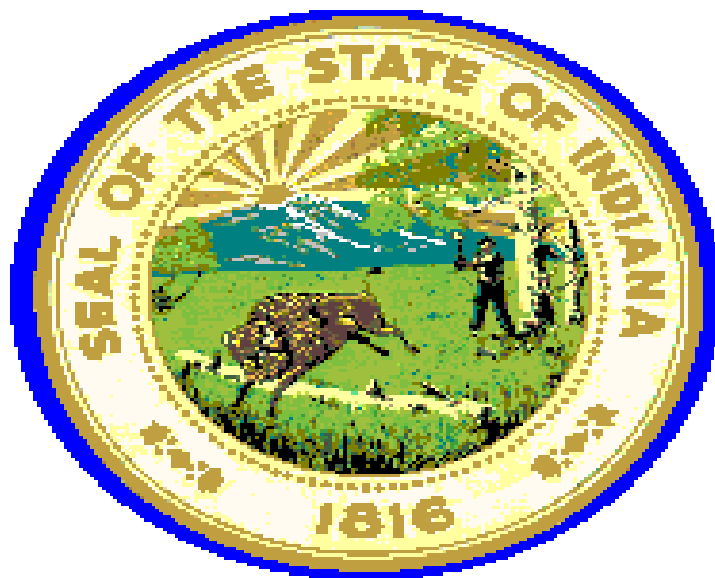


# **Review and Analysis of State Special Education Data for the Indiana Post School Follow-Up System**

*INPSFS Summary Report for 2006-2007*



**Indiana Department of Education**  
Center for Exceptional Learners  
Indianapolis, Indiana  
and  
**Ball State University**  
Teachers College  
Department of Special Education  
Muncie, Indiana

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By

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August 2008

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This report is based on research sponsored by the Indiana Department of Education  
Center for Exceptional Learners funded under the Indiana State Improvement Grant

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## ACKNOWLEDGEMENTS

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The authors would like to thank the Assistant Superintendent of Public Instruction and Director of the Indiana Department of Education (IDOE) Center for Exceptional Learners, Dr. Robert A. Marra, for his continued support of the Indiana Post School Follow-Up System. Appreciation is also extended to Adam Bauserman, INPSFS Project Coordinator, for his expertise and efforts in making the Indiana Post School Follow-Up System a reality through extensive field training, trouble shooting, and ongoing systems management, especially as new data collection and INPSFS management tools are being implemented. A note of sincere thanks is again this year extended to Kay Richardson and Tracie Curtis from Indiana's Computerized Data Project (CODA) for their support with state data and Kay's technical expertise with the FoxPro database. The support that was provided from the Indiana Department of Education and these dedicated individuals allowed for the development of this technical report. This report is the result of hard work and commitment to this project from a variety of Indiana stakeholders.

We would like to thank Dr. John Merbler, Chair of the Department of Special Education, and Daena Richmond of the Indiana Education Project at Ball State University, for their ongoing support of this research project and grant-related activities. Additionally, appreciation is extended to Dr. James Jones, Assistant Director of Research and Design for University Computing Services at BSU for his technical assistance with this project and Laura Romano for her editing of the INPSFS technical report.

Finally, it is only appropriate to thank all of the Indiana Special Education Planning Districts and School Corporations who were actively involved in the follow-up process through interview and survey methods directly associated with Indiana's youth with disabilities from schools from which this data was generated. The school personnel and young adults who were INPSFS survey respondents are recognized for their active participation in this follow-up study. Without these individuals and their commitment to work with IDOE and the INPSFS project, there would be no Indiana Post School Follow-Up System or the annual INPSFS Summary Report generated from their efforts!

## CONTACT INFORMATION

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## **Indiana Post School Follow Up System (INPSFS) 2006-07 State Report**

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### **Section I. Introduction**

#### *Background and Methodology*

The Indiana Department of Education (IDOE) Center for 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 (INPSFS) surveys former students about their plans for post-school life and post-school adjustment. The INPSFS went through a year of redesign and extensive pilot testing in 2004-2005. 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), IDOE, and an expert panel review. Final revisions were made with LEA, parent, and student input. The new INPSFS 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. The 3-year and 5-year follow-up system employs sampling methods to identify survey participants.

