but not an academic honors diploma
- 06- Certificate of completion – special education student who re not capable of earning a diploma, but who completed the public school educational program prescribed in the student's IEP.
- 07- Course completion – Students who completed the minimum courses required for HS graduation but did not meet the GQE requirement (this is not considered a diploma)
- 08- Core 40 and Academic Honors Diploma (with GQE appeal or Core 40 Waiver)

Four Ways to Meet the GQE Requirement

1. Pass the GQE.

2. Fulfill the requirements of the GQE **Core 40 waiver**:

- Complete a Core 40 diploma.
- Have a grade of "C" or higher in all required and directed elective courses.
- Have the recommendation of the principal.

3. Fulfill the requirements of the GQE **Evidence-based waiver**:

- Take the GQE at least one time your sophomore, junior, and senior years.
- Complete any extra help sessions offered each year by your school to prepare for the GQE retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local graduation requirements.
- Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

The following chart describes the diploma requirements:

Indiana High School Diploma Crosswalk

		Core 40 Diploma	Academic Honors Diploma*
English/ Language Arts	8 credits	8 credits	8 credits
		Credits in Literature, Composition, and Speech	Credits in Literature, Composition, and Speech
Mathematics	4 credits	6-8 credits	8 credits
		Credits in Algebra I, Geometry, Algebra II. Additional credits in Trigonometry, Calculus, Discrete Mathematics	Credits including Algebra I, II, and at least one upper level course
Social Studies	4 credits	6 credits	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: In another Social Studies course or in Global Economics or Consumer Economics	2 credits: U.S. History 1 credit: U.S. Government 1 credit: World History and Civilization and/or World Geography 1 credit: Economics 1 credit: Additional course from the social studies area	Credits including U.S. History, U.S. Government, and others with emphasis economics and geography or world history
Science	4 credits	6 credits	6 credits
		2 credits: Biology 2 credits: Chemistry, Physics, or Integrated Chemistry/Physics 2 credits: Additional credits from Chemistry, Physics, Earth Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science	2 credits: Biology 2 credits: Chemistry, Physics, or Integrated Chemistry-Physics 2 credits: Additional credits from Chemistry, Physics, Earth Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, Advanced Environmental Science , or an equally challenging program
Subtotal:		26-28 credits	28 credits
Other Subjects:	2 credits (in above subjects or in technology competency)	8 credits (in above subjects or any of the four subjects below)	<i>See below</i>
Foreign Languages		Encouraged	6-8 credits
Arts		Encouraged	2 credits
Computers		Encouraged	
Career Area		Encouraged	
Electives	16 credits	2-4 credits	9 credits
Physical Education	1 credit	1 credit	1 credit
Health/Safety	1 credit	1 credit	1 credit
TOTAL:		26-28 credits	47 credits

Appendix B

INDIANA POST-SCHOOL FOLLOW-UP - Part II
POST-EXIT TELEPHONE QUESTIONNAIRE

2006-2007

CODA Information (if the student is on the imported listing, this information will be provided)

Former Student's Full Name: _____

Student's Exceptionality: _____

Address: _____ City/State: _____ Zip Code _____

Phone Number: _____ Parent/Guardian Contact: _____

Gender: M F Date of Birth: _____ Ethnicity: _____

District/Learner ID Number: ____ / ____ - ____ - ____ High School Placement Code: ____

Student Test Number: _____

Least Restrictive Environment (Federal Definition):

- | | | |
|---|---|---|
| <input type="checkbox"/> 50 (80%+) | <input type="checkbox"/> 53 (Separate school) | <input type="checkbox"/> 56 (Parentally placed private) |
| <input type="checkbox"/> 51 (40% - 79%) | <input type="checkbox"/> 54 (Residential Facility) | <input type="checkbox"/> 57 (Homebound/Hospital) |
| <input type="checkbox"/> 52 (<40%) | <input type="checkbox"/> 55 (Correctional Facility) | <input type="checkbox"/> Don't Know |

IF UNABLE TO OBTAIN AN INTERVIEW, PLEASE INDICATE REASON:

- | | |
|--|---|
| <input type="checkbox"/> Still in school | <input type="checkbox"/> Institutionalized |
| <input type="checkbox"/> Refused to be interviewed | <input type="checkbox"/> Unable to be contacted (check all that apply) |
| <input type="checkbox"/> Deceased | <input type="checkbox"/> Mailed survey, not returned |
| <input type="checkbox"/> In military | <input type="checkbox"/> Moved, new address unknown |
| <input type="checkbox"/> At college | <input type="checkbox"/> Wrong/Blocked Phone Number |
| <input type="checkbox"/> Incarcerated | <input type="checkbox"/> Phone Disconnected |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> No Answer Number of Attempts: _____ |

(If you have **NOT** interviewed this student and have indicated any of the above the process is complete.)

The purpose of this survey is to gather information from students to determine the post school status of the former students and evaluate educational programs. **No information will be released that will identify you personally.**

PERSON INTERVIEWED (Check one)

- Former Student
 Parent/Guardian
 Other:(please specify) _____

TYPE OF INTERVIEW

- In person
 Telephone
 Mail Response
 Web Response
 Other (please specify): _____

Interview completed by: _____

Date of Interview: _____

Position:

- Teacher
 Job Coach/Employment Specialist
 Administrator
 Support Staff
 Transition Personnel
 Other: _____

PART 1 – CURRENT STATUS

Current Status

Q1. What best describes your current situation?

