Review and Analysis of State Special Education Data for the Indiana Post School Follow-Up System

IN PSFS Summary Report for 2005-2006

Indiana Department of Education
Division of Exceptional Learners
Indianapolis, Indiana
and
Ball State University
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Muncie, Indiana

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By

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Indiana Post School Follow Up System (IN PSFS) 2005-06 State Report

Section I. Introduction

Background and Methodology

The Indiana Department of Education (IN DOE) Division of Exceptional Learners initiated a study in 1997 to conduct annual post-school outcome studies for students who were the recipients of special education services while in school. This study is coordinated with local education entities that include special education planning districts and local school corporations. The Indiana Post School Follow Up System (IN PSFS) surveys former students about their plans for post-school life and post-school adjustment. The original study, the Indiana Graduate Follow Up Study (INGFS) was designed to collect and analyze outcome data at high school exit and at four years post-exit. Participation was voluntary.

The IN PSFS went through a year of redesign and additional 2004-2005 pilot testing. The redesign consisted of a comprehensive review of the literature, a complete analysis of the current system, and a review of post-school outcome studies in other states. Input was solicited from state, local education agency (LEA), IN DOE, and an expert panel review. The redesigned IN PSFS was pilot tested in 7 special education planning districts consisting of 36 local school corporations in the state of Indiana. Final revisions were made with LEA, parent, and student input. The new IN PSFS includes an IEP analysis coupled with an exit interview that establishes the basis for analysis with post-school outcomes 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 Indiana. The intended outcomes/goals and objectives of the redesigned IN PSFS are to:

a) provide a comprehensive, seamless follow-up system for data collection and student engagement

b) collect trend data and longitudinal data at key points in the transition process to yield more accurate data for analysis

c) provide descriptive and inferential statistical data from the IN PSFS system to local, regional, state, and federal policymakers and stakeholders concerning the status of transition for students with disabilities in Indiana

d) meet mandated and policy/programmatic requirements for federal/state reporting

e) provide local, regional, and state data to shape best practices and policy decisions concerning post-school outcomes, i.e. employment, adult services, post-secondary education, and training efforts

f) assist local school corporations to better understand and utilize their data to create more effective transitional processes at the local level

g) provide a blueprint for ongoing IN DOE training efforts to suggest change, implement best practices, and facilitate the above outlined IN PSFS goals.

The Local Education Agencies (LEA) are provided the survey instruments and database mechanism and are charged with contacting the students and collecting post-school information. The LEAs are provided a listing of students anticipated to be interviewed from the state's special education database, CODA. These listings include all students who exited school via a diploma, certificate of achievement, dropped out, or reached maximum age and include representation of all exceptionality areas.

One of the most challenging pieces to conducting a follow-up study is locating and obtaining survey information from students who exited school 1-3-5 years ago. IN PSFS staff provides annual training and a procedural manual, including interview protocol, to LEA staff. Although significant efforts are employed, the study does not include all former students. To offset the over-representation and/or under-representation of exceptionality areas in the group of youth interviewed, statistical weights are calculated separately for participants in both the exit and four-year data sets. Weighting is used to adjust for non-response. Weight procedures have been developed as part of the data analysis protocol and procedures that are applied to the IN PSFS data set through SPSS statistical software applications for data analysis. Weights have been employed for the 2005-2006 data presented in this report to "weight the sample up to population size for reporting purposes" (SPSS Reference Guide, 1990, p.720). Data reported are representative of the student populations for both exit respondents (2005-06) and one-year follow-up respondents (2005-06). These statistical adjustments are intended to reduce the error in estimates caused by non-response. The weighted data yield better analysis and more accurate estimates concerning the population. Data reported are representative of the student population as described in the preceding paragraph.

All data presented in this report are drawn from IN PSFS 2005-06 exit and one-year follow-up survey weighted data. The reader is cautioned that weighting data allows for better estimations but does not fully adjust for non-response bias. Results reported here are best projections based on actual survey response data adjusting for non-response bias. Results are reported as frequencies and percentages, as well as means (M) and standard deviations (SD). Data analysis methods include Chi-Square ($\chi 2$) analysis to explore relationships and Analysis of Variance (ANOVA) and Welch test with post hoc tests (Tamhane T2) used to adjust for unequal variance where needed to better examine differences among means for comparison groups.

Population and Sample

The data collection period for the INGFS historically occurs from November through August of the year of reporting. The IN PSFS for 2005-06 followed this established IN DOE data collection protocol. During the 2005-2006 school year IN PSFS participation for LEAs and planning districts was voluntary. A total of 9,358 students were reported in CODA to have exited special education services for the 2005-06 school year. The IN PSFS was successful in contacting and interviewing 5,388 (unweighted data) of these students (58%) at the exit period. Data reporting for the 2005-06 period for exit respondents is based on a clean dataset composed of 5,377 students (57.5%). A total of 8,761 students were reported in CODA to have exited special education services for the 2004-05 school year. The IN PSFS was successful in contacting and interviewing 2,547 (unweighted data) of these students (29.1%) at the one-year follow-up period. Data reporting for the 2004-05 period for 2005-06 one-year respondents is based on a clean dataset composed of 2,456 students (28.0%). Weighted data reported in the 2005-06 IN PSFS state report are n values of 5,377 for exit respondents and 2,456 for one-year follow up respondents.

Even though this study represents a large number of individuals (for example, weighted data = 5,377 students interviewed at exit and 2,456 students interviewed at one-year post-exit during the 2005-2006 school year), the 2005-2006 study was successful in contacting less than 30% of the one-year respondents who exited in 2004-05. The preceding data pose some level of threat for non-response bias even with data weight adjustment procedures. The reader is cautioned to review and interpret this report with these limitations in mind.

Data are collected from all participating special education planning districts and is aggregated for state reporting purposes. Strict confidentiality is maintained with the IN PSFS. No Indiana special education planning district, school corporation, high school, or individual student will be identifiable in this state summary report. Data are reported in table and figure format based on responses that were available in the IN PSFS exit and one-year dataset. As a result, some analysis has missing data. In these cases, analysis is reported based on those respondents who completed the related IN PSFS survey items. This report includes all analysis based on respondent data by 2005-06 exit survey information, 2004-05 one-year post-exit survey information (compiled in 2005-06), and comparative analysis. In depth analysis of employment, work experience, post-secondary education participation, and current living arrangement outcomes for students with disabilities transitioning to adult life are critical indicators of policy and programming success. The intent of this report is to provide Indiana stakeholders at all levels with post-school follow-up data to address potential areas of needed improvement in transition services and also to identify areas that have shown success.

Section II. Demographic Information

Special education planning districts were included in the 2005-06 data collection for the IN PSFS through active recruitment by IN DOE even though participation in the IN PSFS is voluntary. Participating sites used interview protocols established under the IN PSFS data collection procedures outlined in the procedures manual provided with IN DOE training. High school students age 16 and older who exited special education services during the 2005-06 school year and those who exited during the 2004-05 school year were included in the 2005-06 IN PSFS state report. Exit students (2005-06) and one-year students (2004-05) were included in the IN PSFS survey interview process. Lists provided by the Division of Exceptional Learners from CODA to participating sites identified the one-year follow-up students.

Sample Characteristics

Table 1 indicates the number of students (weighted data) for the exit and one-year survey respondents by exceptionality area. Respondents who were labeled as having a learning disability were the largest group of respondents for both exit and one-year surveys (56.7% and 58.4%).

Table 1

Indiana Sample for 2005-06 Exit and One-Year IN PSFS Survey Respondents by Disability Classification

Disability Classification	Exit Interview		One-Year Interview	
	n	*%*	*n*	*%*
Multi-Handicap	49	0.9	13	0.5
Orthopedic Impairment	51	1.0	20	0.8
Visual Impairment	32	0.6	15	0.6
Hearing Impairment	70	1.3	37	1.5
Emotional Handicap Full Time	275	5.1	128	5.2
Emotional Handicap Other	442	8.2	211	8.6
Learning Disabled	3051	56.7	1434	58.4
Communication Disorder	30	0.6	11	0.5
Mild Mental Handicap	694	12.9	322	13.1
Moderate Mental Handicap	189	3.5	72	2.9
Severe Mental Handicap	45	0.8	15	0.6
Dual Sensory Impairment	2	0.01	1	0.01
Autism	138	2.6	44	1.8
Traumatic Brain Injury	33	0.6	19	0.8
Other Health Impairment	276	5.1	114	4.6
Total	5377	100%	2456	100%

Note. Based on weighted data.

Table 2 indicates the number of respondents (weighted) included in the exit and one-year surveys based on exceptionality areas that were regrouped to include a category of "Other." The group "Other" was constructed for purposes of data analysis/reporting and includes the disability areas of: Communication Disorder; Hearing Impairment; Orthopedic Impairment; Visual Impairment; Other Health Impaired; Autism; and Traumatic Brain Injury.

Table 2

Indiana Sample for 2005-06 Exit and One-Year IN PSFS Survey Respondents by Regrouped Disability Classification

Disability Classification	Exit Interview		One-Year Interview	
	n	%	*n*	%
Learning Disability	3051	56.7	1434	58.4
Mild Mental Handicap	694	12.9	322	13.1
Emotional Disability	717	13.3	339	13.8
Moderate, Severe, & Multiple Disabilities	283	5.3	100	4.1
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)	632	11.8	261	10.6
Total	5377	100	2456	100

Note. Based on weighted data.

Table 3 reveals the exit and one-year survey respondents by gender. Gender was represented roughly as two-thirds male and one-third female for both exit (2005-06) and one-year (2004-05) respondents. These numbers are not 100% of the response groups, but provide a reasonable estimate of gender demographics for the 2005-06 IN PSFS.

Table 3

Indiana Sample for 2005-06 Exit and One-Year IN PSFS Survey Respondents by Gender

Gender	Exit Interview		One-Year Interview	
	n	%	*n*	%
Male	3439	64.1	1622	66.0
Female	1924	35.9	834	34.0
Total	5363	100%	2456	100%

Note. Data represent reported survey information by category.

Table 4 indicates exit and one-year respondents by ethnicity. The data presented here represent frequencies and percentages based on IN PSFS respondents that provided this information. These numbers are not 100% of the response group, but provide an estimate of respondents' ethnic composition. The largest percentage of exit and one-year respondents for the 2004-05 IN PSFS were Caucasian, representing 85% and 89% of the response groups respectively.

Table 4

Indiana Sample for 2005-06 Exit and One-Year IN PSFS Survey Respondents by Ethnicity

Race	Exit Interview		One-Year Interview	
	n	*%*	*n*	*%*
American Indian or Native Alaskan	9	0.2	4	0.2
Asian or Pacific Islander	18	0.3	6	0.2
Hispanic	110	2.0	37	1.5
African American	630	11.7	193	7.8
Caucasian	4544	84.6	2182	88.9
Multi-racial	63	1.2	34	1.4
Total	5374	100%	2456	100%

Note. Data reported represent survey information by category.

Table 5 represents the way in which both 2005-06 IN PSFS exit and one-year follow-up respondents exited high school. Most respondents completed high school by graduating with a high school diploma.

Table 5

Indiana Sample for 2005-06 Exit and One-Year IN PSFS Survey Respondents by Exiting Reason

High School Exiting Reason	Exit Interview		One-Year Interview	
	n	*%*	*n*	*%*
Graduated with a diploma	3965	73.7	1734	70.6
Graduated with a certificate of completion or fulfilled IEP requirement	901	16.7	357	14.5
Dropped out	373	6.9	340	13.9
Reached maximum age (21 years old)	59	1.1	19	0.8
Other	79	1.5	7	0.3
Total	5377	100%	2456	100%

Note. One-year "Other" represents 7 surveys coded as missing data in the IN PSFS.

Section III. Exit Follow-Up Summary Information

Data reported in this section summarize the key elements of the IN PSFS findings for high school students who exited special education services who were 16 years of age and older during the 2005-06 academic school year. The data reported here are important for policy makers and practitioners to consider as the field continues to seek ways to improve positive post-school transition outcomes for students with disabilities. Data analysis concerning post-school employment, high school work experience, post-secondary education participation, living arrangement outcomes, adult service agency supports, and school satisfaction ratings for students with disabilities transitioning to adult life are important indicators of transition success. The intent of this section of the report is to provide Indiana's stakeholders at all levels with post-school follow-up data to address potential areas of need, program and policy improvements, and areas that have shown success in transition services for students with disabilities at the secondary level.

High School Exit Information

Table 6 represents exit respondents' exiting status from high school during the 2005-06 school year by disability classification. Most IN PSFS exit respondents (74%) indicated that they earned a high school diploma. Of these, students with learning disabilities (87%), emotional disabilities (72%), and those categorized as other (78%) had the highest percentage earning a diploma. Students who were identified as having moderate, severe, or multiple disabilities (81%) and students with a mild mental handicap (47%) most frequently exited high school by earning/completing a certificate of completion – fulfilling their IEP requirements.

Table 6

Indiana 2005-06 IN PSFS Exit Respondents by Disability Classification and High School Exiting Reason

High School Exiting Reason	Learning Disability		Mild Mental Handicap		Emotional Disability		Moderate, Severe, & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)		Total	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Graduated with a diploma	2651	86.9	302	43.6	512	71.6	8	2.8	492	78.0	3965	73.7
Graduated with a certificate of completion or fulfilled IEP requirement	190	6.2	324	46.6	72	9.8	227	80.5	88	13.9	901	16.7
Dropped out	167	5.5	53	7.6	117	16.4	6	1.8	30	4.8	373	6.9
Reached maximum age (21 years old)	0	0	5	0.7	1	0.1	39	13.8	14	2.1	59	1.1
Other	43	1.4	10	1.4	15	2.1	3	1.1	8	1.3	79	1.5
Total	3051	56.7	694	12.9	717	13.3	283	5.3	632	11.8	5377	100%

There were 373 IN PSFS exit respondents (6.9%) who indicated that they dropped out of high school during the 2005-06 school year. Of those indicating they dropped out of high school, exit respondents identified as having a learning disability 45% and an emotional disability (31%) were the highest proportions identified by disability. Table 7 explores the reasons given by exit respondents for dropping out of high school. The majority (32%) indicated they were experiencing academic difficulties, and another 8% felt there was a lack of relevance to their curriculum. Fifteen percent stated they dropped out for personal reasons, and 21% indicated they left to earn a GED. Employment and health issues made up approximately 10% of all dropouts. Incarceration accounted for less than 2% of drop out reasons for 2005-06 IN PSFS exit respondents. Of those exit respondents who indicated they dropped out because of academic difficulties, 40% stated they were failing their classes, 37% did not have enough credits to graduate, 34% could not pass the GQE, 21% indicated they were frustrated – classes were too hard, and 8% stated they were not getting the help they needed.

Table 7

Indiana 2005-06 IN PSFS Exit Respondents by High School Drop Out Reason

Reasons for Dropping Out of High School	Exit Interview	
	n	*%*
Academic difficulties	119	31.9
Lack of relevant curriculum	31	8.2
Personal issues	55	14.9
Did not speak with the student-reason not indicated	7	1.8
Employment	20	5.3
Expulsion	2	0.5
Incarceration	6	1.7
Health issues	16	4.2
Left to earn a GED	77	20.7
Other	41	10.7
Total	373	100%

High School Special Education Experiences

Exit respondents for the 2005-06 school year indicated that 73% of all respondents had had some type of work experience while in high school (see Table 8). Table 9 indicates that students with learning disabilities (75%), moderate, severe, and multiple disabilities (73%) and those with mild cognitive disabilities (71%) had higher percentages of work experiences compared to those with an emotional disability (68%) and those identified as other (68%). Chi-square analysis indicates that high school work experience differed across respondents' exit

reasons ($\chi 2 = 85.05$, df 4, $p<.001$). Respondents who earned a high school diploma (74%), received a certificate of completion (77%), reached maximum age (71%), and other reasons (72%) were more likely to have had work experience compared to respondents who dropped out of high school (52%).