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 2006-2007 school year represents the second year of state-wide data implementation using the INPSFS. The intended outcomes/goals and objectives of the INPSFS 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 INPSFS 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 IDOE training efforts to suggest change, implement best practices, and facilitate the above outlined INPSFS 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. INPSFS 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, gender, and ethnic background in the group of youth interviewed, statistical weights are calculated for participants in both the exit and one-year data sets. The 2006-2007 INPSFS report incorporated a comprehensive weighting schema using exceptionality area, gender, and ethnic background to adjust for non-response. Weight procedures have been developed as part of the data analysis protocol and procedures that are applied to the INPSFS data set through SPSS statistical software applications for data analysis. Weights have been employed for the 2006-2007 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 (2006-07) and one-year follow-up respondents (2005-06 exiters). 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 INPSFS 2006-07 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 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 historically occurs from April through September for the reported school year. The INPSFS for 2006-07 followed this established IDOE data collection protocol. During the 2006-2007 school year INPSFS participation for LEAs and planning districts is federally mandated. A total of 9,591 students were reported in

CODA to have exited special education services for the 2006-07 school year. The INPSFS was successful in contacting and interviewing 6,131 students (63.9%) of which 6,092 (unweighted data) of these (63.5%) provided usable survey responses at the exit period. Data reporting for 2006-07 for exit respondents is based on a clean dataset for statistical analysis composed of the 6,092 respondents' data which was then weighted for analysis purposes (n=6,086 weighted data). A total of 9,416 students were reported in CODA to have exited special education services for the 2005-06 school year. The INPSFS was successful in contacting and interviewing 2,719 students (28.9%) of which 2,573 (unweighted data) of these (27.3%) provided usable survey responses at the one-year follow-up period. Data reporting for 2006-07 INPSFS one-year respondents (2005-06 exiters) is based on a clean dataset for statistical analysis composed of 2,573 respondents' data which was then weighted for analysis purposes (n=2,558 weighted data). The difference in INPSFS student totals is due to incomplete data reporting for specified variables used in analysis procedures for INPSFS reporting (i.e. termination reason). Weighted data reported in the 2006-07 INPSFS state report are n values of 6,086 for exit respondents and 2,558 for one-year follow up respondents.

Even though this study represents a large number of individuals (for example, weighted data = 6,086 students interviewed at exit and 2,558 students interviewed at one-year post-exit during the 2006-2007 school year), the 2006-2007 study was successful in contacting less than 30% of the one-year respondents who exited high school in 2005-06. The preceding data pose some level of threat for non-response bias even with using complex 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 INPSFS. 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 INPSFS exit and one-year dataset. As a result, some analysis has missing data where there were no responses provided. In these cases, analysis is reported based on those respondents who completed the related INPSFS survey items. This report includes all analysis based on respondent data by 2006-07 exit survey information, 2005-06 one-year post-exit survey information (compiled in 2006-07), and associated 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 2006-07 data collection for the INPSFS through active recruitment by IDOE and the INPSFS project staff. Participating sites used interview protocols established under the INPSFS data collection procedures for 2006-07 surveys outlined in the procedures manual provided with IDOE training. High school students age 16 and older who exited special education services during the 2006-07 school year (INPSFS exiters) and those who exited during the 2005-06 school year (INPSFS one-year) were included in the 2006-07 INPSFS state report. Exit students (2006-07) and one-year students (2005-06) were included in the INPSFS survey interview process. Lists provided by the IDOE Center for Exceptional Learners (CEL) from CODA to participating sites identified the one-year follow-up students.

### *Sample Characteristics*

Table 1 indicates the number of students (employing weight to the 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 (56.9% and 58.3%). Students identified as mild mental handicap (termed cognitive disability by IDOE Article 7 as of August 13, 2008) (12.7% and 12.9%) were the second largest group identified in the INPSFS data for 2006-2007.

Table 1

*Indiana Sample for 2006-07 Exit and One-Year INPSFS Survey  
Respondents by Disability Classification*