1. Full Time Student – Not Employed
 2. Part Time Student – Not Employed
 3. Full Time Employed (35+ hrs)–Not Enrolled in Post Secondary Education
 4. Part Time Employed (<35 hrs)– Not Enrolled in Post Secondary Education
 5. Part Time Employed (<35 hrs) - Full Time Student
 6. Part Time Student – Part Time Employed (<35 hrs)
 7. Full Time Student – Full Time Employed (35+hrs)
 8. Full Time Student – Part Time Employed (<35 hrs)
 9. Un-employed (What is the main reason why you don't have a paying job? Response:(List one) _____
- Complete the entire survey EXCEPT Part 5
- Complete the entire survey EXCEPT Part 2
- Complete the entire survey
- Skip Parts 2 and 3
Code: _____

PART 2 – POST SECONDARY EDUCATION

COMPLETE ONLY IF ENROLLED IN POST SECONDARY EDUCATION

Q2. What type of higher education institution are you attending? (choose one)

1. 2 Year/Community College
 2. 4 Year/Public/Private College/University
 3. Vocational/Technical School
- Where will you be attending?
- In state Out of State Not Indicated

Q3. Do you receive any accommodations or special assistance with your classes?

1. Yes If yes, list the main one? _____ Code: _____
2. No
3. Not Sure

Q4. Did you take any “remedial” or “catch up” courses that did not count toward a degree?

1. Yes If yes, which subject areas:
 General English Reading Comprehension Writing
 Science Math Other: _____
2. No
3. Not Sure

*Q5. Did you receive any financial aid to attend college?

1. Yes If yes, indicate the main provider? _____ Code: _____
2. No
3. Not Sure

PART 3 - EMPLOYMENT

COMPLETE ONLY IF EMPLOYED

- Q6. What type of industry (field or job type) are you working in? (Primary occupation/Choose One)
- | | |
|---|--|
| <p>1. <input type="checkbox"/> Agriculture, Mining, and Construction
Agriculture, Forestry, Fishing, Construction,
Mining, Oil and Gas Extraction</p> <p>2. <input type="checkbox"/> Manufacturing – we make products to sell
Aerospace products, Apparel, Chemical, Food,
Motor vehicles and parts, Pharmaceutical,
Printing, Steel and Textile</p> <p>3. <input type="checkbox"/> Trade
Automobile dealers, Clothing and General (Retail)
Merchandise Stores, Grocery Stores, Wholesale</p> <p>4. <input type="checkbox"/> Transportation and Utilities
Air transportation, Truck and Warehousing, Utilities</p> <p>5. <input type="checkbox"/> Information
Broadcasting, Motion picture and Video industries,
Publishing Software, Publishing, Telecommunications</p> <p>6. <input type="checkbox"/> Financial Activities
Banking, Insurance, Securities, Commodities,
and other investments</p> <p>7. <input type="checkbox"/> Professional and Business Services
Advertising and Public Relations, Computer systems
design, Employment Services, Management, Scientific,
and Technical consulting</p> <p>8. <input type="checkbox"/> Education and Health Services
Childcare, Educational Services, Health Services,
Social Assistance</p> | <p>9. <input type="checkbox"/> Leisure and Hospitality
Arts, Entertainment and,
Recreation, Food service and drinking
places, Hotels</p> <p>10. <input type="checkbox"/> Service Industry
Auto mechanic, Lawn
Service, Cosmetologist,
Cleaning</p> <p>11. <input type="checkbox"/> Government
(Federal, State and Local)</p> <p>12. <input type="checkbox"/> Military
Army, Air Force, Navy,
Marines, Coast Guard,
Reserves</p> <p>13. <input type="checkbox"/> Sheltered Workshop</p> <p>14. <input type="checkbox"/> I am self-employed</p> <p>15. <input type="checkbox"/> Not Sure</p> <p>16. <input type="checkbox"/> Other (Please specify):
_____</p> |
|---|--|

- Q7. What type of job are you doing right now? (List up to 2 codes.)
Please indicate primary occupation: _____

Code: _____

Please indicate secondary occupation: (If two (2) jobs are indicated, complete pages 10 & 11 for the second job)

Code: _____

- Q8. Which of the following tasks do you use in your occupation? (choose one or more)

Applied Mathematics

1. Addition and subtraction
2. Fractions
3. Multiplication
4. Division
5. Geometry
6. Algebra
7. Measuring

Reading for Information/Writing

8. Reading Directions
9. Writing (reports, memos, etc)

Applied Technology

10. Keyboarding/Typing
11. Computer skills/applications
12. Data Management/Data Analysis

Communication/Listening

13. Communication with Customers
14. Communication with Co-workers

Teamwork

15. Working in teams

Other

16. Locating information
17. Observation
18. Not Sure/None Listed
19. Other (please specify):

Q9. **Did anyone help you get your job?**

1. Yes --> if Yes, then ask: **Who helped you the most?** (e.g. transition coordinator, special ed teacher, family, friends etc.) _____ Code: _____
2. No, found job by myself

Q10. **How many hours are you typically scheduled to work each week? (Please indicate the average number of hours per week next to the response.)**