Table 8

Indiana 2005-06 IN PSFS Exit Respondents by High School Work Experience

High School Job/Work Experiences	Exit Interview	
	n	*%*
Yes	3920	72.9
No	1457	27.1
Total	5377	100%

Note. Data represent all categories of work experience.

Table 9

Indiana 2005-06 IN PSFS Exit Respondents by High School Work Experience and Disability Classification

High School Job/Work Experiences	Learning Disability		Mild Mental Handicap		Emotional Disability		Moderate, Severe, & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	2296	75.3	495	71.2	493	68.8	207	73.1	429	67.9	3920	72.9
No	755	24.7	199	28.8	224	31.2	76	26.9	203	32.1	1457	27.1
Total	3051	56.7	694	12.9	717	13.3	283	5.3	632	11.8	5377	100%

Table 10 reveals that exit respondents who had work experience in high school involving school sponsored community jobs were more likely (54%) to have had paid work experience. Also, exit respondents who held community jobs while in high school overwhelmingly (96%) had work experiences in a paid position. Those exit respondents who had work experience involving in-school jobs were less likely to have had paid work experience (23%) in those positions. Additional Chi-square analysis revealed that there is a relationship in school job experiences and disability classification ($\chi 2 = 499.79$. df 4, $p<.001$). Students with moderate, severe, and multiple disabilities (57%) were more likely to participate in in-school jobs compared to those with ED (14%), LD (10%), mild mental handicaps (28%), and those classified as other (18%). Chi-square analysis also indicated that there were differences in school sponsored job experiences ($\chi 2=374.29$, df 4, $p<.001$). Again, students with moderate, severe, and multiple disabilities (54%) were more likely to participate in school sponsored jobs compared to those with ED (16%), LD (14%), mild mental handicaps (34%), and those classified as other (18%). There was a

relationship between non-school sponsored community jobs as well. Chi-square analysis ($\chi 2$=378.19, df 4, p<.001) indicated that students with moderate, severe, and multiple disabilities (16%) were less likely to participate in school sponsored jobs compared to those with ED (53%), LD (65%), mild mental handicaps (40%), and those classified as other (48%).

Table 10

Indiana 2005-06 IN PSFS Exit Respondents by Type of High School Work and Paid Experience

Job Training Experience in High School	Exit Interview			
	Yes		No	
	n	%	*n*	%
In-school jobs	889	16.5	4489	83.5
Paid	205	23.0		
School sponsored community jobs	1041	19.4	4337	80.6
Paid	563	54.1		
Community jobs	2984	55.5	2393	44.5
Paid	2878	96.4		

Note. Data represent all types of work experiences and include multiple respondent experiences.

Employment and Post-Secondary Education Information

When asked if they held current paid employment, more than half of exit respondents (52%) indicated they were employed in a paid position at the time of their interview (see Table 11). Many exit respondents currently employed (59%) did not expect their jobs to continue beyond high school. Approximately 16% of exit respondents indicated their jobs would continue beyond high school. Chi-square analysis indicates that having a paying job differed across respondents' disability classifications ($\chi 2$ = 256.09, df 4, p<.001). Students with moderate, severe, and multiple disabilities (23%) were less likely to have paying jobs compared to those with ED (43%), LD (60%), mild mental handicaps (39%), and those classified as other (46%). Chi-square analysis also indicates that having a paying job differed across respondents' school exiting reason ($\chi 2$ = 211.79, df 4, p<.001). Respondents who earned a diploma (57%) were more likely to have paying jobs, while those who reached maximum age (10%) were less likely to have paying jobs compared to those who earned a certificate (37%), dropped out 34%) or exited classified as other (34%).

Table 11

Indiana 2005-06 IN PSFS Exit Respondents by Current Paid Employment Status

Employment Status Current Paying Job	Exit Interview	
	n	*%*
Yes	2768	51.5
No	2609	48.5
Total	5377	100%

Table 12 reveals that students who had work experience while in high school had a higher probability of employment (65%) at the exit interview. Conversely, respondents with no work experience had a greater probability of not being employed (85%) at the exit interview.

Table 12

Indiana 2005-06 IN PSFS Exit Respondents by Disability Classification and Employment Status by High School Work Experience Classification

Disability Category	Employment Rate				Total	
	With Work Experience		Without Work Experience			
	Yes - %	*No - %*	*Yes - %*	*No - %*	*n*	*%*
Learning Disability	73.7	26.3	18.9	81.1	3051	56.7
Mild Mental Handicap	51.7	48.3	8.0	92.0	694	12.9
Emotional Disability	57.2	42.8	11.2	88.8	717	13.3
Moderate, Severe, & Multiple Disabilities	29.8	70.2	3.9	96.1	283	5.3
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	59.9	40.1	15.8	84.2	632	11.8
Total	65.0	35.0	15.0	85.0	5377	100%

Note. Data are presented as 100% by category groupings.

Table 13 explores employment across all disability types by high school work experience. The data provide a more detailed look at employment by related in-school work experience. The data confirm that employment, although more positive for those with related high school work experience, is an ongoing transition challenge for students with moderate, severe, and multiple disabilities compared to other disability groups.

Table 13

Indiana 2005-06 IN PSFS Exit Respondents by Disability Classification and Employment Status across High School Work Experience Classification

Disability Category	Exit Interview Employment Rate				Total	
	Employed With Work Experience		Employed Without Work Experience			
	Yes - %	*No - %*	*Yes - %*	*No - %*	*n*	*%*
Learning Disability	55.5	19.8	4.7	20.1	3051	56.7
Mild Mental Handicap	36.8	34.4	.23	26.5	694	12.9
Emotional Disability	39.3	29.4	3.5	27.8	717	13.3
Moderate, Severe, & Multiple Disabilities	21.8	51.4	1.1	25.7	283	5.3
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	40.7	27.2	5.1	27.1	632	11.8
Total	47.4	25.5	4.1	23.0	5377	100%

Note. Data are presented as 100% cumulative across all categories.

Tables 14 and 15 explore the major industry area and job/position in which exit respondents were currently employed. Most exit respondents were employed in the industries of leisure and hospitality (34%), services (16%), and trade (15%). Exit respondents indicated that they held positions as restaurant/food service workers (35%), retail sales (13%), working with people/human services (5%) or construction trades (5%). When looking at types of jobs exit respondents held by disability classification, all disability groups indicated that the majority of respondents held jobs as restaurant or food service workers (23.4% - 41.0%). Respondents classified as having ED, LD, and other (12.7% - 15.5%) indicated that they had positions in retail sales. Exit respondents classified as mild mental handicaps, and those with moderate, severe, and multiple-disabilities (10. 3% – 12.5%) indicated they held janitorial, housekeeping, maintenance, or grounds keeping jobs. Work type by exit reasons indicated again that restaurant and food service jobs and retail sales were the positions most 2005-06 IN PSFS exiters held. Exceptions were those who reached maximum age (age 21), of which many were employed as stock clerks (33.3%) and drop outs, of whom several held positions in construction trades (9.8%).

Table 14

Indiana 2005-06 IN PSFS Exit Respondents by Major Industry Area

Major Industry Area of Employment	One-Year Interview	
	n	*%*
Agriculture, Mining, and Construction	239	8.7
Manufacturing	192	6.9
Trade	424	15.3
Transportation and Utilities	27	1.0
Information	17	0.6
Financial Activities	7	0.2
Professional and Business Services	50	1.8
Education and Health Services	175	6.3
Leisure and Hospitality	943	34.1
Service Industry	444	16.0
Government	8	0.3
Military	17	0.6
Sheltered Workshop	18	0.6
Self-Employed	17	0.6
Not Sure	35	1.3
Other	155	5.6
Total	2768	100%

Table 15

Indiana 2005-06 IN PSFS Exit Respondents by Job/Position Type

Occupation: Job Type	Exit Interview	
	n	*%*
Restaurant/Food Service Worker	973	35.1
Retail Sales	376	13.6
Human Services/Work with People/Children	150	5.4
Construction Trades	142	5.1
Maintenance/Janitorial/Groundskeeper /House Keeper	118	4.3
Assembly	96	3.5
Other	217	7.8
All Other Occupations	696	25.2
Total	2768	100%

Chi-square was used to examine the relationship between respondents' disability type and employment rate. The findings reveal that there is a relationship between employment rate and the disability groups identified in Table 16 ($\chi 2 = 256.09$, df 4, $p<.001$). Respondents identified with a learning disability most frequently were engaged in paid employment (60%), while those with mild mental handicaps (39%), emotional disability (43%), moderate, severe, and multiple disabilities (23%), and other (46%) were less likely to be engaged in paid employment. Chi-square was also used to examine the relationship between respondents' high school exiting reason and employment rate. The findings reveal that there is a relationship between employment rate and the five exit reason groups identified in Table 17 ($\chi 2 = 211.79$, df 4, $p<.001$). Respondents identified as graduating with a diploma were most frequently engaged in paid employment (57%), while those who earned a certificate of completion (37%), dropped out (35%), reached maximum age (10%), and indicated other exiting reasons (34%) were less likely to be engaged in paid employment.

Analysis reveals, for those reporting time in the regular education classroom (LRE), that the percentage of time respondents spent in general education classes while in high school is related to employment ($\chi 2 = 166.86$, df 6, $p<.001$). Respondents who spent the majority of their time in the general education classroom (80% or more) had the highest employment rate (62%) of all comparison groups. Those who spent most of their time in the general education classroom (40% to 79%) had an employment rate of 51%, while respondents who spent less time in the general education classroom (less than 40%) had an employment rate of only 37%. Respondents who were in separate schools, residential facilities, or homebound/hospital settings had lower employment rates.

Respondents were asked how they were paid/what their salary was for their job. The majority (83%) indicated that they earned an hourly wage. An additional 5% indicated they were paid by the job or whatever their employer would pay them, and 1% stated that they were paid at piecework rate. Eleven percent of respondents refused to answer or did not know their salary/wage earnings.

Respondents who were employed were also asked how many hours per week they worked on average. Hours worked per week were recoded for purposes of analysis. Of those who answered, most indicated that they were working 20 hours or less per week (53%). Another 29% indicated they worked between 21 and 34 hours per week, and 18% indicated they worked 35 hours or more per week. All respondents, regardless of their disability classification (48% - 95%), indicated they were working 20 hours or less per week in their current position at the time of the exit interview.

Analysis of variance (ANOVA) Welch tests reveal that there are differences in average wage per hour earnings by disability groups (Welch F = 20.70, df1 4, df2 220, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various disability groups. Respondents with moderate/severe/multiple disabilities ($6.02) earned less per hour compared to those with a learning disability ($7.14), emotional disability ($6.93), and those classified as other ($6.65). Respondents with mild mental handicaps ($6.42) earned less than those with a learning disability ($7.14), emotional disability ($6.93), and "other" group ($6.65). Also, respondents classified as other ($6.65) earned less than those with a learning disability ($7.14) [see Table 16].

Analysis of variance (ANOVA) Welch test reveal that there are differences in average weekly hours worked by disability group (Welch F = 72.42, df1 4, df2 353, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various

disability respondent groups. Respondents with moderate/severe/multiple disabilities (10.1) worked fewer hours per week compared to those with a learning disability (23.8), an emotional disability (23.9), mild mental handicaps (20.3), and respondents classified as other (19.9). Respondents with mild mental handicaps (20.3) and other (19.9) worked fewer hours compared to those with a learning disability (23.8) and those with an emotional disability (23.9) [see Table 16].

Table 16

Indiana 2005-06 IN PSFS Exit Respondents by Disability Classification and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation

Disability Classification	Percentage Employed	Average Hourly Wage (Standard Deviation)		Average Hours Worked per Week		Percentage Pursuing All Post-Secondary Education	Percentage Pursuing 2 yr. or 4 yr. College/University and Technical/Vocational School Post-Secondary Education	Total	
	%	*M*	*SD*	*M*	*SD*	*%*		*n*	*%*
Learning Disability	60.1	7.14	2.25	23.82	10.7	80.0	70.3	3051	56.7
Mild Mental Handicap	39.1	6.42	1.30	20.26	11.5	49.9	38.7	694	12.9
Emotional Disability	42.8	6.93	1.71	23.91	10.8	72.7	57.1	717	13.3
Moderate, Severe, & Multiple Disabilities	23.0	6.02	0.87	10.09	6.5	11.3	6.0	283	5.3
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	45.7	6.65	1.48	19.88	10.3	75.2	68.5	632	11.8
Total	51.5	6.98	2.05	22.75	10.9	71.0	60.9	5377	100

Note. Data represent survey reported information by category.

Analysis of variance (ANOVA) Welch tests reveal differences in average wage per hour earnings by high school exiting reason (Welch F = 5.72, df1 4, df2 8, $p<.017$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various high school exiting respondent groups. Respondents who earned a certificate of completion ($6.50) earned less per hour compared to those who graduated with a diploma ($6.99) or dropped out ($7.50) [see Table 17].

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by high school exiting reason (Welch F = 22.29, df1 4, df2 31, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various respondent groups. Respondents who dropped out (29.3) worked more hours per week compared to those who graduated with a diploma (23.0), earned a certificate of completion (18.6), or had reached maximum age (12.3). Respondents who were classified as all others (23.6) worked more hours per week compared to those who had reached maximum age (12.3) [see Table 17].

Table 17

Indiana 2005-06 IN PSFS Exit Respondents by Exiting Reason and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation

Exit Reason	Percentage Employed	Average Hourly Wage (Standard Deviation)		Average Hours Worked per Week		Percentage Pursuing All Post-Secondary Education	Percentage Pursuing 2 yr. or 4 yr. College/University and Technical/Vocational School Post-Secondary Education	Total	
	%	*M*	*SD*	*M*	*SD*	*%*		*n*	*%*
Graduated with a diploma	57.2	6.99	1.72	23.0	10.46	81.6	75.2	3966	73.8
Graduated with a certificate of completion or fulfilled IEP requirement	37.3	6.50	1.58	18.60	12.23	35.1	23.4	900	16.7
Dropped out	35.4	7.50	2.44	29.30	12.43	55.8	12.3	373	6.9
Reached maximum age (21 years old)	10.2	7.34	0.47	12.30	5.86	6.9	5.1	58	1.1
Other	34.2	9.18	11.41	23.65	11.42	62.0	44.3	80	1.5
Total	51.5	6.98	2.05	22.75	10.9	71.0	60.9	5377	100

Note. Data represent survey reported information by category. Respondent groups of maximum age and other had small numbers.

There is a relationship between employment and respondents' intention to pursue post-secondary education (PSE) ($\chi 2 = 97.14$, df 2, $p<.001$). Respondents who were employed were more likely to plan to pursue PSE (56%) compared to those employed not planning on attending PSE (41%). There are similar percentages of respondents both employed and not employed who indicated they were not sure about their plans to attend PSE (14% and 9% respectively).

Table 18 shows the results of exit respondents' plans concerning post-secondary education by disability classification. Chi-Square analysis indicates a relationship between disability classification and plans to pursue post-secondary education ($\chi 2 = 974.83$, df 8, $p<.001$). Respondents labeled as learning disabled (80%), emotionally disabled (73%), and those grouped as other (75%) indicated they were more likely to pursue PSE compared to respondents with mild mental disabilities (50%) and severe, moderate, and multiple disabilities (11%).

Table 19 shows the results of exit respondents' plans concerning post-secondary education by exit reason from high school. Chi-Square analysis indicates a relationship between exiting reason and plans to pursue post-secondary education ($\chi 2 = 943.76$, df 8, $p<.001$). Respondents who earned a high school diploma (82%), those labeled as other (62%), and those who dropped out (55%) indicated they were more likely to pursue PSE compared to respondents who earned a certificate of completion (35%) and those who reached maximum age (7%).