<u>Disability Classification</u>	<u>Exit Interview</u>		<u>One-Year Interview</u>	
	<i>n</i>	%	<i>n</i>	%
<i>Multi-Handicap</i>	63	1.0	18	0.7
<i>Orthopedic Impairment</i>	60	1.0	23	0.9
<i>Visual Impairment</i>	36	0.6	14	0.6
<i>Hearing Impairment</i>	77	1.3	27	1.0
<i>Emotional Handicap Full Time</i>	261	4.3	118	4.6
<i>Emotional Handicap Other</i>	516	8.5	235	9.2
<i>Learning Disabled</i>	3462	56.9	1491	58.3
<i>Communication Disorder</i>	41	0.7	12	0.5
<i>Mild Mental Handicap</i>	773	12.7	329	12.9
<i>Moderate Mental Handicap</i>	215	3.5	72	2.8
<i>Severe Mental Handicap</i>	49	0.8	12	0.5
<i>Dual Sensory Impairment</i>	2	0.0	0	0.0
<i>Autism</i>	180	3.0	58	2.3
<i>Traumatic Brain Injury</i>	36	0.6	15	0.6
<i>Other Health Impairment</i>	315	5.2	134	5.2
<i>Total</i>	6086	100%	2558	100%

Note. Based on weighted data.

Table 2 indicates the number of respondents (weighted data) 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 and reporting purposes and includes the disability areas of: Communication Disorder; Hearing Impairment; Orthopedic Impairment; Visual Impairment; Other Health Impaired; Autism; and Traumatic Brain Injury. Students identified as Emotional Handicap Full-Time and Emotional Handicap Other were grouped as a single category “Emotional Handicap.” Additionally, for the purposes of data analysis, students classified as Moderate Mental Handicap, Severe Mental Handicap, and Multi-Handicap were combined as a single category for comparison purposes. Students identified in general terms as those with mild disabilities (Learning Disabilities, Mild Mental Handicap,

Emotional Disability) made up the majority for respondents for the 2006-07 INPSFS report (82.3% exiters and 85.0% one-year respondents).

Table 2

*Indiana Sample for 2006-07 Exit and One-Year INPSFS Survey Respondents by Regrouped Disability Classification*

Disability Classification	Exit Interview		One-Year Interview	
	<i>n</i>	%	<i>n</i>	%
<i>Learning Disability</i>	3462	56.9	1491	58.3
<i>Mild Mental Handicap</i>	773	12.7	329	12.9
<i>Emotional Disability</i>	777	12.8	353	13.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	327	5.4	102	4.0
<i>Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)</i>	747	12.3	283	11.0
<i>Total</i>	6086	100	2558	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 (2006-07) and one-year (2005-06) respondents. These numbers provide a reasonable estimate of gender demographics for the 2006-07 INPSFS.

Table 3

*Indiana Sample for 2006-07 Exit and One-Year INPSFS Survey Respondents by Gender*

Gender	Exit Interview		One-Year Interview	
	<i>n</i>	%	<i>n</i>	%
<i>Male</i>	3966	65.2	1692	66.2
<i>Female</i>	2120	34.8	866	33.8
<i>Total</i>	6086	100%	2558	100%

Table 4 indicates exit and one-year respondents by ethnic background. The data indicates the largest percentage of exit and one-year respondents for the 2006-07 INPSFS were Caucasian, representing 82.2% and 83.3% of the response groups respectively. African Americans were the second largest ethnic group represented in the 2006-07 INPSFS data (11.8% and 13.0%).

Table 4

*Indiana Sample for 2006-07 Exit and One-Year INPSFS Survey Respondents by Ethnicity*

<u>Race</u>	<u>Exit Interview</u>		<u>One-Year Interview</u>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>American Indian or Native Alaskan</i>	11	0.2	3	0.1
<i>Asian or Pacific Islander</i>	104	1.7	5	0.2
<i>Hispanic</i>	156	2.6	58	2.3
<i>African American</i>	721	11.8	333	13.0
<i>Caucasian</i>	5001	82.2	2130	83.3
<i>Multi-racial</i>	93	1.5	28	1.1
<i>Total</i>	6086	100%	2558	100%

Table 5 represents the way in which both 2006-07 INPSFS exit and one-year follow-up respondents exited high school. Most respondents completed high school by graduating with a high school diploma (73.9% and 63.8%). Respondents indicating they earned a certificate of completion or met the requirements of their IEP (16.3% and 16.1%) were the second largest group regarding high school exiting patterns. An element in the data that is noteworthy is the significant drop in the percentages of INPSFS respondents indicating that their exiting pattern from high school was dropping out of school (6.7% for exiters compared to 19.2% for one-year respondents). One might reasonably speculate that the change in Indiana's drop out regulations may have had a positive influence on recent drop out data for high school students. Further research in this area is warranted.