_____ Number of hours per week

*Q11. **How do you get paid on this job? (Choose one)**

1. Weekly Check
2. Bi-weekly Check
3. Monthly Check
4. Not Sure

Q12. **What is your salary on this job? (Please indicate your exact hourly wage).**

1. \$_____ per hour (competitive)
2. Piece work: \$_____ per hour (average)
(non-competitive)
3. By the job
4. "I don't know"
5. Refused



If you answered 3, 4, or 5, please indicate if you earn above minimum wage (\$5.15 per hour) including tips? *(This information is needed to comply with new federal requirements regarding competitive employment.)*

1. Yes
2. No
3. Not Sure

*Q13. **In your current position, have you received a promotion?**

1. Yes
2. No
3. Not Sure

Q14. **What fringe benefits do you get on this job? (Check all that apply.)**

1. None
2. Medical Insurance
3. Pension/Retirement
4. Paid sick days
5. Dental Insurance
6. Vacation Days
7. I don't know
8. Vision
9. Profit Sharing
10. Other: (e.g., meals, membership, etc) _____

Q15. **How long have you been working at your current job?**

1. Don't know
2. Less than 6 months
3. 6-12 months
4. 13-24 months
5. More than 2 years

****Complete pages 10 & 11 for the second job (if applicable)****

PART 4 – OTHER POST SCHOOL STATUS
COMPLETE FOR ALL STUDENTS

Additional Training

Q16. Since leaving high school, have you had additional training or coursework in the following?
(If yes, please indicate those that you have participated in)

1. No, I have not had additional training or coursework
If not, why not? _____ Code: _____

2. Graduation Qualifying Exam
If yes, did you pass the exam?
 Yes No Don't Know
Did you receive remedial assistance?
 Yes No Don't Know

3. GED
If yes, did you obtain your GED?
 Yes No Currently Enrolled
If not, why not? _____ Code: _____

4. Vocational/Technical Education (Certification Program)
If yes, did you complete it?
 Yes No Currently Enrolled
If yes, major: _____
If not, why not? _____ Code: _____

5. Associate Degree Program (2 year)
If yes, did you complete it?
 Yes No Currently Enrolled
If yes, major: _____
If not, why not? _____ Code: _____

6. College/University Courses (4 year)
If yes, did you complete it:
 Yes No Currently Enrolled
If yes, major: _____
If not, why not? _____ Code: _____

7. Alternative Education/Adult Basic Education

8. Military
If yes, which branch?
 Army Navy Air Force
 Marines Coast Guard Reserves

9. Job Service/Employment Training
If yes, did you find a job when finished?
 Yes No
If not, why not? _____ Code: _____

10. Supported Employment

Q17. How many jobs have you had since leaving high school?

1. Don't know

2. None

3. 1-2

4. 3-4

5. 5+

If 3 or more jobs, go to Q18.

Q18. If 3 or more since exiting high school, what was the main reason for changing jobs? (check only one)

1. To earn more money

5. Better job opportunity

2. Fired from previous jobs

6. Did not like the job(s)

3. Needed a fulltime job/more hours

7. Could not get along with boss/co-workers

4. Received a promotion

8. Other: _____

PART 5 - QUALITY OF LIFE

COMPLETE FOR ALL STUDENTS

Quality of Life Indicators

Q19. Do you have a current driver's license?

1. Yes
2. No ----> If No, then ask, "What is the main reason for not having one?"

Code: _____

Q20. How do you usually get around in the community? (Choose One)

1. Drive myself 5. Friends
2. Family 6. Public transportation
3. Pay someone 7. Other: _____
4. Adult service provider

Q21. Is there a public transit system (bus) available in your town during the hours you need it?

1. Yes
2. No
3. Not Sure

*Q22. How often do you stay home because you don't have transportation? (Choose One)

1. I never go anywhere 3. I can always find transportation
2. I usually stay home because of no transportation 4. Not Sure

*Q23. Do you earn enough money to pay your own living expenses/bills?

1. Yes
2. No If no, who is the main provider of financial aid or support? _____ Code: _____
3. Not Sure

*Q24. Do you have access to a computer?

1. Yes If yes, indicate main location? _____ Code: _____
2. No
3. Not Sure

Living Arrangements

Q25. Where is/was your primary residence in the last 12 months?

1. In my parent's/relatives' home 6. Military Base
2. In a friends' or acquaintances' home 7. College Campus
3. In my own place 8. Other (please specify): _____
4. In my own place with support
5. Group home

Q26. **If in parents/relatives' home, what is the main reason why you have not moved?**

- 1. Don't know how to
- 2. Not enough money
- 3. Parents/family members won't allow move
- 4. Social service agency won't allow/assist me
- 5. Can't find place to live
- 6. Problems with transportation
- 7. Convenience - close to work, transportation, friends
- 8. Enjoying living at home; don't want to move
- 9. Saving money for: _____
- 10. Other (please specify): _____

* Q27. **Who do you currently live with?**

- 1. With my spouse or significant other
- 2. With a roommate
- 3. With my parents/relatives
- 4. With a friend
- 5. By myself
- 6. With my children
- 7. Other (please specify): _____

Q28. **Marital Status?**

- 1. Single
- 2. Widowed
- 3. Divorced
- 4. Separated
- 5. Married

Q29. **Do you have any children?**

- 1. Yes If so, how many? _____
- 2. No

Adult Services

Q30. **Have you used any of the following services? If so, what agency provided the service? (Check all that apply.)**