Table 18

Indiana 2005-06 IN PSFS Exit Respondents by Disability Classification and Post-Secondary Education Participation Status

Disability Category	Post Secondary Education Participation			Total	
	Yes - %	*No - %*	*Not Sure - %*	*n*	*%*
Learning Disability	80.0	10.0	10.0	3051	56.7
Mild Mental Handicap	49.9	29.4	20.7	694	12.9
Emotional Disability	72.7	15.6	11.7	717	13.3
Moderate, Severe, & Multiple Disabilities	11.3	74.6	14.1	284	5.3
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	75.2	16.3	8.5	631	11.7
Total	70.9	17.4	11.6	5377	100%

Table 19

Indiana 2005-06 IN PSFS Exit Respondents by Exiting Reason and Post-Secondary Education Participation Status

High School Exit Reason	Post Secondary Education Participation			Total	
	Yes - %	*No - %*	*Not Sure - %*	*n*	*%*
Graduated with a diploma	81.6	8.9	9.5	3965	73.8
Graduated with a certificate of completion or fulfilled IEP requirement	35.1	45.9	19.0	901	16.7
Dropped out	55.8	28.4	15.8	373	6.9
Reached maximum age (21 years old)	6.9	91.4	1.7	59	1.1
Other	62.0	15.2	22.8	79	1.5
Total	71.0	17.4	11.6	5377	100%

Post-School Status and High School Satisfaction

Adult agency assistance is critically important for young adults to make connections to services and supports that will facilitate successful transitions for youth with disabilities. Respondents were asked if they were getting help or would need assistance in the following areas, and the following percentages indicate those who responded "yes": education/training after high school = 23%; finding a job = 16%; getting a place to live = 5%; in-home help = 2.5%; accessing the community/resources = 4%; transportation = 3%; and other = 3.5%. The Bureau of Vocational Rehabilitation was most frequently cited by respondents as the agency where they were connected for assistance with these services. Most respondents indicated that they were formally connected with the adult service agencies, while fewer indicated that they were actually receiving services.

Exit respondents were asked about their overall satisfaction with their high school experiences and preparation for future adult life activities. Overall, respondents (by category/area) felt their high schools adequately prepared them for college (48% - agree, 18% strongly agree); finding a job (43% - agree, 18% strongly agree); getting along with others (41% - agree, 35% - strongly agree); living on their own (29% - agree, 15% - strongly agree), functional reading [e.g. the newspaper, want ads, TV schedule] (44% - agree, 25% - strongly agree); and functional math [e.g. budgeting, saving, taxes] (41% - agree, 22% - strongly agree) [*note: percentages indicate ratings per responses by item*].

Respondents were asked to rate how happy they were with their life as a young adult. Approximately 37% of all respondents indicated that they were "very happy." An additional 33% indicated they were "moderately happy." About 4% indicated that they were not sure how they felt about their lives as a young adult, and only 1.6% indicated that they were "very unhappy" with their life.

Section IV. One-Year Post Exit Follow-Up Summary Information

Data reported in this section summarize the important elements of the IN PSFS findings for one-year follow-up respondents who exited special education services and were 16 years of age and older during the 2004-05 academic school year. Like the data from exit survey respondents, the data reported here are important for policy makers and practitioners to consider as the field continues to seek ways to improve positive post-school transition outcomes for students with disabilities after they leave high school. Data analysis concerning employment status, post-secondary education participation and completion, living arrangements, and overall satisfaction indicators for students with disabilities who have transitioned into adult life are important indicators of transition success. The intent of this section of the summary report is to provide Indiana's stakeholders at all levels with one-year post-school follow-up data to address potential areas of need, program and policy improvements, and areas that have shown to be successful in transition services for students with disabilities over time.

One-Year Post-School Exit Status

Table 20 represents one-year follow-up respondents' exiting status from high school during the 2004-05 school year by disability classification. Most IN PSFS one-year follow-up respondents indicated that they earned a high school diploma (71%). Of these, students with learning disabilities (82%) and those classified as other disabilities (80%) had the highest percentage of diploma earning. Students with emotional disabilities indicated the highest

percentage who dropped out of high school (30%), while students with severe, moderate, and multiple disabilities receiving a certificate of completion (74%) had the highest percentage.

Table 20

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Disability Classification and High School Termination Reason

High School Exiting Reason	Learning Disability		Mild Mental Handicap		Emotional Disability		Moderate, Severe, & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Graduated with a diploma	1168	81.7	133	41.5	216	63.7	8	8.1	209	80.1	1734	70.8
Graduated with a certificate of completion or fulfilled IEP requirement	94	6.6	141	43.7	22	6.5	73	73.7	27	10.3	357	14.6
Dropped out	166	11.6	48	14.9	101	29.8	4	4.0	21	8.0	340	13.9
Reached maximum age (21 years old)	1	0.1	0	0	0	0	14	14.1	4	1.5	19	0.8
Total	1429	58.3	322	13.2	339	13.8	99	4.0	261	10.6	2450	100%

Note. Data do not include seven respondents for IN PSFS exit reason (n=7 system missing) and data presented are based on weighted data that accounts for rounding within the dataset.

Current Status: Employment and Post-Secondary Education Information

Respondents at the one-year follow up survey were asked what their current status was given nine (9) broad categories (see table 21). Most respondents (34%) indicated that they were employed full-time (35 hours or more per week) and not enrolled in post-secondary education (PSE). Surprisingly, the second largest respondent group (20%) indicated that they were unemployed. Approximately 12% indicated that they were employed part-time (less than 35 hours per week) and not enrolled in PSE, while 11% of respondents indicated that they were enrolled full time in PSE and were not employed.

Table 22 captures one-year respondents' current status in terms of broad-based involvement with PSE only, employment only, PSE and employment, and those who were unemployed. This re-definition of current status provides a more realistic picture of IN PSFS one-year respondents' current status in terms of post-school adult life involvement. These data reveal that 46% of respondents are employed full or part time, 13% are enrolled in PSE full or part time, 21% are employed and enrolled in some type of PSE, and 20% were unemployed at the time of the IN PSFS one-year survey.

Table 21

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Current Status

Current Status of One-Year Respondents	Total	
	n	*%*
PSE: Full Time Student - Not Employed	280	11.4
PSE: Part Time Student - Not Employed	37	1.5
Employment: Full Time Job (35> hrs) - Not Enrolled in PSE	826	33.6
Employment: Part Time Job (<35 hrs) - Not Enrolled in PSE	304	12.3
Part Time Employed - Full Time Student PSE	108	4.4
Part Time Student - Part Time Employed	134	5.5
Full Time Student - Full Time Employed	91	3.7
Full Time Student - Part Time Employed	177	7.2
Unemployed	499	20.4
Total	2456	100%

Table 22

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Current Status defined as PSE only, Employed only, PSE and Employed, and Unemployed

Current Status by Category by One Year Respondents	Total	
	n	*%*
PSE: Full or Part Time Only	317	12.9
Employment: Full or Part Time Only	1130	46.0
PSE and Employment: All Configurations FT/PT	510	20.8
Unemployed	499	20.4
Total	2456	100%

Tables 23 and 24 address IN PSFS one-year respondents by current status re-defined and by disability classification and high school termination reason respectively.

Table 23 indicates that most respondents [with the exception of those who were moderate, severe, or multiple disabilities = 53% unemployed] were employed full or part time with none indicating participation in PSE (37% to 50% range). Chi-Square analysis indicates a relationship between disability classification and post-secondary status ($\chi 2 = 301.47$, df 12, $p<.001$). Respondents from all disability groups were more likely to be employed compared to those with moderate, severe, or multiple disabilities. Respondents labeled moderate, severe, or multiple disabilities (53%) and those with mild mental handicaps (39%) were more likely to be unemployed compared to other disability groups. Additionally, those with a learning disability (28%) were more likely to be enrolled in PSE and employed compared to other disability groups. Those labeled as "other" (24%) were more likely to be enrolled in PSE only compared to other disability groups.

Table 23

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Current Status and Disability Classification

Current Status Category by Disability Category	Learning Disability		Mild Mental Handicap		Emotional Disability		Moderate, Severe, & Multiple Disabilities		Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)		Total	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
PSE: Full or Part Time Only	189	13.2	15	4.7	49	14.5	1	1.0	63	24.1	317	12.9
Employment: Full or Part Time Only	668	46.5	161	50.0	159	46.9	45	45.0	97	37.2	1130	46.0
PSE and Employment: All Configurations FT/PT	396	27.7	22	6.8	46	13.6	1	1.0	45	17.2	510	20.8
Unemployed	181	12.7	124	38.5	85	25.1	53	53.0	56	21.5	499	20.4
Total	1434	58.4	322	13.1	339	13.8	100	4.1	261	10.6	2456	100%

Table 24 indicates that most respondents [with the exception of those who reached maximum age = 58% unemployed] were employed full or part time with none indicating participation in PSE (43% to 56% range). Chi-Square analysis indicates a relationship between disability classification and post-school status ($\chi 2 = 413.47$, df 9, $p<.001$). Respondents from all groups were more likely to be employed compared to those who reached maximum age. Respondents who reached maximum age (58%), those who earned a certificate (42%), and those who dropped out (36%) were more likely to be unemployed compared to those who earned a diploma (12%). Additionally, those who earned a diploma (27%) were more likely to be enrolled in PSE and employed compared to other termination comparison groups.

Table 24

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Current Status and High School Termination Reason

Current Status Category by Termination Reason	Graduated with a Diploma		Graduated with a Certificate of Completion		Reached Maximum Age (21 years old)		Dropped Out		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
PSE: Full or Part Time Only	298	17.2	6	1.7	1	5.3	12	3.8	317	13.0
Employment: Full or Part Time Only	753	43.4	178	50.0	7	36.8	190	56.0	1130	46.1
PSE and Employment: All Configurations FT/PT	472	27.2	21	5.9	0	0	14	4.1	507	20.7
Unemployed	211	12.2	151	42.4	11	57.9	123	36.1	496	20.2
Total	1734	70.8	357	14.6	19	0.8	340	13.9	2450	100%

Respondents at the one-year follow up survey were asked about their current employment status. Approximately 67% of all one-year respondents indicated that they were currently employed in a paid position (see Table 25). Chi-Square analysis was conducted for respondents concerning their current employment status by both disability type and exiting reason from high school. Chi-Square indicated a relationship between employment and disability type ($\chi 2 = 94.51$, df 4, $p<.001$). Respondents with a learning disability (74%) had the highest percentage of employment compared to those with emotional disabilities (61%), mild mental disabilities (57%), those with serve, moderate, and multiple disabilities (46%), and those classified as other (54%). Chi-Square indicated a relationship between employment and high school termination reason ($\chi 2 = 45.17$, df 3, $p<.001$). Respondents who reached the maximum age in high school (37%) had the lowest percentage of employment compared to those who received a diploma (71%), certificate of completion (56%), and those who dropped out (60%).

Table 25

Indiana 2005-06 IN PSFS One-Year Respondent (2004-05 exiters) by Current Employment Status

Employment Status Current Paying Job	One-Year Interview	
	n	*%*
Yes	1640	66.8
No	816	33.2
Total	2456	100%

Table 26 reveals that employment ranged across all major industry areas for respondents at the one-year follow-up period. Most respondents were employed in the trades (19%), service industry (17%), or in leisure and hospitality (17%) as major industry areas. Combined, these three industry areas made up more than half (53%) of all employment by industry area for one-year follow-up respondents.

Table 26

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Industry Area

Major Industry Area of Employment	One-Year Interview	
	n	*%*
Agriculture, Mining, and Construction	165	10.1
Manufacturing	211	12.9
Trade	315	19.2
Transportation and Utilities	59	3.6
Information	11	0.7
Financial Activities	9	0.5
Professional and Business Services	19	1.2
Education and Health Services	107	6.5
Leisure and Hospitality	278	17.0
Service Industry	281	17.1
Government	4	0.2
Military	36	2.2
Sheltered Workshop	24	1.5
Self-Employed	8	0.5
Not Sure	24	1.5
Other	89	5.4
Total	1640	100%

Table 27 indicates that employment ranged across all occupation/job types for respondents at the one-year follow-up period. Most respondents were employed in restaurant work - food services (18%), retail sales (13%), assembly positions (11%), or construction trades (9%) as their occupation/job areas. Combined, these four occupation areas made up more than half (51%) of all jobs one-year follow-up respondents held. An interesting point that shows the variation of employment among respondents is that “Other” as an occupational choice represented approximately 7% of all employment and “all other occupations” categorized for ease of reporting represented almost 32% of all respondents’ employment at the one-year follow-up.

Table 27

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Job Type

Occupation: Job Type	One-Year Interview	
	n	%
Restaurant/Food Service Worker	297	18.1
Retail Sales	219	13.3
Assembly	174	10.6
Construction Trades	147	8.9
Maintenance/Janitorial/Groundskeeper/House Keeper	89	5.5
Human Services/Work with People/Children	86	5.3
Other	108	6.6
All Other Occupations	520	31.7
Total	1640	100%

Respondents at the one-year follow-up were asked how they were paid or what their salary was for their current position. Of those who were employed and responded, the majority (68%) indicated that they earned a competitive hourly wage. An additional 5% indicated they were paid by the job or whatever their employer would pay them, and 1% stated that they were paid at piece work rate. Twenty six percent of respondents at the one-year follow-up interview refused to answer or did not know their salary/wage earnings. Respondents who were employed were asked how many hours per week they worked on average. This data was recoded to assist with analysis as follows: 20 hours per week or less (21%), 21 to 34 hours per week (21%), and 35 hours per week or more (58%). The majority of respondents at the one-year follow-up interview indicated that they were working 35 hours or more per week. Chi-Square analysis indicates a relationship between hours worked per week and respondents' high school disability label ($\chi 2 = 138.49$, df 8, $p<.001$). Respondents who were labeled learning disabled (63%), mild mental handicap (48%), emotional disability (56%), and those recoded and classified as other (50%) were working 35 hours per week or more compared to those with severe, moderate, and multiple disabilities. Approximately 80% of those with severe, moderate, and multiple disabilities indicated they were employed 20 hours or less per week.

Analysis of variance (ANOVA) Welch tests reveal differences in average wage per hour earnings by disability groups (Welch F = 20.89, df1 4, df2 114, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various disability respondent groups. Respondents labeled as having a learning disability ($8.85) earned more per hour compared to those with a mild mental handicap ($7.30), severe, moderate, and multiple disabilities ($6.18), and those identified as other ($8.02). Also, respondents labeled with an emotional disability ($8.45) earned more per hour compared to those with a mild mental handicap ($7.30) and those with a severe, moderate, and multiple disabilities ($5.96). Respondents identified as other ($8.02) earned more per hour compared to those with severe, moderate, and multiple disabilities ($5.96) [see Table 28].

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by disability group (Welch F = 47.26, df1 4, df2 227, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various respondent groups. Respondents labeled with a learning disability (34.7) worked more hours per week compared to those with an emotional disability (32.2), mild mental handicap (29.6), severe, moderate, and multiple disabilities (16.4), and those identified as other (30.2). Also, respondents labeled with an emotional disability (32.2), a mild mental handicap (29.6), and those identified as other (30.2) worked more hours per week compared to those with severe, moderate, and multiple disabilities (16.4) [see Table 28].

Analysis of variance (ANOVA) Welch tests reveal differences in average wage per hour earnings by high school termination reason (Welch F = 5.98, df1 3, df2 4, $p<.001$). Post hoc tests (Tamhane) indicating statistically significant differences at the $p<.05$ level for various high school exiting respondent groups were not performed because one group (maximum age) had fewer than two cases [see Table 29].

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by high school termination reason (Welch F = 68.67, df1 3, df2 28, $p<.001$). Post hoc tests (Tamhane) indicate statistically significant differences at the $p<.05$ level for various high school termination reason respondent groups. Respondents who graduated with a diploma (35.4), those who dropped out (34.9), and those who received a certificate of completion (26.7) worked more hours per week compared to those who had reached maximum age (10.1). Also, respondents who graduated with a diploma (35.4) and those who dropped out (34.9) worked more hours per week compared to those who received a certificate of completion (26.7) [see Table 29].