Table 5

*Indiana Sample for 2005-06 Exit and One-Year INPSFS Survey  
Respondents by Exiting Reason*

<u>High School Exiting Reason</u>	<u>Exit Interview</u>		<u>One-Year Interview</u>	
	<i>n</i>	%	<i>n</i>	%
<i>Graduated with a diploma</i>	4497	73.9	1631	63.8
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	990	16.3	412	16.1
<i>Dropped out</i>	410	6.7	490	19.2
<i>Reached maximum age (21 years old)</i>	86	1.4	25	1.0
<i>Other</i>	103	1.7	0	0.0
<i>Total</i>	6086	100%	2558	100%

### **Section III. Exit Follow-Up Summary Information**

Data reported in this section summarize the key elements of the INPSFS findings for high school students who exited special education services who were 16 years of age and older during the 2006-07 academic school year. Data analysis concerning post-school employment, high school work experience, post-secondary education participation, adult service agency supports, and school and quality of life 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 exiting high school (HS) at the secondary level.

#### *High School Exit Information*

Table 6 represents exit respondents' exiting status from high school during the 2006-07 school year by disability classification. Most INPSFS exit respondents (74%) indicated that they earned a high school diploma. Of these, students with learning disabilities (86%), emotional disabilities (72%), and those categorized as other (76%) had the highest percentage for earning a diploma. Students who were identified as having moderate, severe, or multiple disabilities (74%) and students with a mild mental handicap (cognitive disability) (43%) indicated they exited high school by earning/completing a certificate of completion – fulfilling their IEP requirements.

Table 6

*Indiana 2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Graduated with a diploma</i>	2990	86.4	365	47.2	562	72.3	10	3.1	570	76.1	4497	73.9
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	221	6.4	329	42.6	83	10.7	241	73.6	116	15.5	990	16.3
<i>Dropped out</i>	196	5.7	52	6.7	120	15.4	5	1.5	37	4.8	410	6.7
<i>Reached maximum age (21 years old)</i>	0	0.0	6	0.8	4	0.5	62	19.0	14	2.0	86	1.4
<i>Other</i>	55	1.6	21	2.7	8	1.0	9	2.8	10	1.6	103	1.7
<i>Total</i>	3462	56.9	773	12.7	777	12.8	327	5.4	747	12.3	6086	100%

*Note.* Data presented are based on weighted data that accounts for rounding within the dataset.

There were 410 INPSFS exit respondents (6.7%) who indicated that they dropped out of high school during the 2006-07 school year. Of those indicating they dropped out of high school, exit respondents identified as having a learning disability (47.8%) and an emotional disability (31.7%) were the highest percentages identified by disability. Table 7 explores the reasons given by exit respondents for dropping out of high school. Almost one third (32.5%) indicated they were experiencing academic difficulties. Another 3.0% felt there was a lack of relevance to their curriculum. Approximately eleven percent (10.9%) stated they dropped out for personal reasons. Thirty percent (30.3%) indicated they left to earn a GED up appreciably from an approximate 21% for the 2005-06 INPSFS report. Academic difficulties, GED engagement, and personal issues accounted for approximately three-fourths (73.7%) of all reasons for student drop out based on 2006-07 INPSFS data. Employment and health issues made up approximately eight percent (8.3%) of all dropouts. Incarceration accounted for 1% of drop out reasons for 2006-07 INPSFS exit respondents. Of those exit respondents who indicated they dropped out because of academic difficulties, 56% did not have enough credits to graduate, 42% stated they were failing their classes, 35% could not pass the GQE, 18% indicated they were frustrated – classes were too hard, and 6% stated they were not getting the help they needed.

Table 7

*Indiana 2006-07 INPSFS Exit Respondents  
by High School Drop Out Reason*

<u>Reasons for Dropping Out of High School</u>	<u>Exit Interview</u>	
	<i>n</i>	<i>%</i>
<i>Academic difficulties</i>	133	32.5
<i>Lack of relevant curriculum</i>	12	3.0
<i>Personal issues</i>	45	10.9
<i>Did not speak with the student-reason not indicated</i>	5	1.1
<i>Employment</i>	25	6.1
<i>Homemaker</i>	4	0.9
<i>Expulsion</i>	4	0.9
<i>Incarceration</i>	4	1.0
<i>Health issues</i>	9	2.2
<i>Left to earn a GED</i>	124	30.3
<i>Other</i>	45	11.0
<i>Total</i>	410	100%

*High School Special Education Experiences*

Exit respondents for the 2006-07 school year indicated that 74.6% of all respondents had had some type of work experience while in high school (see Table 8).