- 1. **Employment Assistance:** Yes No
Agency: _____ Code: _____
- 2. **Supported Employment:** Yes No
Agency: _____ Code: _____
- 3. **Sheltered Employment:** Yes No
Agency: _____ Code: _____
- 4. **Semi-Independent Living:** Yes No
Agency: _____ Code: _____
- 5. **Supported Living:** Yes No
Agency: _____ Code: _____
- 6. **Group Home:** Yes No
Agency: _____ Code: _____
- 7. **Food Stamps:** Yes No
Agency: _____ Code: _____

- 8. **Counseling:** Yes No
Agency: _____ Code: _____
- 9. **Therapy /Physical:** Yes No
Agency: _____ Code: _____
- 10. **Transportation:** Yes No
Agency: _____ Code: _____
- 11. **Assistive Technology:** Yes No
Agency: _____ Code: _____
- 12. **Post Secondary Education:** Yes No
Agency: _____ Code: _____
- 13. **Other:** _____ Yes No
Agency: _____ Code: _____

PART 6 – OVERALL SATISFACTION

THIS SECTION IS ONLY REQUIRED TO BE COMPLETED BY THE FORMER STUDENT. IF SOMEONE OTHER THAN THE STUDENT IS COMPLETING THE SURVEY, THESE QUESTIONS ARE OPTIONAL.

Q31. Please indicate your involvement with the following agencies and if involved, please rate 1 – 5 as indicated below how helpful you found these agencies.

→

1	2	3	4	5
Not Helpful	Not Very Helpful	Neutral	Somewhat Helpful	Very Helpful

- | | |
|---|---|
| <p>1. Vocational Rehabilitation Services:
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> <p>2. Bureau of Developmental Services:
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> <p>3. Department of Workforce Development:
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> | <p>4. Community Mental Health Centers:
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> <p>5. Temporary Assistance to Needy Families
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> <p>6. Medicaid Waiver:
 <input type="checkbox"/> Yes <input type="checkbox"/> No If yes,
 1 2 3 4 5</p> |
|---|---|

Q32. Please rate 1 – 5 as indicated below in the following questions.

→

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

- | | |
|---|--|
| <p>1. My high school experiences prepared me for college. <input type="checkbox"/> N/A
 1 2 3 4 5</p> <p>2. My high school experiences prepared me for finding a job.
 1 2 3 4 5</p> <p>3. My high school experiences prepared me to get along with others, deal with personal problems, make friends, etc.
 1 2 3 4 5</p> <p>4. My high school experiences prepared me to do things like cook, repair things, do the laundry, clean, and take care of children.
 1 2 3 4 5</p> | <p>5. My high school experiences prepared me to read things like the newspaper, want ads, TV schedule, weather reports, job applications etc..
 1 2 3 4 5</p> <p>6. My high school experiences prepared me to do things like budget our money, save money, understand taxes, insurance and take care of your day-to-day expenses.
 1 2 3 4 5</p> |
|---|--|

Q33. Who makes important decisions about your life? (Choose one)

1. Parents/family members
2. Me with guidance from my family
3. Me
4. Spouse/significant other
5. Professionals (adult services, case managers, etc)
6. Friends

Q34. How happy are you with your life as a young adult? (Choose one)

1. Very unhappy
2. Moderately unhappy
3. So-so
4. Moderately happy
5. Very happy
6. Not Sure

Why aren't you happy?
(check all that apply)

- Problems with work
- Problems with school
- Problems with family
- Problems with friends
- Lonely
- Un-employed
- Other: _____

Why are you happy?
(check all that apply)

- Like my work
- Like my school
- Like my family
- Like my free time
- Like being independent
- Like my friends
- Other: _____

Thank you very much!

You will be contacted again in one year for Part III of the study. Would you be willing to provide your cell phone number or a different phone number(s) of a person who would know how to reach you when we call in subsequent years?

Cell Phone: _____ and/or

Name of Person: _____

Phone Number: _____

Relationship: Parent Grandparent Aunt/Uncle Friend Other

COMPLETE FOR SECOND JOB ONLY

(Skip if the student is not employed or only holds 1 (one) job)

(2)Q6. What type of industry (field or job type) are you working in? (Secondary occupation/Choose One)