Table 28

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Disability Classification and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation Status

One-Year Disability Classification	Percentage Employed	Average Hourly Wage (Standard Deviation)		Average Hours Worked Weekly (Standard Deviation)		Percentage Enrolled in Post-Secondary Education	Percentage Unemployed	Total	
	%	*M*	*SD*	*M*	*SD*	%	%	*n*	%
Learning Disability	74.2	8.85	3.43	34.68	10.85	40.8	12.7	1434	58.4
Mild Mental Handicap	56.8	7.30	2.11	29.57	12.03	11.5	38.5	322	13.1
Emotional Disability	60.5	8.45	2.96	32.16	10.58	28.0	25.1	339	13.8
Moderate, Severe, & Multiple Disabilities	45.5	6.18	1.47	16.42	9.45	2.0	53.0	100	4.1
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	54.4	8.02	2.30	30.19	11.01	41.4	21.5	261	10.6
Total	66.7	8.50	3.18	32.90	11.44	33.7	20.4	2456	100%

Table 29

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Termination Reason and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation Rate

One-Year Exit Reason	Percentage Employed	Average Hourly Wage (Standard Deviation)		Average Hours Worked Weekly (Standard Deviation)		Percentage Enrolled in Post-Secondary Education	Percentage Unemployed	Total	
	%	*M*	*SD*	*M*	*SD*	*%*	*%*	*n*	*%*
Graduated with a diploma	70.6	8.63	3.33	33.71	11.00	44.4	12.2	1734	70.8
Graduated with a certificate of completion or fulfilled IEP requirement	55.9	7.55	2.36	26.69	12.50	7.6	42.4	357	14.6
Dropped out	60.1	8.61	2.78	34.92	10.10	7.6	36.2	340	13.9
Reached Maximum Age	36.8	7.35	0.90	10.06	4.80	5.3	61.1	19	0.8
Total	66.8	8.50	3.18	32.91	11.41	33.6	20.3	2450	100%

Note. Data do not include seven respondents for IN PSFS exit reason (n=7 system missing), and data presented are based on weighted data that accounts for rounding within the dataset.

Respondents who did not provide wage per hour information in the IN PSFS one-year survey were asked if they were paid the minimum wage ($5.15 per hour). Of those who responded, the majority by disability group indicated that they did get paid at or above minimum wage (ED – 63%, LD – 68%, mild MD – 62%, other – 58%, moderate, severe, and multiple disabilities – 37%). Data for those who did not provide wage per hour information by termination reason revealed that those who earned a high school diploma (71%) and those who dropped out (54%) indicated that they earned minimum wage, while those who received a certificate (42%) and those who reached maximum age (40%) indicated they were earning wages at or above minimum wage.

One-year follow-up respondents were asked how many jobs they had held since exiting high school. Approximately 15% indicated that had never held a job. An additional 2% stated they did not know how many jobs they have had since leaving high school (see Tables 30 & 31). Respondents with a learning disability (76%), an emotional disability (65%), mild mental handicap (64%) and those labeled other (58%) indicated they had held 1-2 jobs, while those with serve, moderate, and multiple disabilities (46.5%) had either held 1-2 jobs or had not had a job (see Table 30). Respondents who earned a diploma (74%), graduated with a certificate (64%), or who dropped out (57%) indicated they had held 1-2 jobs, while those who reached maximum age (50%) indicated they had not had a job (see Table 31).

Of the one-year follow-up respondents who did have a job and knew how many jobs they had, 83% to 92% by disability classification indicated they had held 1-2 jobs at the time of the one-year survey (see Table 32). Seventy-one percent to 100% of one-year respondents by termination reason who had held a job and knew how many jobs they had, indicated they had held 1-2 jobs at the time of the one-year survey (see Table 33).

Table 30

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Disability Classification and Number of Jobs Held After High School

One-Year Disability Classification	Do Not Know	None	1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	%	%	%	%	%	*n*	%
Learning Disability	1.7	8.2	76.1	12.1	2.0	1434	58.4
Mild Mental Handicap	1.6	23.3	64.3	9.3	1.6	322	13.1
Emotional Disability	2.7	13.3	64.9	16.8	2.4	339	13.8
Moderate, Severe, & Multiple Disabilities	3.0	46.5	46.5	4.0	0	100	4.1
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	0.8	30.7	56.7	9.6	2.3	261	10.6
Total	1.8	14.8	69.7	11.8	1.9	2456	100%

Table 31

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Termination Reason and Number of Jobs Held After High School

One-Year Exit Reason	Do Not Know	None	1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	%	%	%	%	%	*n*	%
Graduated with a diploma	1.3	11.9	73.7	11.9	1.1	1734	70.8
Graduated with a certificate of completion or fulfilled IEP requirements	1.7	25.5	64.1	6.4	2.2	357	14.6
Dropped out	4.1	16.1	56.9	17.0	5.9	340	13.9
Reached Maximum Age	5.6	50.0	44.4	0	0	19	0.8
Total	1.8	14.8	69.8	11.8	1.9	2450	100%

Note. Data exclude seven respondents for IN PSFS termination reason (n=7 system missing). Data presented are based on weighted data that accounts for rounding within the dataset.

Table 32

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Disability Classification and the Actual Number of Jobs Held After High School

One-Year Disability Classification	1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	%	%	%	*n*	%
Learning Disability	84.4	13.5	2.2	1292	63.1
Mild Mental Handicap	85.5	12.4	2.1	242	11.8
Emotional Disability	77.2	20.0	2.8	285	13.9
Moderate, Severe, & Multiple Disabilities	92.2	7.8	0	51	2.5
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	82.7	14.0	3.4	179	8.7
Total	83.6	14.2	2.3	2049	100%

Table 33

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Termination Reason and the Actual Number of Jobs Held After High School

One-Year Exit Reason	1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	%	%	%	*n*	%
Graduated with a diploma	85.0	13.8	1.3	1504	73.6
Graduated with a certificate of completion or fulfilled IEP requirements	88.1	8.8	3.1	260	12.7
Dropped out	71.3	21.3	7.4	272	13.3
Reached Maximum Age	100	0	0	7	0.4
Total	83.6	14.1	2.3	2044	100%

One-year follow-up respondents were asked how long they had worked at their current job. Approximately 1% indicated that they did not know how long they had worked at their current job (see Tables 34 & 35). Respondents with a learning disability (41%), an emotional disability (44%), mild mental handicap (45%), serve, moderate, and multiple disabilities (51%), and those labeled other (47%) indicated they had held their current jobs between 6 and 12 months (see Table 34). Respondents who earned a diploma (42%), graduated with a certificate (44%),

dropped out (45%), and those who reached maximum age (38%) indicated they had had held their current jobs between 6 and 12 months (see Table 35).

Table 34

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Disability Classification and Length of Time at Current Job

One-Year Disability Classification	Do Not Know	Less Than 6 Months	6-12 Months	13-24 Months	More Than 2 Years	Total	
	%	%	%	%	%	*n*	%
Learning Disability	1.0	34.0	41.4	15.2	8.4	1064	64.8
Mild Mental Handicap	1.6	32.2	44.3	13.7	8.2	184	11.3
Emotional Disability	2.0	35.6	45.4	11.7	5.4	205	12.5
Moderate, Severe, & Multiple Disabilities	2.1	19.1	51.1	23.4	4.3	46	2.8
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	0.7	35.2	46.5	10.6	7.0	141	8.6
Total	1.2	33.7	42.9	14.4	7.7	1640	100%

Table 35

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Termination Reason and Length of Time at Current Job

One-Year Exit Reason	Do Not Know	Less Than 6 Months	6-12 Months	13-24 Months	More Than 2 Years	Total	
	%	%	%	%	%	*n*	%
Graduated with a diploma	1.1	33.5	42.3	14.9	8.2	1225	74.8
Graduated with a certificate of completion or fulfilled IEP requirements	1.5	33.2	44.2	14.1	7.0	199	12.2
Dropped out	2.0	37.1	45.4	11.2	4.4	205	12.5
Reached Maximum Age	0	25.0	37.5	25.0	12.5	7	0.5
Total	1.3	33.8	42.9	14.4	7.6	1636	100%

Note. Data exclude seven respondents for IN PSFS termination reason (n=7 system missing). Data presented are based on weighted data that accounts for rounding within the dataset.

Respondents were asked if they were currently enrolled in post-secondary education as part of the one-year follow-up interview. Table 36 indicates that for IN PSFS one-year respondents who were attending PSE, 46% were enrolled in a four-year institution (college/university), 30% were enrolled in a two-year institution, and 25% were enrolled in a technical/vocational school. Chi-Square analysis was conducted for respondents concerning their currently attending PSE by both disability type and exiting reason from high school. Chi-Square analysis indicated a relationship between attending PSE and disability type ($\chi 2 = 160.21$, df 4, $p<.001$). Respondents with a learning disability (41%) and those labeled as other (41%) had a higher percentage of attending PSE compared to those with emotional disabilities (28%), mild mental disabilities (12%), and those with severe, moderate, and multiple disabilities (2%). Respondents with a learning disability (45%), emotional disability (45%), and those labeled as other (58%) had higher percentages of attending a four-year institution, while those with mild mental disabilities (49%) indicated they were attending a two-year PSE program and 100% of respondents with serve, moderate, and multiple disabilities who were attending PSE were enrolled in a technical/vocational school.

Chi-Square analysis indicated a relationship between attending PSE and termination reason from high school ($\chi 2 = 308.57$, df 3, $p<.001$). Respondents who graduated with a diploma (44%) had the highest percent currently attending PSE compared to those who received a certificate of completion (8%), dropped out (8%), or reached the maximum age in high school (5%). Respondents who earned a diploma (48%) had a higher percentage attending a four-year institution compared to other groups. Those who dropped out most often were attending a two-year PSE program (42%), while those who earned a certificate (56%) and those who reached maximum age and were attending PSE (100%) were enrolled in a technical/vocational school.

Table 36

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters)
Current Status concerning Post-Secondary Education (PSE)

	One-Year Interview	
College Type	*n*	*%*
2-Year	244	29.5
4-Year	379	45.8
Vocational School	204	24.7
Total	827	100%

Further analysis of those IN PSFS respondents attending PSE indicates that an approximate 53% were receiving some form of financial assistance, 25% received accommodations or special assistance with their classes, and 27% had taken some type of remedial or "catch up" course that did not count toward their degree.

Living Arrangements, Adult Services, and Satisfaction Indicators

Respondents at the one-year follow-up survey were asked about their current living arrangements. The majority indicated that they lived at home with family (73%) or they lived in their own place (13%) (see Table 37).

Further exploration of living arrangements by disability type revealed that the majority of all respondents, regardless of disability type (LD = 71%, MiMD = 77%, ED = 71%, severe, moderate, and multiple disabilities = 91%, other disabilities = 75%), were living at home with their families compared to other living arrangements. When asked the main reason respondents living at home with family had not moved, the majority (44%) indicated they did not have enough money or stated they enjoy living at home and did not want to move (17%).

Table 37

Indiana 2005-06 IN PSFS One-Year Respondents (2004-05 exiters) by Current Living Arrangements

Living Arrangements	One-Year Interview	
	n	*%*
Parent's/Relative's Home	1789	72.8
Friend's or Acquaintance's Home	87	3.5
My Own Place	324	13.2
My Own Place with Support	31	1.2
Group Home	14	0.6
Military Base	35	1.4
College Campus	126	5.1
Other	50	2.0
Total	2456	100%

Practitioners and policy makers need to understand which adult agency and what services youth with disabilities need to assist them in making successful transitions to adult life. One-year respondents were asked if they received assistance from adult services in the following areas: employment assistance = 10%; supported employment = 2.5%; sheltered employment = 1%; semi-independent living = 0.5%; supported living = 1.5%; group home = 0.6%; food stamps = 2.5%; counseling = 2%; therapy/physical = 1%; transportation = 1%; assistive technology = 1%; post-secondary education = 3.5%; and other services = 2.5%. The Bureau of Vocational Rehabilitation and the Bureau of Developmental Disability Services were frequently cited by IN PSFS one-year respondents as the agencies they were connected with for assistance with their transition needs.

One-year respondents were asked about their overall satisfaction with their high school experiences and preparation for future adult life activities. Overall, respondents (by category/area) felt their high schools adequately prepared them for college (40% - agree, 18% strongly agree); finding a job (41% - agree, 19% strongly agree); getting along with others (41% - agree, 31% - strongly agree); living on their own (28% - agree, 14% - strongly agree), functional reading [i.e. the newspaper, want ads, TV schedule] (42% - agree, 25% - strongly agree); and

functional math [i.e. budgeting, saving, taxes] (38% - agree, 18% - strongly agree) [*note: percentages indicate ratings per responses by item*].

Quality of life is an important component that frames successful transition to adult life. Respondents were asked to rate how happy they were with their life as a young adult as part of the IN PSFS one-year follow-up survey. Thirty-six percent of one-year respondents indicated that they were "very happy," and an additional 34% indicated they were "moderately happy." Approximately 3% indicated that they were not sure how they felt about their lives as young adults. Respondents who were identified as having a learning disability (41%), those with moderate, severe, and multiple disabilities (41%), and those with mild mental disabilities (33%) indicated that their lives were very happy compared to those with emotional disabilities (38%) and those classified as other (36%) who indicated they were moderately happy with their lives. Respondents who earned a diploma (40%) and those who reached maximum age (36%) indicated that their lives were very happy compared to those who dropped out (37%) who indicated they had neutral ratings concerning their lives. Those who earned a certificate indicated split ratings regarding their lives. Thirty-one percent were very happy and another 31% were moderately happy with their lives as young adults.

Chi-Square analysis explored the relationship between respondents' satisfaction ratings with life by employment status. Chi-Square indicated a relationship between the overall satisfaction with life and employment ($\chi 2 = 47.73$, df 4, $p<.001$). Seventy-one percent of respondents who indicated they were very happy were employed, while 69% of respondents who indicated they were moderately happy with their life were employed. Of respondents who indicated they were very unhappy with their life, 52% were unemployed. An additional 70% of those who were moderately unhappy with their life indicated they were unemployed.

Section V. IN PSFS Comparison Data 2005-06 Exit and One-Year Follow-Up Information

This section is designed to provide the reader with broad comparisons between the status of 2005-06 exit interview respondents and the IN PSFS one-year follow up respondents. These are descriptive comparisons based on current status (point in time) analysis from more comprehensive data reported in Sections III and IV of this report. The reader is cautioned that these comparisons are not longitudinal but point in time data reporting from two different respondent groups (2005-06 exit respondents and respondents for the one-year follow-up survey). The data reported here are also based on responses provided by the 2005-06 exit and one-year respondents for survey questions by category and grouping variables.

The percentage of respondents who graduated with a diploma differs by approximately three percent between 2005-06 exit (73.8%) and one-year follow-up (70.6%) respondent groups. Additionally, there is a two percent difference between those receiving a certificate of completion for exit respondents (16.7%) and one-year follow-up respondents (14.5%) by respondent groups. The data indicate a lower drop out rate for exit respondents (6.9%) compared to one-year follow-up respondents (13.9%).