Table 8

*Indiana 2006-07 INPSFS Exit Respondents by High School Work Experience*

High School Job/Work Experiences	Exit Interview	
	<i>n</i>	%
Yes	4540	74.6
No	1546	25.4
<b>Total</b>	<b>6086</b>	<b>100%</b>

Note. Data represent all categories of work experience.

Table 9 indicates that students with moderate, severe, and multiple disabilities (81%), learning disabilities (76%), and those with mild mental handicap (76%) had higher percentages of work experiences compared to those with an emotional disability (69%) and those identified as other (68%). Chi-square analysis indicates that high school work experience differed for INPSFS respondents' by disability classification ( $\chi^2 = 40.64$ ,  $df 4$ ,  $p < .001$ ). Chi-square analysis also indicates that high school work experience differed across respondents' exit reasons ( $\chi^2 = 82.27$ ,  $df 4$ ,  $p < .001$ ). Respondents who earned a high school diploma (75%), received a certificate of completion (82%), reached maximum age (67%), and those classified as other reasons (72%) were more likely to have had work experience compared to respondents who dropped out of high school (59%).

Table 9

*Indiana 2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	2644	76.4	585	75.7	536	68.9	264	80.7	511	68.4	4540	74.6
No	818	23.6	188	24.3	241	31.1	63	19.3	236	31.6	1546	25.4
<b>Total</b>	<b>3462</b>	<b>56.9</b>	<b>773</b>	<b>12.7</b>	<b>777</b>	<b>12.8</b>	<b>327</b>	<b>5.4</b>	<b>747</b>	<b>12.3</b>	<b>6086</b>	<b>100%</b>

Table 10 reveals that INPSFS exit respondents who had work experience in high school involving school sponsored community jobs were more likely (59%) to have had some sort of 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 ( $\chi^2 = 618.64$ ,  $df 4$ ,  $p < .001$ ). Students with moderate, severe, and multiple disabilities (61%) were more likely to participate in in-school jobs compared to those with ED (13%), LD (11%), mild mental handicaps (27%), and those classified as other (19%). Chi-square analysis also indicated that there were differences in school sponsored job experiences ( $\chi^2 = 481.34$ ,  $df 4$ ,  $p < .001$ ). Again, students with moderate, severe, and multiple disabilities (59%) were more likely to participate in school sponsored jobs compared to those with ED (19%), LD (14%), mild mental handicaps (34%), and those classified as other (19%). There was a relationship between non-school sponsored community jobs as well. Chi-square analysis ( $\chi^2 = 336.87$ ,  $df 4$ ,  $p < .001$ ) indicated that students with moderate, severe, and multiple disabilities (21%) were less likely to participate in non-school sponsored jobs compared to those with ED (56%), LD (66%), mild mental handicaps (46%), and those classified as other (50%).

Table 10

*Indiana 2006-07 INPSFS Exit Respondents by Type of High School Work and Paid Experience*

Job Training Experience in High School	Exit Interview			
	Yes		No	
	<i>n</i>	%	<i>n</i>	%
<i>In-school jobs</i>	1020	16.8	5066	83.2
<i>Paid</i>	226	22.2		
<i>School sponsored community jobs</i>	1227	20.2	4860	79.8
<i>Paid</i>	723	58.9		
<i>Community jobs</i>	3512	57.7	2574	42.3
<i>Paid</i>	3362	95.7		

*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, approximately half of all INPSFS exit respondents (49.1%) indicated they were employed in a paid position at the time of their interview (see Table 11). Many exit respondents currently employed (61%) did not expect their jobs to continue beyond high school. Approximately 14% of exit respondents indicated their jobs would continue beyond high school and an additional 25% were unsure of their job status after high school.

Table 11

*Indiana 2006-07 INPSFS Exit Respondents  
by Current Paid Employment Status*

Employment Status Current Paying Job	Exit Interview	
	<i>n</i>	%
<i>Yes</i>	2986	49.1
<i>No</i>	3100	50.9
<i>Total</i>	6086	100%

Table 12 presents findings concerning INSPFS exit respondents who had high school work experience and their employment status and those who did not have high school work experience and their employment status. Results reveal that students who had work experience while in high school had higher levels of employment (61%) at the exit interview. Conversely, respondents with no work experience while in high school were less likely to be employed (86% not working) at the exit interview.