- | | |
|---|--|
| <p>1. <input type="checkbox"/> Agriculture, Mining, and Construction
Agriculture, Forestry, Fishing, Construction,
Mining, Oil and Gas Extraction</p> <p>2. <input type="checkbox"/> Manufacturing – we make products to sell
Aerospace products, Apparel, Chemical, Food,
Motor vehicles and parts, Pharmaceutical,
Printing, Steel and Textile</p> <p>3. <input type="checkbox"/> Trade
Automobile dealers, Clothing and General (Retail)
Merchandise Stores, Grocery Stores, Wholesale</p> <p>4. <input type="checkbox"/> Transportation and Utilities
Air transportation, Truck and Warehousing, Utilities</p> <p>5. <input type="checkbox"/> Information
Broadcasting, Motion picture and Video industries,
Publishing Software, Publishing, Telecommunications</p> <p>6. <input type="checkbox"/> Financial Activities
Banking, Insurance, Securities, Commodities,
and other investments</p> <p>7. <input type="checkbox"/> Professional and Business Services
Advertising and Public Relations, Computer systems
design, Employment Services, Management, Scientific,
and Technical consulting</p> <p>8. <input type="checkbox"/> Education and Health Services
Childcare, Educational Services, Health Services,
Social Assistance</p> | <p>9. <input type="checkbox"/> Leisure and Hospitality
Arts, Entertainment and,
Recreation, Food service and drinking
places, Hotels</p> <p>10. <input type="checkbox"/> Service Industry
Auto mechanic, Lawn
Service, Cosmetologist,
Cleaning</p> <p>11. <input type="checkbox"/> Government
(Federal, State and Local)</p> <p>12. <input type="checkbox"/> Military
Army, Air Force, Navy,
Marines, Coast Guard,
Reserves</p> <p>13. <input type="checkbox"/> Sheltered Workshop</p> <p>14. <input type="checkbox"/> I am self-employed</p> <p>15. <input type="checkbox"/> Not Sure</p> <p>16. <input type="checkbox"/> Other (Please specify):
_____</p> |
|---|--|

*(2)Q8. Which of the following tasks do you use in your occupation? (choose one or more)

Applied Mathematics

- 1. Addition and subtraction
- 2. Fractions
- 3. Multiplication
- 4. Division
- 5. Geometry
- 6. Algebra
- 7. Measuring

Reading for Information/Writing

- 8. Reading Directions
- 9. Writing (reports, memos, etc)

Applied Technology

- 10. Keyboarding/Typing
- 11. Computer skills/applications
- 12. Data Management/Data Analysis

Communication/Listening

- 13. Communication with Customers
- 14. Communication with Co-workers

Teamwork

- 15. Working in teams

Other

- 16. Locating information
- 17. Observation
- 18. Not Sure/None Listed
- 19. Other (please specify):

COMPLETE FOR SECOND JOB ONLY

(Skip if the student is not employed or only holds 1 (one) job

***(2)Q9. Did anyone help you get your job?**

- 1. Yes --> if Yes, then ask: **Who helped you the most?** (e.g. transition coordinator, special ed teacher, family, friends etc.) _____ Code: _____
- 2. No, found job by myself

(2)Q10. How many hours are you typically scheduled to work each week? (Please indicate the average number of hours per week next to the response.)

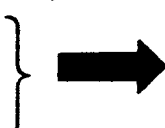
_____ Number of hours per week

***(2)Q11. How do you get paid on this job? (choose one)**

- 1. Weekly Check
- 2. Bi-weekly Check
- 3. Monthly Check
- 4. Not Sure

(2)Q12. What is your salary on this job? (Please indicate your exact hourly wage).

- 1. \$_____ per hour (competitive)
- 2. Piece work: \$_____ per hour (average)
(non-competitive)
- 3. By the job
- 4. "I don't know"
- 5. Refused



If you answered 3, 4, or 5, please indicate if you earn above minimum wage (\$5.15 per hour) including tips? *(This information is needed to comply with new federal requirements regarding competitive employment.)*

- 1. Yes
- 2. No
- 3. Not Sure

***(2)Q13. In your current position, have you received a promotion?**

- 1. Yes
- 2. No
- 3. Not Sure

***(2)Q14. What fringe benefits do you get on this job? (Check all that apply.)**

- 1. None
- 2. Medical Insurance
- 3. Pension/Retirement
- 4. Paid sick days
- 5. Dental Insurance
- 6. Vacation Days
- 7. I don't know
- 8. Vision
- 9. Profit Sharing
- 10. Other: (e.g., meals, membership, etc) _____

***(2)Q15. How long have you been working at your current job?**

- 1. Don't know
- 2. Less than 6 months
- 3. 6-12 months
- 4. 13-24 months
- 5. More than 2 years

POST EXIT QUESTIONNAIRE CODES

CODES FOR PART 1

QUESTION Q1. & Q16 – 9 – Why No Work

Job Training:

- 1 Job Corps
- 2 Vocational/Technical School (non-degree)

Unpaid Work:

- 3 Homemaker
- 4 "Family work" (e.g., family farm, child care)
- 5 Volunteer

Unemployed/Seeking Employment:

- 6 "Unable to find a job" (e.g. currently looking)
- 7 "Unable to find a job I want"
- 8 "Currently with agency - in job development"

Unemployed/Not Seeking Employment:

- 9 "I don't want to work"
- 10 "My parents don't want me to work"
- 11 Concerns with loss of benefits (SSI, "welfare," etc.)
- 12 Currently in school (e.g. want to concentrate on academics, involved in sports)

Unemployed/Between Jobs:

- 13 Seasonal workers/off season
- 14 Has a job which has not started
- 15 Fired from previous job
- 16 Laid off

Employed but Current Job is Unsatisfactory

- 17 "I don't like this job."
- 18 "I need a full-time job with benefits."