Figure 1. *Indiana IN PSFS 2005-06 Exit Respondents' High School Exiting Status*

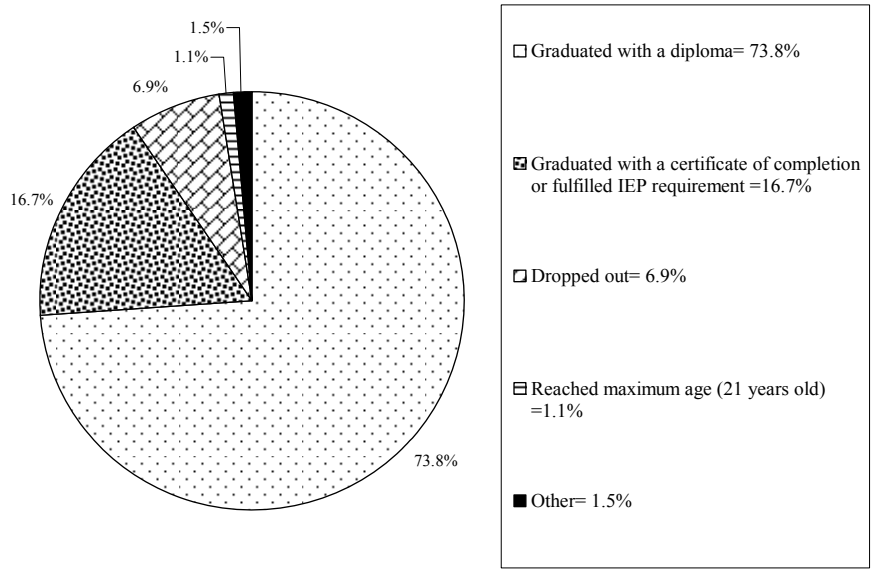
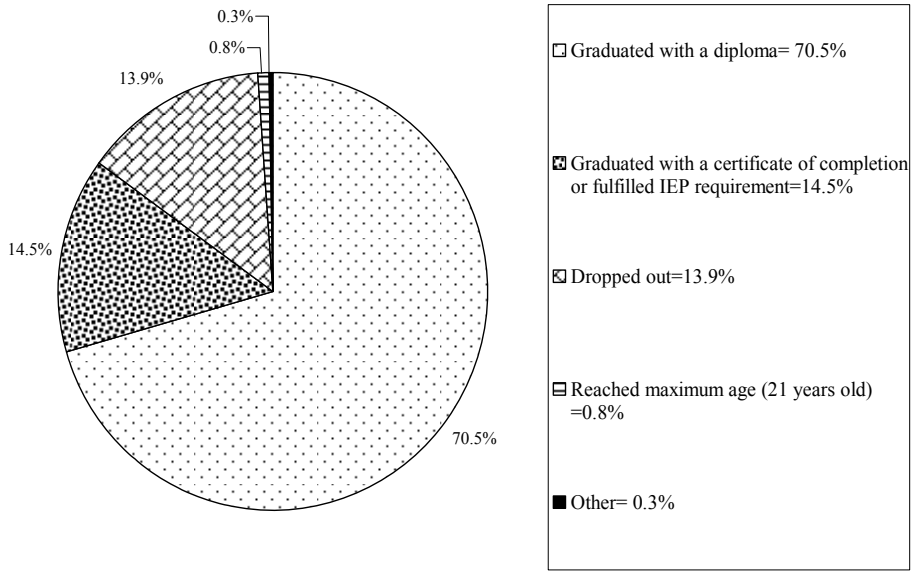


Figure 2. *Indiana IN PSFS 2005-06 One-Year Respondents' High School Exiting Status*



The 2005-06 exit respondents had an employment rate of approximately 52% at the time of the exit interview, whereas one-year follow up respondents had an employment rate of approximately 67%. These data (+15% between exit and one-year survey periods) suggest the potential of a significant increase in overall employment for youth with disabilities post high school.

Figure 3. *Indiana IN PSFS 2005-06 Exit Respondents' Employment Rate*

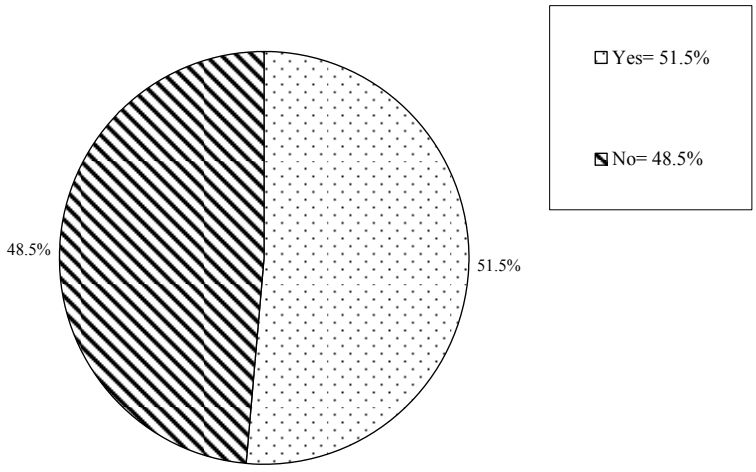
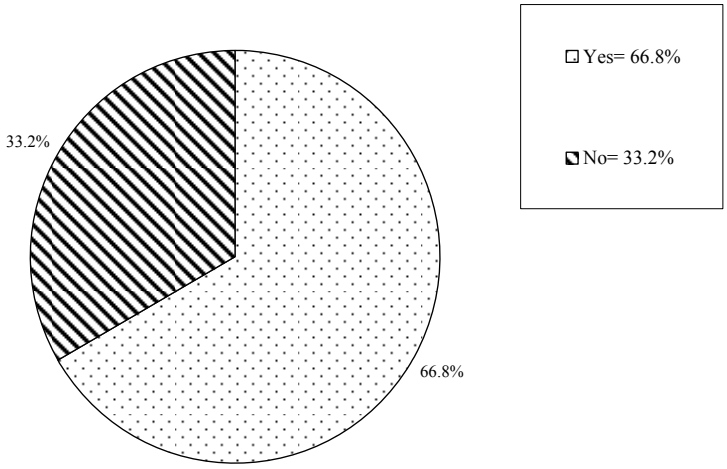


Figure 4. *Indiana IN PSFS 2005-06 One-Year Respondents' Employment Rate*



The majority of 2005-06 exit respondents (53%) indicated they were working twenty hours per week or less, while most one-year follow up respondents (58%) indicated they were working 35 hours per week or more. The databases were adjusted to include 1-80 hours per week for both IN PSFS respondent groups (exit respondents and one-year respondents) to equalize analysis and comparisons presented here. The data suggest an increased number of hours worked per week for IN PSFS respondents over time.

Figure 5. *Indiana IN PSFS 2005-06 Exit Respondents' Hours Worked per Week*

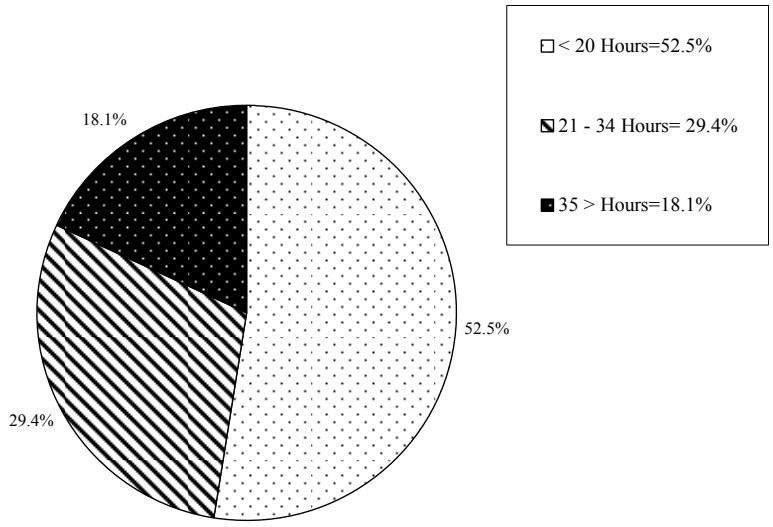
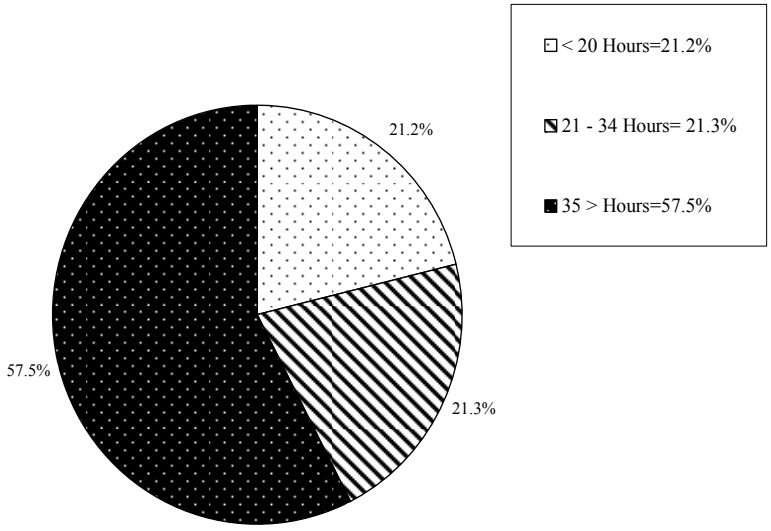
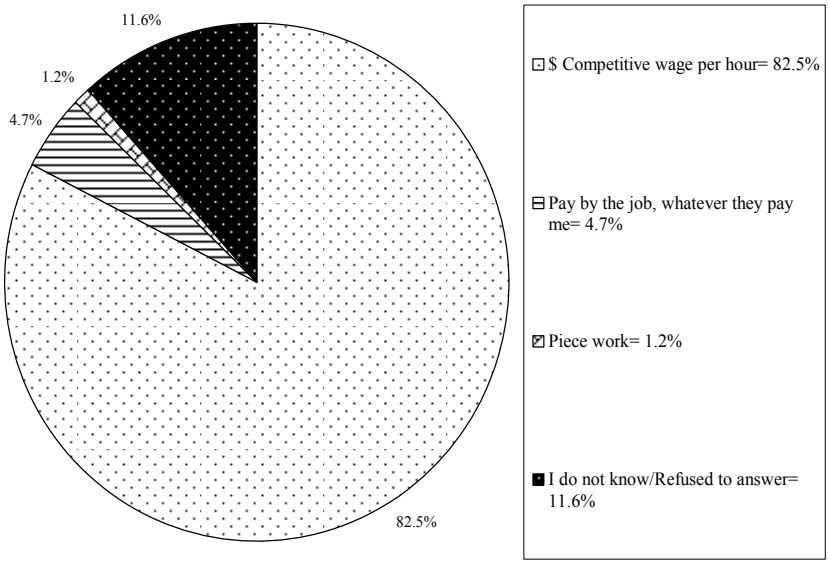


Figure 6. *Indiana IN PSFS 2005-06 One-Year Respondents' Hours Worked per Week*



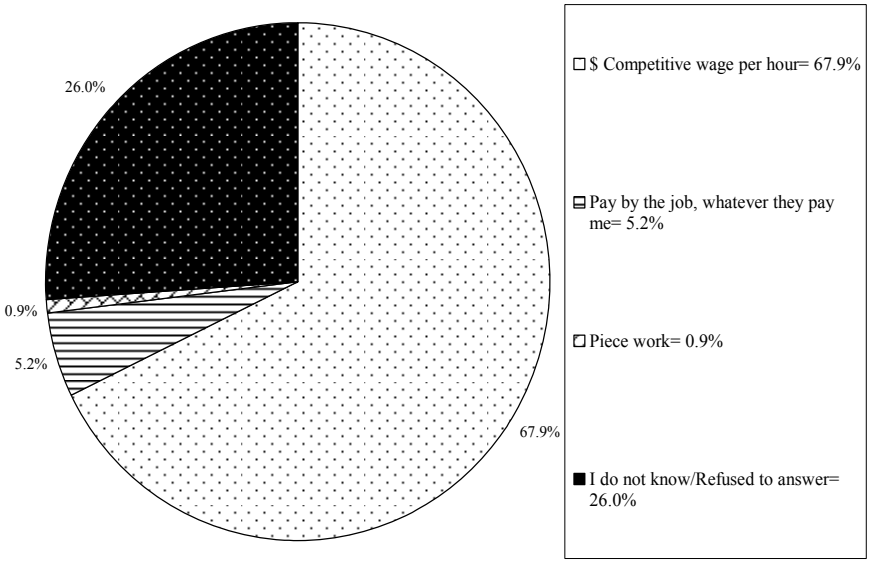
Salary structure for respondent groups is difficult to compare given the confidential nature of this question. Understandably, respondents may have been hesitant to share their wage earning and salary information with an outside entity, even school personnel associated with the Indiana Post School Follow Up System (IN PSFS). What these data do indicate is that most exit respondents (2005-06) were earning competitive per hour wages (83%), and an additional 12% of respondents refused to answer this question or did not know their salary information.

Figure 7. *Indiana IN PSFS 2005-06 Exit Respondents' Method of Payment for Current Employment*



This compares to approximately 68% of one-year follow-up respondents who were paid competitive wages per hour and an additional 26% who refused to answer or did not know their salary information. One could speculate that respondents who are more attached to the workforce (i.e. one-year follow-up respondents) with "real jobs and real wage earnings" might be less willing to share this confidential information with survey researchers and state follow-up data collection systems.

Figure 8. *Indiana IN PSFS 2005-06 One-Year Respondents' Method of Payment for Current Employment*



The 2005-06 exit respondents had a higher percentage of employment in the leisure and hospitality industry (34.1%) compared to one-year follow up respondents (17.0%). The one-year follow up respondents had a higher percentage of employment within the trade industry (19.2%)

compared to exit respondents (15.3%). Employment in the service industry was relatively similar for both exit respondents (16.0%) and one-year follow up respondents (17.1%) as reported from the 2005-06 IN PSFS data. In general terms, the employment data suggest that respondents at the one-year follow-up survey were more likely to be employed in positions associated within trade industry compared to exit respondents who were more likely to be working within the leisure and hospitality industry. Additionally, the broader results suggest that one-year respondents have more diversity in their post-school employment across all industry areas. This is best depicted in the higher percentages of employment in all industry categories, including those representing "all other" (7.4% exit respondents vs. 9.6% four-year follow-up respondents – see Figures 9 & 10).