Table 12

*Indiana 2006-07 INPSFS 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		<i>n</i>	%
	<i>Yes - %</i>	<i>No - %</i>	<i>Yes - %</i>	<i>No - %</i>		
<i>Learning Disability</i>	69.1	30.9	18.1	81.9	3462	56.8
<i>Mild Mental Handicap</i>	50.9	49.1	8.0	92.0	773	12.7
<i>Emotional Disability</i>	55.3	44.7	15.8	84.2	777	12.7
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	25.8	74.2	0.0	100.0	327	5.3
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	53.7	46.3	8.5	91.5	747	12.3
<i>Total</i>	60.9	39.1	14.3	85.7	6086	100%

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

Table 13 explores INPSFS exit respondents' employment status across all disability types by high school work experience. The data provide a more detailed look at employment as it relates to 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 disabilities for all groups (employment rates ranged from a high of 57% to a low of 21% by disability groups).

Table 13

*Indiana 2006-07 INPSFS 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		n	%
	Yes - %	No - %	Yes - %	No - %		
<i>Learning Disability</i>	52.8	23.6	4.3	19.3	3462	56.9
<i>Mild Mental Handicap</i>	38.6	37.1	1.9	22.4	773	12.7
<i>Emotional Disability</i>	38.1	30.8	4.9	26.2	777	12.7
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	20.8	59.9	0.0	19.3	327	5.4
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	36.8	31.7	2.7	28.9	747	12.3
<b>Total</b>	45.4	29.2	3.6	21.8	6086	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 INPSFS exit respondents were employed in the industries of leisure and hospitality (35%), services (17%), and trade (16%). Exit respondents indicated that they held positions as restaurant/food service workers (35%); retail sales (15%), working with people/human services (5.5%) or construction trades (5%). When looking at types of jobs INPSFS exit respondents held by disability classification, all disability groups indicated that the majority held jobs as restaurant or food service workers (31.9% - 41.7%). In addition, INPSFS exit respondents classified as having ED, LD, and other (14.8% - 16.2%) indicated that they had positions in retail sales. Exit respondents classified as mild mental handicaps, and those with moderate, severe, and multiple-disabilities (8.8% – 8.3%) indicated they held janitorial,

housekeeping, maintenance, or grounds keeping positions. Work type by INPSFS exit respondents by exit reason indicated again that restaurant and food service jobs and retail sales were the positions most 2006-07 respondents held. Exceptions were those who reached maximum age (age 21), of which many were employed in assembly work (25%) and drop outs, of whom several held positions in construction trades (13%).

Table 14

*Indiana 2006-07 INPSFS Exit Respondents by Major Industry Area*

<u>Major Industry Area of Employment</u>	<u>Exit Interview</u>	
	<i>n</i>	%
<i>Agriculture, Mining, and Construction</i>	252	8.4
<i>Manufacturing</i>	185	6.2
<i>Trade</i>	473	15.8
<i>Transportation and Utilities</i>	37	1.3
<i>Information</i>	19	0.6
<i>Financial Activities</i>	8	0.3
<i>Professional and Business Services</i>	43	1.4
<i>Education and Health Services</i>	170	5.7
<i>Leisure and Hospitality</i>	1051	35.2
<i>Service Industry</i>	517	17.3
<i>Government</i>	9	0.3
<i>Military</i>	23	0.8
<i>Sheltered Workshop</i>	12	0.4
<i>Self-Employed</i>	7	0.2
<i>Not Sure</i>	30	1.0
<i>Other</i>	148	5.0
<i>Total</i>	2986	100%