Obstacles to Employment:

- 19 Transportation problems
- 20 Insufficient experience
- 21 Insufficient training
- 22 Health problems/physical disabilities
- 23 Pregnancy
- 24 Child Care Problems
- 25 Incarcerated

Sheltered Work/Day Habilitation:

- 26 In a day activity/day treatment program
- 27 In a sheltered workshop

College/University

- 28 In a 2 year program (currently enrolled or waiting to enter/start)
- 29 In a 4 year program (currently enrolled in or waiting to enter/start)

Miscellaneous

- 30 Not adequate support
- 31 No reason given
- 32 Other

CODES FOR PART 2

QUESTION Q3. – Accommodations

- 1 Tutor
- 2 Class notes
- 3 Test modifications
- 4 Adaptive equipment
- 5 Help with scheduling
- 6 Taped textbooks
- 7 Large Print Material
- 8 Sign Language Interpreter
- 9 Special Seating
- 10 Additional time on test/assignments
- 11 Reading Test
- 12 Other: _____

QUESTION Q5 – Financial Aid

- 1 Parents/Family
- 2 Bank/Student Loans
- 3 Federal/State Grants
- 4 Scholarships
- 5 Vocational Rehabilitation
- 6 Not Sure
- 7 Other: _____

CODES FOR PART 3

QUESTION Q7 – Work Type

Service Occupations:

- 1 Cosmetology/Hairdressing/Barber
- 2 Gas Station Attendant/Car Wash
- 3 Hotel/Tourism
- 4 Human Services/Work with People/Children (e.g. childcare, security/police/fire)
- 5 Restaurant Work/Food Service (e.g., waiter, dishwasher, cook, food prep etc.)
- 6 Retail Sales (e.g. cash register, Walmart)

Trade and Industry:

- 7 Assembly (e.g., factory work)
- 8 Auto Mechanics/Auto Body Repair
- 9 Construction Trades (e.g., carpentry, masonry, plumbing, woodworker etc.)
- 10 Electronics
- 11 Machine Trades
- 12 Janitorial/Housekeeping/Maintenance/ Groundskeeping
- 13 Brick Laying/Masonry
- 14 Stock Clerk/Stock Boy or Girl (e.g. grocery)
- 15 Materials Handler/Loader Teamster/Warehouse Worker
- 16 Landscaping

Agriculture/Farming:

- 17 Farm Work/Working with Animals

Clerical:

- 18 Computer Programming/Operations
- 19 Secretarial/Stenographic/Typing or Other Office Work/File Clerk
- 20 Bank Teller

Professional Occupation

- 21 Accountant
- 22 Marketing
- 23 Manager/Assistant Manager
- 24 Nurse (CNA, RN, LPN)
- 25 Teaching/Teaching Assistant

Other:

- 26 Artistic (e.g., painting, dramatics, music, entertainment)
- 27 Commercial/Graphic Arts (e.g., printing, photography)
- 28 Sheltered workshop or day habilitation program
- 29 Armed Services
- 30 Transportation Worker (e.g. bus, taxi, or truck driver)
- 31 No Answer Indicated
- 32 Other (Please specify) _____

QUESTION Q9. – Who helped get job

- 1 Parents/Relatives
- 2 Friends/Acquaintances
- 3 Regular Educator
- 4 Special Educator
- 5 Transition Program Staff
- 6 School To Work Program
- 7 Vocational Education Teacher(i.e. I.C.E.)
- 8 Vocational Rehabilitation Counselor
- 9 Adult Service Agency
- 10 Military Recruiter
- 11 Temporary Agency
- 12 Department of Workforce Development/Work One
- 13 Other (please specify):

CODES FOR PART 4

QUESTION Q16 – 1 – Why no post-secondary training

- 1 Too expensive/Financial Difficulties
- 2 Not prepared--Academically not ready/able
- 3 Not interested
- 4 Need to earn money
- 5 Personal Problems
- 6 Couldn't get in due to poor grades
- 7 Medical Reasons/Disability
- 8 Full-time Employed
- 9 No Reason Given
- 10 Other: _____

QUESTION Q16 – 3, 4, 5 & 6 – Why not Completed

- 1 Too expensive/Financial Difficulties
- 2 Instructors were not supportive
- 3 Personal Problems
- 4 Transportation
- 5 Poor grades/dropped out
- 6 Coursework was too difficult
- 7 Medical Reasons/Disability
- 8 Classes were boring/didn't like it
- 9 Full-time Employment
- 10 No Reason Indicated
- 11 Other: _____

*Optional Questions

QUESTION Q16 – 4, 5 & 6 - Major

The majors are listed in columns by the type of degree to assist in locating the correct major. However, the majors may be used in either category for any type of degree.

2 or 4 Year Degrees

- 1 Accounting
- 2 Business
- 3 Communications
- 4 Computer Information Systems
- 5 Computer Graphics
- 6 Criminal Justice
- 7 Education
- 8 Engineering
- 9 Fine Arts/Design
- 10 Health Care
- 11 History
- 12 Humanities
- 13 Human Resources
- 14 Journalism
- 15 Liberal Arts
- 16 Marketing
- 17 Nursing (RN)
- 18 Pre Law/Lawyer
- 19 Political Science
- 20 Social Work
- 21 Sciences (Biology, Physics, etc)
- 22 Psychology

Voc/Tech or Associates Degree

- 23 Automotive Technology
- 24 Business Administration
- 25 Construction
- 26 Cosmetology
- 27 Culinary Arts
- 28 Design Technology
- 29 Early Childhood
- 30 Electronics and Computer Technology
- 31 Firefighter
- 32 GED
- 33 Heating and Air Conditioning
- 34 Hospitality
- 35 Law Enforcement
- 36 Machine Tool Technology
- 37 Medical Asst (PTA, OTA, CNA)
- 38 Office Administration
- 39 Paralegal Studies
- 40 Radiology Technology