Figure 9. *Indiana IN PSFS 2005-06 Exit Respondents' Current Employment by Major Industry Area*

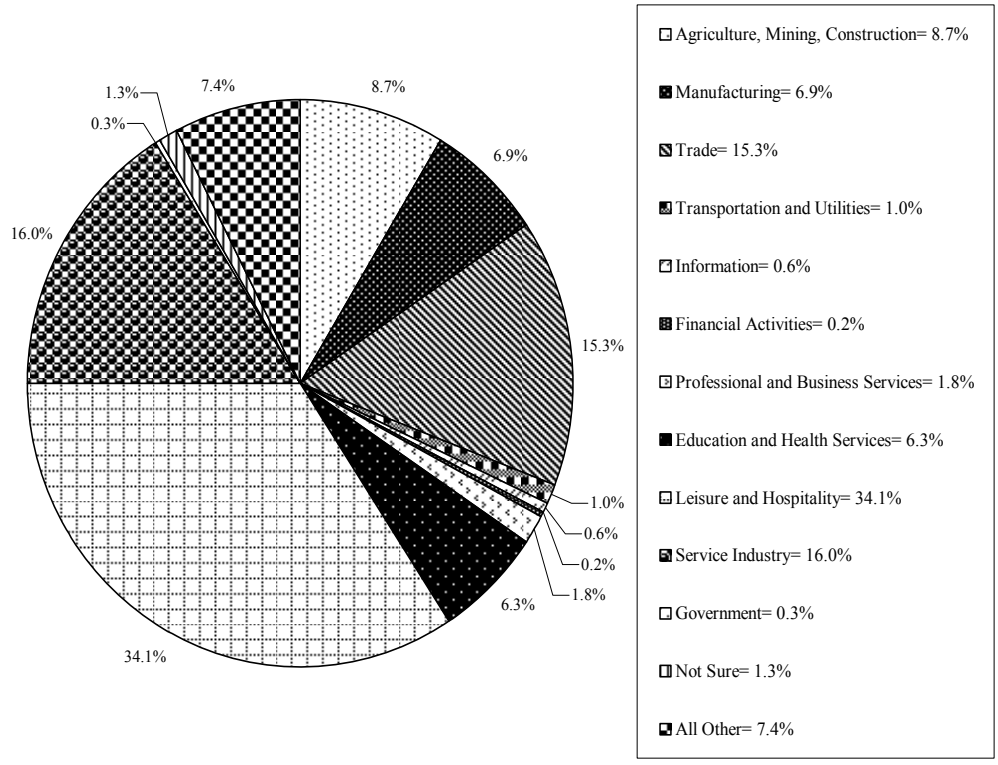
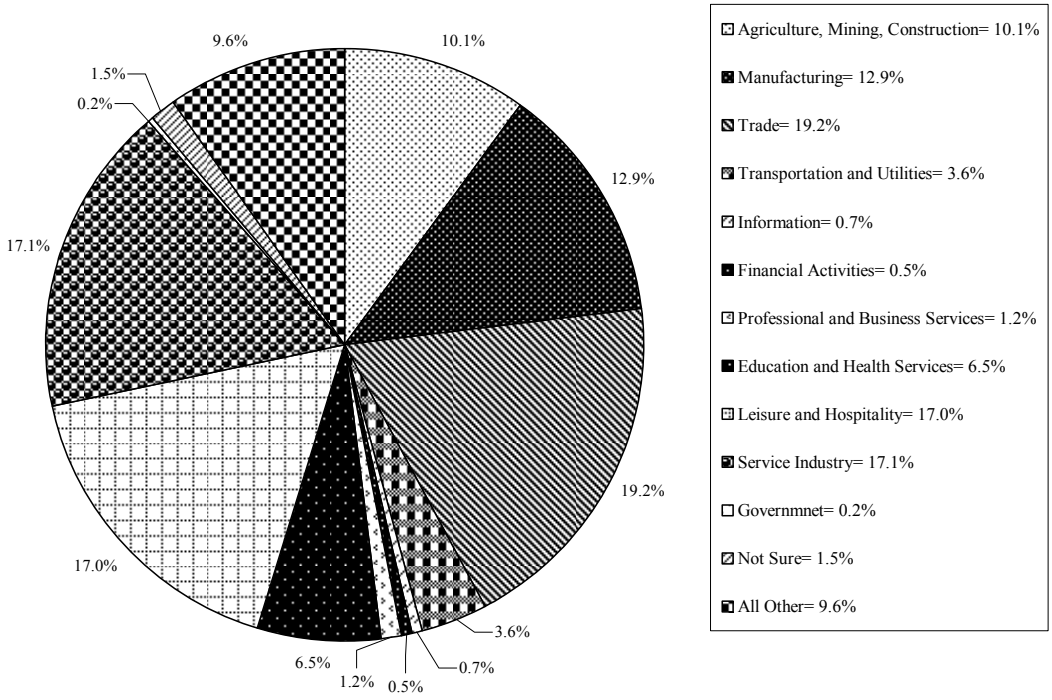


Figure 10. *Indiana IN PSFS 2005-06 One-Year Respondents' Current Employment by Major Industry Area*



Most respondents at their exit interviews (2005-06 exit surveys) indicated that they anticipated pursuing some type of post-secondary education (71%). These data represent future PSE planning by exit respondents. Respondents at the one-year follow up survey (2005-06) indicated that approximately 34% were currently enrolled and/or participating in PSE. The data suggest that more youth with disabilities anticipate going on to post-secondary education than actually enroll and attend a PSE program as suggested by the 2005-06 exit and one-year follow up data.

Figure 11. *Indiana IN PSFS 2005-06 Exit Respondents' Post-Secondary Education Participation*

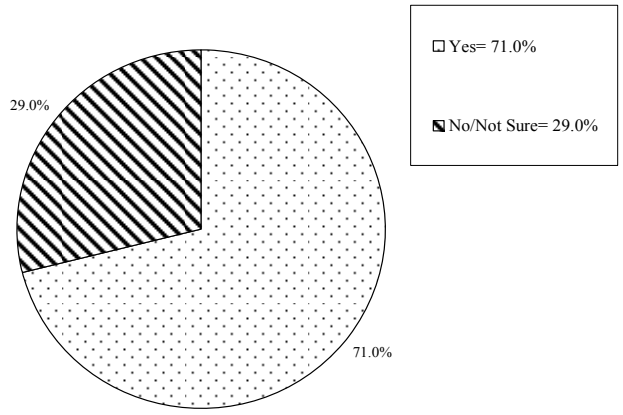
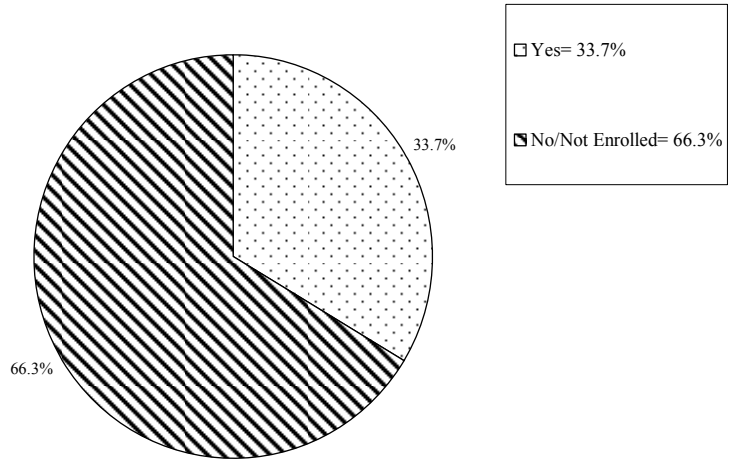


Figure 12. *Indiana IN PSFS 2005-06 One-Year Respondents' Post-Secondary Education Participation*



Many of the 2005-06 IN PSFS respondents at exit and the one-year follow up indicated that they were moderately or very happy with their life as a young adult (69% of exit respondents and 71% of one-year respondents). Very few indicated that they were moderately unhappy or very unhappy with their life as a young adult (4.8% of exit respondents and 4.2% of one-year respondents). The 2005-06 IN PSFS data suggest that youth with disabilities are relatively happy with their current situation and lives as young adults.

Figure 13. *Indiana IN PSFS 2005-06 Exit Respondents' Quality of Life – Happy with Your Life as a Young Adult*

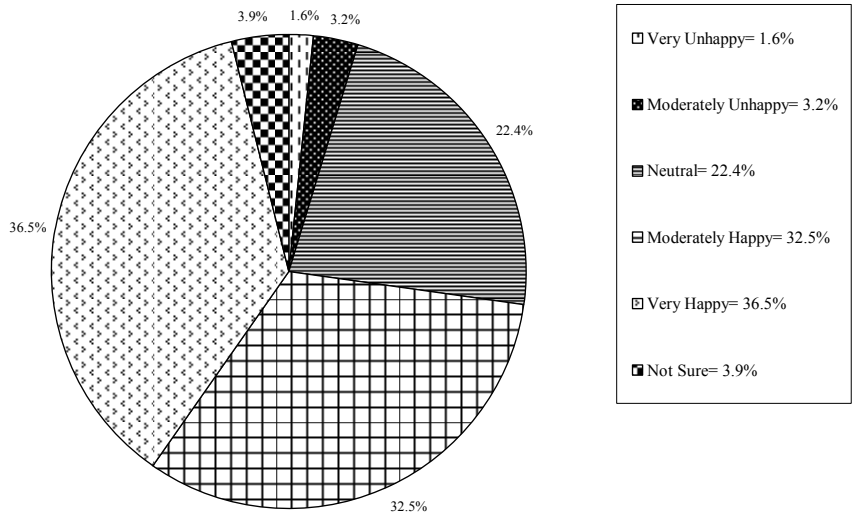
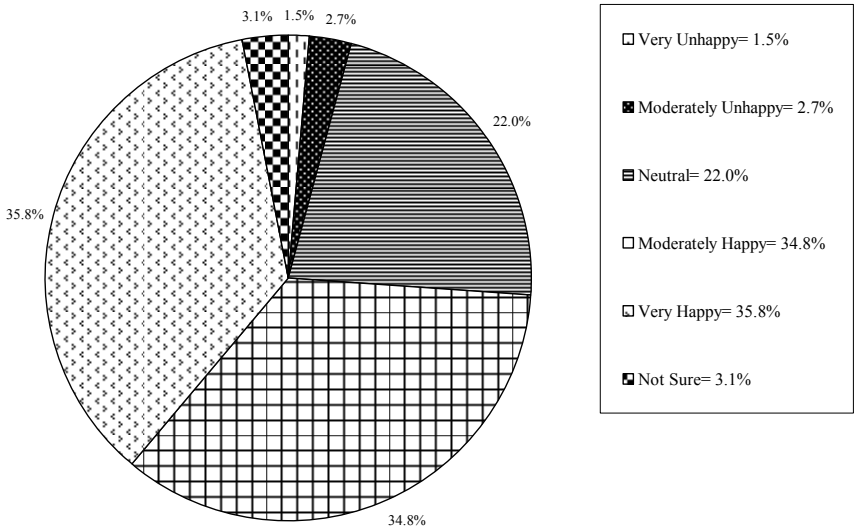


Figure 14. *Indiana IN PSFS 2005-06 One-Year Respondents' Quality of Life – Happy with Your Life as a Young Adult*



Section VI. Summary

Respondent Demographics and Exit Data

The 2005-06 Indiana Post School Follow Up System (IN PSFS) was successful in contacting and interviewing 5,377 of the 2005-06 exit respondents (58%) at the exit period and 2,456 of the 2004-05 one-year respondents (28%) at the one-year follow-up survey interviews. Approximately two-thirds of respondents were male in both IN PSFS survey groups (exit 64.1% vs. one-year 66.0%). Respondents were mostly Caucasian for both respondent groups with a slight decrease from the one-year (88.9%) and the exit respondents (84.6%). Additionally, there was an increase in African American participation in the IN PFFS for 2005-06 exit respondents (11.7%) compared with the one-year respondents from 2004-05 (7.8%). Learning disabilities remains the largest group of respondents by disability type for both exit respondents (56.7%) and one-year respondents (58.4%). There were increases for the disability classifications of moderate mental disability (2.9% one-year compared to 3.5% of exit respondents), Autism (1.8% one-year compared to 2.6% of exit respondents), and other health impairment (4.6% one-year compared to 5.1% of exit respondents).

The IN PSFS reveals shifts in respondents' high school exiting patterns. Respondents from the 2005-06 exit interviews indicated that 74% earned a high school diploma, 17% received a certificate of completion, and 7% dropped out of high school, whereas 2004-05 one-year follow-up respondents indicated that 71% earned a high school diploma, 15% received a certificate of completion, and 14% dropped out of high school. There appear to be slight shifts toward increased diploma earning (+3%) and certificates of completion (+2%) while a general decrease in drop outs (-7%) for 2005-06 exit respondents compared to their 2004-05 counterparts. For 2005-06 exit respondents, academic issues represented approximately 40% of the main reasons for dropping out of high school (31.7% academic difficulties and 8.2% lack of relevant curriculum). Personal issues constituted an additional 15% of the main reasons given by exit respondents for dropping out of school. Approximately 21% left to earn a GED, while only 5% left school because of employment.

Employment and Post-Secondary Education

More than half of 2005-06 exit respondents (51.5%) indicated they were currently employed. Employment data for 2004-05 one-year post school follow-up respondents was 66.8% in 2005-06. Data for exit respondents indicated that those who had work experience while in high school and spent the majority of their time in the general education classroom (LRE) were more likely to be engaged in paid employment. Additionally, exit and one-year follow-up respondents with learning disabilities and emotional disabilities were more likely to have higher wage earnings per hour and work more hours per week compared to other disability groups. Exit respondents who dropped out of high school and one-year follow-up respondents who earned a high school diploma or had dropped out of high school earned more per hour and worked more hours per week compared to other respondents. Respondents from the one-year follow up who dropped out of high school and those with emotional disabilities were more likely to have had three or more jobs since leaving high school compared to other groups. Additionally, one-year follow up respondents who dropped out of high school were more likely to have held their current position less than six months compared to other respondents (sight difference of +3%).

Exit respondents were more likely to be employed in the industry area of Leisure and Hospitality, whereas one-year respondents were most often employed in the Trade industry. As

far as specific job type with their employment area, both exit and one-year respondents indicated that they most often were working in the restaurant/food service area.

Exit respondents were more likely to believe that they would pursue post-secondary education (71% some form of PSE, 61% 2-year, 4-year, technical/vocational school) after high school, whereas PSE participation for one-year respondents indicates that approximately 34% of respondents were attending a PSE program.

Other

Adult service agencies were an important part of the transition process and critical services that respondents at both exit and one-year follow up indicated they needed. Fewer students were actually engaged, connected, and receiving a complement of supports from IN PSFS data. The Bureau of Vocational Rehabilitation and the Bureau of Developmental Disability Services were frequently mentioned as adult service agency providing respondents with needed supports. Assistance in post-secondary education, training, and employment were the services respondents most frequently sought from adult service providers concerning their individual transitional needs.

IN PSFS one-year respondents indicated that they were living at home with their families (73%). A smaller percentage of respondents (13%) indicated that they were living independently in their own place. Both exit and one-year respondents from the IN PSFS felt that their high school experiences and preparation across all domains were positive (agreement ratings for all areas). Most respondents, exit (37%) and one-year (36%), indicated that they were "very happy" with their life as a young adult. These data suggest that, for many IN PSFS respondents, movement from school to post-school adult life has been a positive transition.

Conclusion

Data from the 2005-06 IN PSFS exit interviews and 2004-05 one-year follow-up surveys indicate that youth with disabilities in the state of Indiana are moving forward with their transition from school to adult life in all aspects. The data reported in this 2005-06 IN PSFS summary report continue to build on the information state and national policymakers and practitioners have concerning the progress of Indiana's students with disabilities as they transition from school to post-school adult life. This report indicates continued forward progress on many key indicators (i.e. higher graduation rates, lower drop out rates, increased post-secondary participation, stable post school employment rates, and positive overall satisfaction ratings concerning quality of life and high school preparation experiences by both exit and one-year respondents). Additionally, grouping data by disability type and exiting/termination reason with analysis across a multitude of variables provides practitioners and policymakers with a rich database for assessment and appraisal of current state and local transition practices. IN PSFS data points to specific transition and programming needs by identified groups within transition domains that could be improved at the local education agency (LEA) and state education agency (SEA) level. The data reported in the 2005-06 IN PSFS summary report provides a data-driven framework concerning post-school outcomes for youth with disabilities in the state of Indiana and serve as an annual benchmark for continued improvement efforts by state and local educators/stakeholders in striving to develop and implement successful transition programs and outcomes for all youth with disabilities across the state.

Appendices

This section includes additional information provided by 2005-06 IN PSFS respondents at the exit interview and one-year follow-up survey period. This information is presented as summative data in table format that yields important insight into key components of transition activities that support respondents' movement from high school to adult life. The intent of Appendix A is to provide the reader with survey data not represented in the major body of the IN PSFS annual report. Appendix B is intended to provide general comparative data across all seven regional educational roundtables in the state concerning central issues germane to transition services, programs, and post-school outcomes for youth with disabilities across the state of Indiana. Further information can be obtained by contacting the author of this document.

Appendix A: IN PSFS Supplemental Data

Employment

1. Did anyone help you get your job?

Approximately 50% of exit and 40% of one-year respondents indicated that they had some level of assistance in finding their current position and/or employment.

Did You Have Help Getting a Job?	Exit Respondents		One-Year Respondents	
	n	*%*	*n*	*%*
Yes	1392	50.2	640	39.0
No	1377	49.8	1000	61.0
Total	2768	100	1640	100

Note. Data are based on survey information reported by category.

2. If yes, who helped you the most in getting your job?

Parents and relatives (approximately 44%) and friends and acquaintances (approximately 24%) were the primary persons identified by IN PSGS exit and one-year respondents as those who assisted them in making linkages to their current jobs.