Table 15

*Indiana 2006-07 INPSFS Exit Respondents by Job/Position Type*

<u>Occupation Job Type</u>	<u>Exit Interview</u>	
	<u>n</u>	<u>%</u>
<i>Restaurant/Food Service Worker</i>	1047	35.1
<i>Retail Sales</i>	440	14.7
<i>Human Services/Working with People/Children</i>	163	5.5
<i>Construction Trades</i>	152	5.1
<i>Maintenance/House Keeper</i>	125	4.2
<i>Stock Clerk</i>	107	3.6
<i>Other</i>	234	7.8
<i>All Other Occupations</i>	718	24.0
<i>Total</i>	2986	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 and disability group as identified in Table 16 ( $\chi^2 = 256.44$ ,  $df 4$ ,  $p < .001$ ). Respondents identified with a learning disability most frequently were engaged in paid employment (57%), while those with mild mental handicaps (40%), emotional disability (43%), moderate, severe, and multiple disabilities (21%), and other (39%) were less likely to be engaged in paid employment. Students with moderate, severe, and multiple disabilities (21%) were less likely to have paying jobs compared to other INPSFS exit respondents. 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 as identified in Table 17 ( $\chi^2 = 184.44$ ,  $df 4$ ,  $p < .001$ ). Respondents identified as graduating with a diploma were most frequently engaged in paid employment (54%), while those who earned a certificate of completion (35%), dropped out (38%), reached maximum age (14%), and indicated other exiting reasons (39%) were less likely to be engaged in paid employment. Respondents who earned a high school diploma (54%) were more likely to have paying job compared to other respondents.

Analysis for those reporting time in the regular education classroom (LRE) indicate that the percentage of time respondents spent in general education classes while in high school is related to employment ( $\chi^2 = 157.38$ ,  $df 6$ ,  $p < .001$ ). Respondents who spent the majority of their time in the general education classroom (80% or more) had the highest employment rate (55%) of all comparison groups. Those who spent between 40% and 79% of their time in the general education classroom had an employment rate of 48%, while respondents who spent less time in the general education classroom (less than 40%) had an employment rate of only 33%.

Respondents were asked how they were paid/what their salary was for their job. The majority (84%) 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 an approximate 1% stated that they were paid at piecework rate. Another 10% of INSPFS exit 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 (52%). Another 31.5% indicated they worked between 21 and 34 hours per week, and 16.5% indicated they worked 35 hours or more per week. All respondents, regardless of their disability classification (48% - 88%), indicated they were working 20 hours or less per week in their current position at the time of the INSPFS exit interview.

Analysis of variance (ANOVA) Welch tests reveal that there are differences in average wage per hour earnings by disability groups (Welch  $F = 17.76$ ,  $df_1 4$ ,  $df_2 262$ ,  $p < .001$ ). Post hoc tests (Tamhane) indicate statistically significant differences at the  $p < .05$  level for various disability groups. Respondents with moderate/severe/multiple disabilities (\$5.82) earned less per hour compared to those with a learning disability (\$7.17), emotional disability (\$6.94), those classified as other (\$6.97), and those with mild mental handicaps (\$6.60). Respondents with mild mental handicaps (\$6.60) also earned less than those with a learning disability (\$7.17) [see Table 16].

Analysis of variance (ANOVA) Welch test reveal that there are differences in average weekly hours worked by disability group (Welch  $F = 38.12$ ,  $df_1 4$ ,  $df_2 361$ ,  $p < .001$ ). Post hoc tests (Tamhane) indicate statistically significant differences at the  $p < .05$  level for various disability respondent groups. Respondents with moderate/severe/multiple disabilities (11.7) worked fewer hours per week compared to those with a learning disability (23.6), an emotional disability (23.5), mild mental handicaps (20.8), and respondents classified as other (20.3). Respondents with mild mental handicaps (20.8) and other (20.3) worked fewer hours compared to those with a learning disability (23.6) and those with an emotional disability (23.5) [see Table 16].

Table 16

*Indiana 2006-07 INPSFS Exit Respondents by Disability Classification and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation*

Disability Classification	Percentage Employed	Percentage Pursuing All Post-Secondary Education	Percentage Pursuing 2 yr. or 4 yr. College/University and Technical/Vocational School Post-Secondary Education		Average Hourly Wage (Standard Deviation)		Average Hours Worked per Week		Total	
			Technical/ Vocational (%)	College/ University (%)	M	SD	M	SD	n	%
<i>Learning Disability</i>	57.1	83.2	33.2	40.6	7.17	1.98	23.68	10.41	3462	56.9
<i>Mild Mental Handicap</i>	40.4	53.4	23.5	14.5	6.60	1.76	20.86	11.63	773	12.7
<i>Emotional Disability</i>	43.0	75.8	31.8	30.5	6.94	1.79	23.51	10.86	777	12.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	20.8	14.7	3.1	1.2	5.82	1.15	11.74	8.47	327	5.4
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	39.4	76.7	27.8	40.9	6.97	1.50	20.34	11.02	747	12.3
<i>Total</i>	49.1	74.0	29.5	33.9	7.04	1.90	22.76	10.81	6086	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  $F = 6.46$ ,  $df1\ 4$ ,  $df2\ 241$ ,  $p < .001$ ). 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 (\$6.55) earned less per hour compared to those who graduated with a diploma (\$7.08) or dropped out (\$7.46) [see Table 17].