- 41 Undecided
- 42 None Indicated
- 43 Other: _____

QUESTION Q16 -9 – see codes for Q1

CODES FOR PART 5

QUESTION Q19 – Why No Driver’s License

- 1 “Don’t want one”
- 2 “Couldn’t pass the driver’s test”
- 3 Was not allowed to enroll in driver’s education course
- 4 Could not pass driver’s education course
- 5 “No one will teach me how to drive”
- 6 Had a license but lost it
- 7 Financial Reasons
- 8 No car available
- 9 “Parents won’t let me”
- 10 Practicing for driver’s test
- 11 Medical issues/disability
- 12 No Response
- 13 Other (please specify):

QUESTION Q23 – Financial Support

- 1 Parents/Family
- 2 Credit Cards
- 3 Temporary Assistance to Needy Families
- 4 Medicaid
- 5 Social Security
- 6 Child Support
- 7 None Indicated
- 8 Other

QUESTION Q24 - Computer

- 1 Home
- 2 Library
- 3 School
- 4 Book Store
- 5 Friends
- 6 No Response
- 7 Other

QUESTION Q30 – Adult Service Agency

- 1 Vocational Rehabilitation Services
- 2 Bureau of Developmental Disability Services
- 3 Department of Workforce Development
- 4 Community Mental Health Center
- 5 Temporary Assistance to Needy Families (TANF) - formerly Welfare
- 6 Social Security Administration
- 7 Medicaid
- 8 Medicaid Waiver
- 9 Don’t know
- 10 Other _____

Appendix C



ACADEMIC AFFAIRS
OFFICE OF ACADEMIC RESEARCH AND SPONSORED PROGRAMS

Muncie, Indiana 47306-0155
Phone: 765-285-1600
Fax: 765-285-1624

INSTITUTIONAL REVIEW BOARD

TO: Michael Harvey
Special Education

FROM: Institutional Review Board
Leonard Kaminsky, Chair
Melanie L. Morris, Coordinator of Research Compliance

DATE: February 10, 2006

RE: Human Subjects Protocol –IRB # 05-134

TITLE: The Indiana Graduate Follow Up Study of Students with Disabilities

The Institutional Review Board received the communication from Lynn Holdheide regarding the above protocol. After review and consideration of this additional information, the IRB concluded that this project does not meet the definition of "research with human subjects" at this time, as specified by federal regulations at 45 CFR 46.

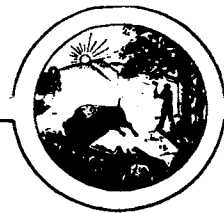
Research is defined as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes."

A **human subject** is defined as "a living individual about whom an investigator (whether professional or student) conducting research obtains: (1) data through intervention or interaction with the individual or (2) identifiable private information."

As you will not interact or intervene with subjects and will not receive identifiable private data about subjects, your part in this study does not involve "human subjects".

Consequently, this project does not require IRB approval as submitted. The IRB accepts this information for our records and will retain it in our files. Thank you for providing the IRB with these materials for review. Please advise the IRB if any details of the study are to change so that we may reconsider the protocol if necessary.

Indiana Department of Education



Division of Exceptional Learners
Room 229, State House - Indianapolis, IN 46204-2798

January 27, 2006

Melanie Morris
RIB Research Compliance Officer
Office of Research and Compliance
Riverside
Ball State University
Muncie, IN 47306

Dear Ms. Morris,

The Indiana Post School Follow Up System is a study initiated in 1998 and funded by the Indiana Department of Education, Division of Exceptional Learners. The Division of Exceptional Learners is coordinating with local education entities to conduct annual, post-school outcome studies for students who were recipients of special education services while in school. Under this project, former students will be surveyed about their plans for post school life. Interviewers will follow up with former students again at one year post exit to determine what actually happened in terms of post secondary education adjustment. This data will guide State policy makers, school districts, and parents in deciding how to improve the transition from school to adult life.

The Division of Exceptional Learners has contracted with Ball State University to assist in the study redesign, as well as the data analysis. Data collected at the local level will be forwarded to Ball State University, specifically Dr. Michael Harvey, and his staff will assist in completing the analysis. This collection of follow up information does not require parent consent according to the Federal Register Vol. 41, No. 118 - Thursday, June 17, 1976, page 24667, Section 99.31, if "such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purposes for which it is conducted." Prior to forwarding the data to BSU, all personally identifiable information will be removed from the data set. The unique identifier is the key field containing the student's special education number and school corporation number. Ball State University would have no capability of determining a student's identity.

If I can be of any further assistance, please do not hesitate to give me a call. I can be reached at 217-345-4852 or hold93@consolidated.net.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lynn Holdheide".