Who Assisted You in Getting Your Job?	Exit Respondents		One-Year Respondents	
	n	*%*	*n*	*%*
Parents/Relatives	616	44.3	280	43.7
Friends/Acquaintances	331	23.8	156	24.4
Regular Educator	37	2.7	11	1.6
Special Educator	90	6.5	15	2.4
Transition Program Staff	114	8.2	27	4.3
School To Work Program	58	4.2	12	1.9
Vocational Educator	61	4.3	18	2.8
Vocational Rehabilitation Counselor	5	0.4	33	5.2
Adult Service Agency	10	0.7	28	4.4
Military Recruiter	6	0.4	5	0.8
Temporary Agency	1	0.1	18	2.7
Department of Workforce Development/Work One	3	0.2	11	1.7
Other	61	4.4	26	4.1
Total	1392	100	640	100

Note. Data are based on survey information reported by category.

3. What fringe benefits do you get on this job?

The data concerning IN PSFS respondents' fringe benefits suggest that the majority of employees at the one-year follow-up survey (57%) had no benefits with their current employment. One-year respondents most frequently indicated medical insurance (29%) and vacation days (24%) as benefits included with their jobs (current employment).

Fringe Benefits	One-Year Respondents	
	n	*%*
None	927	56.5
Medical Insurance	481	29.3
Pension/Retirement	161	9.8
Paid sick days	251	15.3
Dental Insurance	270	16.4
Vacation Days	395	24.1
I don't know	104	6.3
Vision	149	9.1
Profit Sharing	38	2.3
Other	107	6.5
Total	1640	100

Note. Respondents were asked to check all benefits that apply.

4. If you do not have a paying job, what is the main reason why you do not have a paying job?

Approximately 15% of exit respondents and 25% of one-year respondents indicated they were unable to find employment but were currently looking for a job. Interestingly, approximately 5% of exit respondents and 9% of one-year respondents indicated that they did not want to work, while another 6% of respondents were not able to find a job that they wanted.

What is the Reasons for Your Not Having a Paying Job?	Exit Respondents		One-Year Respondents	
	n	*%*	*n*	*%*
Unable to Find a Job	393	15.1	122	24.5
Unable to Find a Job I Want	144	5.5	30	5.9
I Don't Want to Work	132	5.1	44	8.8
Currently in School	753	28.9	1	0.2
Health Problems/Physical Disabilities	97	3.7	52	10.4
No Reason Given	385	14.8	39	7.9
Other	228	8.7	66	13.2
All Other	478	18.3	145	29.1
Total	2610	100	499	100

Note. Data are based on survey information reported by category.

Post-Secondary Education

5. Since leaving high school, have you had additional training or coursework through any of the following?

Most one-year respondents who had participated in non-degree training beyond high school had taken a course in vocational/technical education (11.5%), an associate degree program (7.9%), and/or college/university courses (14.4%).

Post-Secondary Status	One-Year Respondents	
	n	*%*
Graduation Qualifying Exam		
Yes	109	4.4
No	2347	95.6
GED		
Yes	85	3.5
No	2371	96.5
Vocational/Technical Education (certification program)		
Yes	282	11.5
No	2174	88.5
Associate Degree Program (2-year)		
Yes	195	7.9
No	2261	92.1
College/University (4-year)		
Yes	353	14.4
No	2103	85.6
Alternative Education/Adult Basic Education		
Yes	10	0.4
No	2446	99.6
Military		
Yes	46	1.9
No	2410	98.1
Job Service/Employment Training		
Yes	41	1.7
No	2415	98.3
Supported Employment		
Yes	21	0.8
No	2436	99.2
No Additional Training		
Yes	1417	57.7
No	1039	42.3
Total	2456	100

Note. Data are based on survey information reported by category.

High School Transition Planning and Adult Services Information

6. What did you do at your most recent IEP meeting?

The majority of IN PSFS exit respondents (57%) indicated that they answered questions at their IEP meeting, whereas an additional 30% indicated that they set goals during their most recent IEP meeting. Approximately 5% indicated that they did not attend their IEP meeting.

What Best Describes What You Did at Your Most Recent IEP Meeting?	Exit Respondents	
	n	*%*
Nothing	402	7.5
I Answered Questions	3047	56.7
I Set Goals	1602	29.8
I Led the Meeting	75	1.4
Not Applicable - I did no attend the meeting	252	4.7
Total	5377	100

Note. Data are based on survey information reported by category.

7. Have you been provided any information about adult services (services available to you after you complete high school)?

The vast majority of IN PSFS exit respondents (74%) indicated that they received this information while in high school.

Have You Been Provided Any Information About Adult Services?	Exit Respondents	
	n	*%*
Yes	3990	74.2
No	1388	25.8
Total	5377	100

Note. Data are based on survey information reported by category.

8. If you did receive information about adult services, did you find this information helpful?

Most IN PSFS exit respondents (71%) indicated that they found the adult services information helpful to them.

Was the Adult Service Information Provided Helpful?	Exit Respondents	
	n	*%*
Yes	2847	71.4
No	1143	28.6
Total	3990	100

Note. Data are based on survey information reported by category.

Transportation

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

The majority of IN PSFS one-year respondents (74%) indicated they had a driver's license and drove themselves to get around the community.

Do You Have a Current Driver's License?	One-Year Respondents	
	n	*%*
Yes	1810	73.7
No	646	26.3
Total	2456	100

Note. Data are based on survey information reported by category.

10. Is there public Transit in your area available during the hours that you need it?

Many IN PSFS one-year respondents (47%) indicated there was no public transit available to them when they needed it in their area while an additional 10% indicated they were not sure if public transit was available to them.

Is there Public Transit in Your Area During the Hours You Need It?	One-Year Respondents	
	n	*%*
Yes	1054	42.9
No	1155	47.0
Not Sure	248	10.1
Total	2456	100

Note. Data are based on survey information reported by category.

11. How do you usually get around in the community?

When IN PSFS one-year follow up respondents were asked how they get around their communities, 71% indicated that they drove themselves, 19% stated they relied on their family, and 4% indicated they went places with friends.

How Do You Usually Get Around the Community?	One-Year Respondents	
	n	*%*
Drive myself	1736	70.7
Family	472	19.2
Pay someone	3	0.1
Adult service provider	26	1.1
Friends	102	4.2
Public Transportation	56	2.3
Other	62	2.5
Total	2456	100

Note. Data are based on survey information reported by category.

Quality of Life

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

Most IN PSFS one-year follow up respondents (66%) indicated they did not feel they earned enough to pay their own expenses. Approximately 29% felt they did earn sufficient income to pay their own bills.

Do You Earn Enough Money to Pay your Own Living Expenses/Bills?	One-Year Respondents	
	n	*%*
Yes	720	29.3
No	1627	66.3
Not Sure	109	4.5
Total	2456	100

Note. Data are based on survey information reported by category.

13. Who makes important decisions about your life?

The majority of IN PSFS respondents at the exit interview (62%) and at the one-year follow up survey (51%) indicated that they made important decisions with guidance from their families. Additionally, many exit respondents (26%) and one-year follow up respondents (41%) indicated that they made important decisions about their lives.

Who Makes Important Decisions About Your Life?	Exit Respondents		One-Year Respondents	
	n	*%*	*n*	*%*
Parents/Family Members	558	10.5	131	6.7
Me with Guidance from My Family	3302	62.0	988	50.7
Me	1378	25.9	790	40.5
Spouse/Significant Other	25	0.5	26	1.3
Professionals (adult services, case managers, etc.)	44	0.8	11	0.5
Friends	17	0.3	4	0.2
Total	5325	100	1948	100

Note. Data are based on survey information reported by category.

Appendix B: Indiana Data Analysis by Education Round Table Regions

This section is designed to present key components of transition data for youth with disabilities by the state's seven (7) education regional round tables from the 2005-06 IN PSFS surveys for exit and one-year follow-up respondents. Excluded from this information is Indiana's CODA Entity 101 for both respondent groups. This entity was not assigned to an Indiana regional round table. The round table data are reduced minimally compared to overall state reporting in other sections of this report (-1 exit respondent and -3 one-year follow-up respondents represented in the 2005-06 IN PSFS data). With complex weighted cases for each of the IN PSFS databases, the results with rounding are minimal (exit data as reported by round table analysis in many cases was not affected at all). Round table data reported in this section depict those respondents who answered survey items in the IN PSFS exit and one-year survey interviews by each specific item and groupings for Indiana's education round table regions.

Data reported by round table region are based on all responses and weighted data for the 2005-06 IN PSFS exit and one-year databases. Data are presented in table format as frequencies (n) and percentages (%) by round table and survey areas grouped as: Demographic Characteristics; Employment; Post-Secondary Education; and Living Arrangements. The reader is cautioned that these are broad comparisons by regions using weighted data based on responses provided by 2005-06 IN PSFS participants. Non-response is marginally represented in some of these data tables. There are differing response values based on specific IN PSFS survey items. The data reported by round table do provide the reader with general information for comparative purposes by Indiana's seven education round table regions.

Round Table 2 Northeast had the highest percentage of respondents for both the exit and one-year follow-up who were identified as having a learning disability. Round Table 7 Southeast had the highest percentage of respondents for both the exit and one-year follow-up who were identified as having an emotional disability. Round Table 5 Central had the highest percentage of respondents for both the exit and one-year follow up who were identified as other (having a communication disorder, hearing impairment, orthopedic impairment, visual impairment, other health impaired, dual sensory impairment, autism, or traumatic brain injury). There were no consistent patterns concerning percentages of respondents for the exit and one-year data concerning school exiting reason and/or school termination reasons. Clearly, respondents for both the exit and one-year survey for all seven regional education roundtables had the highest percentage of respondents graduate from high school by earning a diploma. Round Table 2 Northeast had the highest percentage of respondents for both the exit and one-year follow-up who were female. Round Table 2 Northeast had the highest percentage of respondents for both the exit and one-year follow-up who were identified as being Asian or Pacific Islanders. Round Table 1 Northwest had the highest percentage of respondents for both the exit and one-year follow-up who were identified as being Hispanic and African American. Round Table 3 North Central had the highest percentage of respondents for both the exit and one-year follow-up who were identified as being Caucasian. Round Table 7 Southeast had the highest percentage of respondents for both the exit and one-year follow-up who were identified as being multi-racial.

Respondents' school placement was identified as least restrictive environment (LRE) reported by federal definition. Round Table 7 Southeast had the highest percentage of respondents for both the exit and one-year follow-up who were identified as having 40%-79% placement in general education (LRE). Round Table 3 North Central had the highest percentage of respondents for both the exit and one-year follow-up who were identified as having a separate school placement. Additionally, Round Table 3 North Central had the highest percentage of

respondents for both the exit and one-year follow-up who were identified as having a homebound or hospital placement.

Round Table 3 North Central had the highest percentage of respondents for the exit survey who indicated they had had job training experience in high school. Round Table 3 North Central also had the highest percentage of respondents for the exit survey who indicated they currently had a paying job. Round Table 4 East had the highest percentage of respondents for the exit survey who indicated they did not have a paying job. Round Table 6 Southwest had the highest percentage of respondents for the one-year follow-up who indicated they had a paying job. Round Table 1 Northwest had the highest percentage of respondents for the one-year follow-up survey who indicated they did not have a paying job. Round Table 7 Southeast had a higher percentage of respondents for the exit survey who indicated they worked 35 hours a week or more, and Round Table 5 Central had a higher percentage of respondents for the one-year follow-up survey who indicated they worked 35 hours a week or more. The majority of exit respondents across all round table regions were employed in the leisure and hospitality industry while many one-year respondents were employed in the trade industry. Round Table 1 Northwest had the highest percentage of respondents for both the exit and one-year follow-up who indicated their employment was within the trade industry. The majority of exit and one-year follow-up respondents across all round table regions were employed in positions as restaurant workers and/or food services. Retail sales positions were the jobs identified by exit and one-year respondents as the second most common jobs they held according to IN PSFS data.

Approximately 71% of all exit respondents indicated that they planned to go on to some form of post-secondary education (PSE) after high school. Respondents from Round Tables 1 Northwest (74.6%), 2 Northeast (71.8%), and 5 Central (78.1%) had the highest percentages of anticipated enrollment in PSE. Approximately 34% of respondents at the one-year follow-up survey indicated that they were actually enrolled in college and/or vocational training PSE. Most respondents at the one-year follow-up survey indicated that they lived with parents or a relative as their current living arrangement. Round Table 1 Northwest had the highest percentage of one-year respondents (85%) who indicated they lived with their parents or a relative. Twenty-three percent of respondents from Round Table 3 North Central indicated they lived on their own in their own place.

IN PSFS 2005-06 Exit Survey Respondents' Data by Indiana's Education Round Table Regions

IN PSFS Exit Respondents' Demographic Characteristics

Table 1

2005-06 IN PSFS Exit Respondents by Disability Type and Round Table Region

Disability Classification by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Learning Disability	346	54.6	553	64.8	379	56.4	308	58.2	578	52.3	562	60.4	325	49.6	3051	56.7
Mild Mental Handicap	94	14.8	117	13.7	77	11.5	63	11.9	128	11.8	127	13.7	88	13.4	694	12.9
Emotional Disability	93	14.6	86	10.1	91	13.5	81	15.3	135	12.3	115	12.4	116	17.7	717	13.3
Moderate, Severe, & Multiple Disabilities	42	6.6	32	3.7	33	4.9	26	4.9	74	6.7	34	3.7	43	6.6	284	5.3
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)	60	9.4	66	7.7	92	13.7	51	9.6	187	17.0	92	9.9	83	12.7	631	11.7
Total	635	11.8	854	15.9	672	12.5	529	9.8	1102	20.5	930	17.3	655	12.2	5377	100

Note. Data represent survey information reported by category.

Table 2

2005-06 IN PSFS Exit Respondents by Exit Reason and Round Table Region

Exit Reasons by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Graduated with a diploma	486	76.5	637	74.6	502	74.7	366	68.9	828	75.1	683	73.5	463	70.6	3965	73.7
Graduated with a certificate of completion or fulfilled IEP requirement	102	16.1	146	17.1	111	16.5	84	15.8	211	19.1	134	14.4	113	17.2	901	16.8
Dropped out	21	3.3	49	5.7	52	7.7	69	13.2	40	3.6	81	8.6	61	9.5	373	7.0
Reached maximum age (21 years old)	20	3.1	6	0.7	4	0.6	0	0	16	1.5	4	0.4	9	1.4	59	1.1
Other	6	0.9	16	1.9	3	0.4	10	2.1	7	0.6	28	3.0	9	1.4	79	1.5
Total	635	11.8	854	15.9	672	12.5	529	9.8	1102	20.5	930	17.3	655	12.2	5377	100

Note. Data represent survey information reported by category.

Table 3

2005-06 IN PSFS Exit Respondents by Gender and Round Table Region

Gender by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Male	404	63.6	520	60.8	423	62.9	339	64.2	693	63.7	625	67.3	432	66.1	3436	64.1
Female	231	36.4	334	39.2	249	37.1	190	35.8	395	36.3	303	15.7	222	33.9	1924	35.9
Total	635	11.8	854	15.9	672	12.5	529	9.9	1088	20.3	928	17.3	654	12.2	5360	100

Note. Data represent survey information reported by category.

Table 4

2005-06 IN PSFS Exit Respondents by Ethnic Background and Round Table Region

Race by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
American Indian or Native Alaskan	1	0.2	2	0.2	2	0.3	0	0	2	0.2	2	0.2	0	0	9	0.2
Asian or Pacific Islander	1	0.2	5	0.6	1	0.1	0	0	6	0.5	3	0.3	2	0.3	18	0.3
Hispanic	33	5.2	28	3.3	18	2.7	3	0.6	17	1.5	7	0.8	4	0.6	110	2.0
African American	176	27.8	95	11.1	18	2.7	41	7.7	202	18.4	60	6.5	38	5.8	630	11.7
Caucasian	417	65.6	714	83.6	626	93.2	482	91.1	860	77.9	845	91.2	600	91.6	4544	84.5
Multi-racial	7	1.1	10	1.2	7	1.0	3	0.6	15	1.5	10	1.1	11	1.7	63	1.2
Total	635	11.8	855	15.9	672	12.5	529	9.9	1102	20.5	927	17.2	655	12.2	5374	100

Note. Data represent survey information reported by category.