Lynn Holdheide
Project Director

cc: Dr. Harvey



ACADEMIC AFFAIRS
OFFICE OF ACADEMIC RESEARCH AND SPONSORED PROGRAMS

Muncie, Indiana 47306-0155
Phone: 765-285-1600
Fax: 765-285-1624

INSTITUTIONAL REVIEW BOARD

TO: Michael Harvey
Special Education

FROM: Institutional Review Board
Leonard Kaminsky, Chair
Melanie L. Morris, Coordinator of Research Compliance

DATE: November 16, 2005

RE: Human Subjects Protocol – IRB # 05-134

TITLE: The Indiana Graduate Follow Up Study of Students with Disabilities

The Institutional Review Board has reviewed your request for continuing review of your protocol. On November 16, 2005, the IRB determined that your procedures qualify as "exempt." Projects that are determined to be exempt on or after March 3, 2005 are no longer required to be actively monitored by the IRB. As such, there will be no further review of your protocol, and you are cleared to continue with the procedures outlined in your protocol. As an exempt study, there will be no requirement for continuing review. Your protocol will remain on file with Academic Research and Sponsored Programs as a matter of record.

Editorial note: The IRB understands that you will be clarifying with us whether you will be receiving data with or without identifying information, once this has been settled with IN DOE. If you will be receiving data without any individually identifiable information, the IRB may determine this study not to involve human subjects, with regard to your involvement in this project. Once this issue has been settled between yourself and IN DOE, please clarify this matter with us so that we may revisit this issue if necessary.

While your project does not require continuing review, it is the responsibility of the P.I. (and, if applicable, faculty supervisor) to inform the IRB if the procedures presented in this protocol are to be modified or if problems related to human research participants arise in connection with this project. **Any procedural modifications must be evaluated by the IRB before being implemented, as some modifications may change the review status of this project.** Proposed modifications should be addressed in writing to the IRB at Academic Research and Sponsored Programs (2100 W. Riverside Avenue). Please reference the above identification number (IRB #) in any communication to the IRB regarding this project.

Reminder: Even though your study is exempt from the relevant federal regulations of the Common Rule (45 CFR 46, subpart A), you and your research team are not exempt from ethical research practices and should therefore employ all protections for your participants and their data which are appropriate to your project.

Reply Reply to all Forward X Close Help

This message was sent with high importance.

Attachments can contain viruses that may harm your computer. Attachments may not display correctly.

From: Morris, Melanie L. Sent: Thu 11/3/2005 10:23 AM
To: Harvey, Michael W.
Cc:
Subject: FW: Official IRB Communication
Attachments:  [irb_expiration #05-134 harvey.pdf\(102KB\)](#)

[View As Web Page](#)

From: IRB
Sent: Friday, September 16, 2005 9:52 AM
To: Harvey, Michael W.
Subject: Official IRB Communication
Importance: High

Michael Harvey:

The Institutional Review Board has begun using e-mail notification of actions rather than traditional campus mailings. You will find attached official communication regarding your current IRB protocol indicated in the attached letter. You will not receive a paper copy of this letter in the mail unless requested. You may wish print a copy of the attached letter for your records. If you have any questions, please contact Melanie Morris (mimorris@bsu.edu, 285-5070) in Academic Research and Sponsored Programs or reply to this e-mail.

BSU Institutional Review Board
irb@bsu.edu

Leonard Kaminsky, Chair
Melanie L. Morris, Coordinator of Research Compliance

NOTE: The attached letter is a PDF file. You will need the Adobe Acrobat Reader in order to view this document. If you do not have this program, you can download it for free at <http://www.adobe.com/products/acrobat/readstep2.html>.



ACADEMIC AFFAIRS
OFFICE OF ACADEMIC RESEARCH AND SPONSORED PROGRAMS

Muncie, Indiana 47306-0155
Phone: 765-285-1600
Fax: 765-285-1624

INSTITUTIONAL REVIEW BOARD

TO: Michael Harvey
Special Education

FROM: Institutional Review Board
Leonard Kaminsky, Chair
Melanie L. Morris, Coordinator of Research Compliance

DATE: September 14, 2005

RE: Human Subjects Protocol – IRB # 05134

TITLE: *The Indiana Graduate Follow Up Study of Students with Disabilities*

EXPIRATION: 11/10/2005

The IRB approval period for the above protocol will soon expire. Neither a final report nor a request for the continued review of the above protocol has been received.

If you would like an extension of IRB approval for this protocol, please complete and return the "Continuing Review Form", which may be obtained from <http://www.bsu.edu/irb/>. The continuing review of research protocols involving human subjects is to be conducted as appropriate to the degree of risk and not less than once per year. It is the responsibility of the Principal Investigator to complete and return this form for approval prior to the expiration of the approval period of the research protocol. **If this form is not received in the Office of Academic Research and Sponsored Programs with sufficient time for approval by the date specified above (please allow at least two business weeks), all activity under this protocol must be suspended upon expiration until such time as the Continuing Review form is submitted and approved by the IRB.** If continuing review is performed up to 30 days prior to the expiration date, the anniversary date will be retained for the next approval period (when continuing review occurs annually).

IRB Continuing Review approval is required while data are collected and analyzed. Once data collection and analysis are complete, the filing of a "Final Report Form" is required, which may be obtained from <http://www.bsu.edu/irb/>. Upon receiving the "Final Report Form", the IRB will close the file. Return the appropriate documents to the IRB at Academic Research and Sponsored Programs (2100 W. Riverside Avenue). If you have any questions regarding the above information or your protocol, please contact Melanie L. Morris at (765) 285-5070.

Please note, if you are requesting continuing review and have not completed the online National Institutes of Health (NIH) training course (<http://cme.nci.nih.gov>), you will need to complete the training and forward the Completion Certificate to the IRB. The IRB must have a copy of this completion certificate on file before it can continue its approval of the protocol.