Table 5

2005-06 IN PSFS Exit Respondents by Percentage of Integrated General Education Placement (LRE) and Round Table Region

LRE by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
80% or more Least Restrictive Environment	265	42.4	554	67.0	297	44.9	276	54.8	695	24.3	435	47.7	343	53.4	2865	55.1
40% - 79% LRE	149	23.8	160	19.3	213	32.2	101	20.0	154	15.0	252	27.7	218	34.0	1247	24.0
<40% LRE	199	31.8	93	11.2	112	16.9	117	23.2	152	14.8	194	21.3	61	9.5	928	17.8
Separate School	6	1.0	8	1.0	21	3.2	1	0.2	9	0.9	8	0.3	8	1.2	61	1.2
Residential Facility	0	0	1	0.1	1	0.2	0	0	7	0.7	1	0.1	1	0.2	11	0.2
Correctional Facility	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Parentally Placed Private	1	0.2	3	0.4	6	0.9	1	0.2	4	0.4	8	0.9	2	0.3	25	0.5
Homebound/Hospital	5	0.8	8	1.0	12	1.8	8	1.6	8	0.8	13	1.4	9	1.4	63	1.2
Total	625	12.0	827	15.9	662	12.7	504	9.7	1029	19.8	911	17.5	642	12.3	5200	100

Note. Data represent survey information reported by category.

IN PSFS Exit Respondents' Employment

Table 6

2005-06 IN PSFS Exit Respondents by Job Training Experience and Round Table Region

Job Training Experience by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	407	64.2	622	72.9	534	79.5	339	64.0	833	75.7	686	73.8	498	76.0	3919	72.9
No	228	35.8	231	27.1	138	20.5	190	36.0	268	24.3	243	26.2	157	24.0	1455	27.1
Total	635	11.8	853	15.9	672	12.5	529	9.9	1101	20.5	929	17.3	655	12.2	5374	100

Note. Data represent survey information reported by category.

Table 7

2005-06 IN PSFS Exit Respondents by Paying Job and Round Table Region

Paying Job by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	309	48.7	455	53.3	364	54.2	226	42.6	588	53.4	498	53.7	328	50.0	2768	51.5
No	326	51.3	399	46.7	308	45.8	303	57.4	514	46.6	432	46.3	327	50.0	2609	48.5
Total	635	11.8	854	15.9	672	12.5	529	9.9	1102	20.5	930	17.3	655	12.2	5377	100

Note. Data represent survey information reported by category.

Table 8

2005-06 IN PSFS Exit Respondents by Work Hours and Round Table Region

Work Hours by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
20 Hours or Less	144	46.9	240	53.0	208	57.1	113	50.4	356	61.2	222	44.6	164	50.2	1447	52.5
From 21 Hours to 34 Hours	102	33.2	135	29.8	88	24.2	73	32.6	139	23.9	181	36.3	91	27.8	809	29.4
35 Hours or More	61	19.9	78	17.2	68	18.7	38	17.0	87	14.9	95	19.1	72	22.0	499	18.1
Total	307	11.1	453	16.4	364	13.2	224	8.1	582	21.1	498	18.1	327	11.9	2755	100

Note. Data represent survey information reported by category.

Table 9

2005-06 IN PSFS Exit Respondents by Major Industry Area and Round Table Region

Industry Employment by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Leisure and Hospitality	88	28.5	169	37.1	137	37.5	80	35.6	232	39.4	134	26.9	103	31.4	943	34.1
Service Industry	45	14.6	68	14.9	55	15.1	41	18.2	89	15.1	103	20.7	43	13.1	444	16.0
Trade	69	22.3	58	12.7	56	15.3	32	14.2	97	16.6	48	9.6	64	19.5	424	15.3
Agriculture, Mining, and Construction	14	4.5	36	8.1	32	9.0	21	9.3	34	5.8	65	13.1	37	11.3	239	8.7
All Other Occupations	93	30.1	124	27.2	84	23.1	52	22.7	136	23.1	148	29.7	81	24.7	718	25.9
Total	309	11.2	455	16.5	364	13.2	226	8.1	588	21.3	498	18.0	328	11.8	2768	100

Note. Data represent survey information reported by category.

Table 10

2005-06 IN PSFS Exit Respondents by Work Type and Round Table Region

Type of Work by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Restaurant Worker/ Food Service	107	34.4	157	34.5	134	36.7	92	40.4	209	35.5	170	34.1	104	31.6	973	35.1
Retail Sales	51	16.4	52	11.4	40	11.0	26	11.4	99	16.8	51	10.2	57	17.3	376	13.6
All Other Occupations	151	49.2	246	54.1	190	52.3	108	48.2	280	47.7	277	55.7	167	51.1	1419	51.3
Total	309	11.2	455	16.5	364	13.1	226	8.2	588	21.2	498	18.0	328	11.8	2768	100

Note. Data represent survey information reported by category.

IN PSFS Exit Respondents' Post-Secondary Education Anticipated Plans

Table 11

2005-06 IN PSFS Exit Respondents by Future Post-Secondary Education Plans and Round Table Region

College/ Vocational and/or PSE Training by Exit Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	474	74.6	613	71.8	470	69.9	347	65.7	861	78.1	613	65.8	437	66.7	3815	71.0
No	90	14.2	124	14.5	125	18.6	114	21.5	156	14.2	200	21.6	127	19.4	936	17.4
Not Sure	71	11.2	117	13.7	77	11.5	68	12.8	85	7.7	117	12.6	91	13.9	626	11.6
Total	635	11.8	854	15.9	672	12.5	529	9.9	1102	20.5	930	17.3	655	12.2	5377	100

Note. Data represent survey information reported by category.

IN PSFS 2005-06 One-Year Follow-Up Respondents' Data by Indiana's Education Round Table Regions

IN PSFS One-Year Follow-Up Respondents' Demographic Characteristics

Table 12

2005-06 IN PSFS One-Year Respondents by Disability Type and Round Table Region

Disability Classification by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Learning Disability	175	55.7	217	62.5	147	61.3	123	60.1	262	58.2	298	60.6	212	52.2	1434	58.4
Mild Mental Handicap	45	14.3	49	14.1	29	12.5	31	15.3	45	10.0	59	12.0	64	15.8	322	13.2
Emotional Disability	57	18.2	31	8.9	30	12.5	20	9.9	65	14.4	59	12.0	77	19.0	339	13.8
Moderate, Severe, & Multiple Disabilities	7	2.2	18	5.2	7	2.9	9	4.4	20	4.4	25	5.1	14	3.7	100	4.1
Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)	30	9.6	32	9.2	26	10.8	21	10.3	58	12.9	51	10.4	40	9.4	258	10.4
Total	314	12.8	347	14.1	239	9.7	204	8.3	450	18.3	492	20.1	407	16.6	2453	100

Note. Data represent survey information reported by category.

Table 13

2005-06 IN PSFS One-Year Respondents by High School Termination Reason and Round Table Region

School Termination Reasons by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Graduated with a diploma	219	70.0	251	72.3	170	71.1	127	62.6	348	77.3	334	67.9	281	69.2	1730	70.6
Graduated with a certificate of completion or fulfilled IEP requirement	36	11.5	61	17.6	22	9.2	41	20.2	58	12.9	76	15.4	61	15.0	355	14.5
Dropped out	56	17.9	28	8.1	43	18.0	34	16.7	39	8.7	78	15.9	62	15.3	340	13.9
Reached maximum age (21 years old)	2	0.6	0	0	4	1.7	1	0.5	5	1.1	4	0.8	2	0.5	18	0.7
Other	0	0	7	2.0	0	0	0	0	0	0	0	0	0	0	7	0.3
Total	313	12.8	347	14.2	239	9.8	203	8.3	450	18.4	492	20.1	406	16.6	2450	100

Note. Data represent survey information reported by category.

Table 14

2005-06 IN PSFS One-Year Respondents by Gender and Round Table Region

Gender by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Male	209	66.6	215	62.0	164	68.6	128	62.7	293	65.1	336	68.3	275	67.6	1620	66.0
Female	105	33.4	132	38.0	75	31.4	76	37.3	157	34.9	156	31.7	132	32.4	833	34.0
Total	314	12.8	347	14.1	239	9.7	204	8.3	450	18.3	492	20.1	407	16.6	2453	100

Note. Data represent survey information reported by category.

Table 15

2005-06 IN PSFS One-Year Respondents by Ethnic Background and Round Table Region

Race by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
American Indian or Native Alaskan	1	0.3	2	0.6	0	0	0	0	1	0.2	0	0	0	0	4	0.2
Asian or Pacific Islander	1	0.3	2	0.6	0	0	0	0	1	0.2	2	0.4	0	0	6	0.2
Hispanic	17	5.4	7	2.0	3	1.3	1	0.5	5	1.1	1	0.2	3	0.6	37	1.5
African American	68	21.7	21	6.1	6	2.5	11	5.4	39	8.7	26	5.4	22	5.4	193	7.9
Caucasian	223	71.0	312	89.9	226	94.6	185	90.7	401	89.1	458	92.9	374	92.1	2179	88.8
Multi-racial	4	1.3	3	0.9	4	1.7	7	3.4	3	0.7	5	1.0	8	2.0	34	1.4
Total	314	12.8	347	14.1	239	9.7	204	8.3	450	18.3	492	20.1	407	16.6	2453	100

Note. Data represent survey information reported by category.

Table 16

2005-06 IN PSFS One-Year Respondents by Percentage of Integrated General Education Placement (LRE) and Round Table Region

LRE by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
80% or more Least Restrictive Environment	142	45.2	224	65.3	108	45.4	116	57.1	297	66.1	233	47.2	211	51.8	1331	54.4
40% - 79% LRE	78	24.8	66	19.1	72	30.3	44	21.7	74	16.5	145	29.7	159	39.1	638	26.1
<40% LRE	86	27.4	48	13.7	34	14.3	37	18.2	62	13.8	106	21.7	25	6.1	398	16.3
Separate School	1	0.3	5	1.5	9	3.8	4	2.0	11	2.4	0	0	8	2.0	38	1.6
Residential Facility	0	0	0	0	3	1.3	0	0	1	0.2	0	0	0	0	4	0.2
Correctional Facility	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Parentally Placed Private	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Homebound/Hospital	7	2.2	2	0.6	12	5.0	2	1.0	4	0.9	8	1.6	4	1.0	39	1.6
Total	314	12.8	345	14.0	238	9.7	203	8.3	449	18.3	492	20.2	407	16.6	2448	100

Note. Data represent survey information reported by category.

IN PSFS One-Year Follow-Up Respondents' Employment

Table 17

2005-06 IN PSFS One-Year Respondents by Paying Job and Round Table Region

Paying Job by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	188	59.9	234	67.4	149	62.3	124	60.8	316	70.2	370	75.1	259	63.6	1640	66.7
No	126	40.1	113	32.6	90	37.7	80	39.2	134	29.8	122	24.9	148	36.4	813	33.3
Total	314	12.8	347	14.1	239	9.7	204	8.3	450	18.3	492	20.1	407	16.6	2453	100

Note. Data represent survey information reported by category.

Table 18

2005-06 IN PSFS One-Year Respondents by Work Hours and Round Table Region

Work Hours by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
20 Hours or Less	30	16.3	50	21.4	37	24.8	27	22.0	57	18.3	82	22.2	62	24.1	345	21.2
From 21 Hours to 34 Hours	58	31.5	38	16.2	28	18.8	26	21.1	49	15.8	108	29.2	40	15.6	347	21.3
35 Hours or More	96	52.2	146	62.4	84	56.4	70	56.9	205	65.9	180	48.6	155	60.3	936	57.5
Total	184	11.3	234	14.4	149	9.2	123	7.6	311	19.1	370	22.7	257	15.8	1628	100

Note. Data represent survey information reported by category.

Table 19

2005-06 IN PSFS One-Year Respondents by Major Industry Area and Round Table Region

Industry Employment by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Trade	61	32.4	36	15.4	26	17.5	15	12.1	82	25.9	50	13.4	45	17.4	315	19.2
Service Industry	36	19.1	48	20.5	36	24.2	18	14.5	44	14.0	68	18.5	31	12.0	281	17.1
Leisure and Hospitality	28	14.9	38	16.2	23	15.5	28	22.5	56	17.8	64	17.5	40	15.5	277	17.0
Manufacturing	20	10.6	46	19.7	24	16.2	17	13.7	18	5.7	44	11.8	42	16.3	211	12.9
All Other Occupations	43	22.8	66	28.2	39	26.3	52	41.9	116	36.6	144	38.9	100	38.8	554	33.9
Total	188	11.5	234	14.3	148	8.9	124	7.5	316	19.3	370	22.6	258	15.8	1638	100

Note. Data represent survey information reported by category.

Table 20

2005-06 IN PSFS One-Year Respondents by Work Type and Round Table Region

Type of Work by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Restaurant Worker/ Food Service	31	16.7	43	18.5	21	14.2	30	24.2	52	16.5	85	22.9	32	12.5	294	18.1
Retail Sales	39	21.0	30	12.9	12	8.1	15	12.1	49	15.5	46	12.4	27	10.5	218	13.3
All Other Occupations	116	62.3	159	68.5	115	77.7	79	63.7	215	68.0	239	64.5	197	77.0	1121	68.6
Total	186	11.4	232	14.2	148	9.1	124	7.6	316	19.4	370	22.6	256	15.8	1633	100

Note. Data represent survey information reported by category.

IN PSFS One-Year Follow-Up Respondents' Post-Secondary Education

Table 21

2005-06 IN PSFS One-Year Respondents by Post-Secondary Education Attendance and Round Table Region

College/ Vocational Training by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Yes	122	38.9	121	34.9	96	40.2	59	28.9	156	34.7	167	33.9	106	26.0	827	33.7
No	192	61.1	226	65.1	143	59.8	145	71.1	294	65.3	325	66.1	301	74.0	1626	66.3
Total	314	12.8	347	14.1	239	9.7	204	8.3	450	18.3	492	20.1	407	16.6	2453	100

Note. Data represent survey information reported by category.

IN PSFS One-Year Follow-Up Respondents' Living Arrangements

Table 22

2005-06 IN PSFS One-Year Respondents by Living Arrangement and Round Table Region

Living Arrangement by One-Year Respondents	Round Table 1 Northwest		Round Table 2 Northeast		Round Table 3 North Central		Round Table 4 East		Round Table 5 Central		Round Table 6 Southwest		Round Table 7 Southeast		Total	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Parent's/Relative's Home	267	85.0	258	74.4	143	59.9	139	68.1	356	79.1	328	66.6	297	73.0	1788	72.9
Friend's or Acquaintance's Home	9	2.9	12	3.5	8	3.4	11	5.4	12	2.7	24	5.0	10	2.5	86	3.5
My Own Place	19	6.1	46	13.3	55	23.0	29	14.2	39	8.7	84	17.1	52	12.8	324	13.3
My Own Place with Support	4	1.3	4	1.2	5	2.0	3	1.5	6	1.3	5	1.0	3	0.7	30	1.2
Group Home	1	0.3	1	0.3	0	0	1	0.5	3	0.7	6	1.2	2	0.5	14	0.6
Military Base	2	0.6	2	0.6	3	1.3	3	1.5	7	1.6	10	2.0	8	2.0	35	1.4
College Campus	10	3.2	17	4.9	18	7.5	11	5.4	20	4.4	29	5.9	21	4.9	126	5.1
Other	2	0.6	7	2.0	7	2.9	7	3.4	7	1.6	6	1.2	14	3.4	50	2.1
Total	314	12.8	347	14.2	239	9.7	204	8.3	450	18.4	492	20.1	407	16.5	2453	100

Note. Data represent survey information reported by category.