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by high school exiting reason (Welch  $F = 36.12$ ,  $df1\ 4$ ,  $df2\ 65$ ,  $p < .001$ ). Post hoc tests (Tamhane) indicate statistically significant differences at the  $p < .05$  level for various respondent groups. Respondents who dropped out (31.7) worked more hours per week compared to those who graduated with a diploma (22.9), earned a certificate of completion (18.2), or respondents classified as others (21.1). Respondents who graduated with a diploma (22.9) worked more hours per week compared to those earned a certificate of completion (18.2) [see Table 17].

Table 17

*Indiana 2006-07 INPSFS Exit Respondents by Exiting Reason and Employment Rate, Hourly Wage Earnings, Weekly Hours Worked, and Post-Secondary Education Participation*

Exit Reason	Percentage Employed	Percentage Pursuing All Post-Secondary Education	Percentage Pursuing 2 yr. or 4 yr. College/University and		Average Hourly Wage (Standard Deviation)		Average Hours Worked per Week		Total	
			Technical/Vocational Secondary Education	College/University Post-Secondary Education	M	SD	M	SD	n	%
			<i>Technical/Vocational (%)</i>	<i>College/University (%)</i>						
<i>Graduated with a diploma</i>	54.0	84.2	35.1	43.3	7.08	1.87	22.90	10.33	4497	73.9
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	35.4	38.2	14.2	8.3	6.55	1.77	18.23	11.07	990	16.3
<i>Dropped out</i>	37.8	63.9	10.8	3.9	7.46	2.29	31.74	11.61	410	6.7
<i>Reached maximum age (21 years old)</i>	14.0	16.1	0.0	0.0	6.42	1.50	19.20	12.54	86	1.4
<i>Other</i>	39.8	63.1	29.1	17.5	7.16	2.68	21.11	11.14	103	1.7
<i>Total</i>	49.1	74.0	29.5	33.9	7.04	1.90	22.76	10.81	6086	100%

*Note.* Data represent survey reported information by category.

There is a relationship between employment and respondents' intention to pursue post-secondary education (PSE) ( $\chi^2 = 93.44$ ,  $df 2$ ,  $p < .001$ ). There was a higher percentage of respondents who were employed planning to attend PSE (79%) compared to those employed who were not planning on attending PSE (12%) or were undecided about their future plans concerning PSE (8%).

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 ( $\chi^2 = 113.00$ ,  $df 8$ ,  $p < .001$ ). Respondents with a learning disability (83%), emotionally disabled (76%), mild mental handicap (53%), and those grouped as other (77%) indicated they were more likely to pursue PSE compared to respondents with severe, moderate, and multiple disabilities (15%).

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 ( $\chi^2 = 128.70$ ,  $df 8$ ,  $p < .001$ ). Respondents who earned a high school diploma (84%), those who dropped out (64%), and those labeled as other (63%) indicated they were more likely to pursue PSE compared to respondents who earned a certificate of completion (38%) and those who reached maximum age (16%).

Table 18

*Indiana 2006-07 INPSFS Exit Respondents by Disability Classification and Post-Secondary Education Participation Status*

Disability Category	Post Secondary Education Participation			Total	
	<i>Yes - %</i>	<i>No - %</i>	<i>Not Sure - %</i>	<i>n</i>	<i>%</i>
	<i>Learning Disability</i>	83.2	8.9	7.9	3462
<i>Mild Mental Handicap</i>	53.4	29.2	17.3	773	12.7
<i>Emotional Disability</i>	75.8	12.9	11.3	777	12.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	14.7	71.8	13.5	327	5.4
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	76.7	15.2	8.0	747	12.3
<i>Total</i>	74.0	16.1	9.9	6086	100%

Table 19

*Indiana 2006-07 INPSFS Exit Respondents by Exiting Reason and Post-Secondary Education Participation Status*

High School Exit Reason	Post Secondary Education Participation			Total	
	<i>Yes - %</i>	<i>No - %</i>	<i>Not Sure - %</i>	<i>n</i>	<i>%</i>
	<i>Graduated with a diploma</i>	84.2	7.9	7.9	4497
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	38.2	45.9	16.0	990	16.3
<i>Dropped out</i>	63.9	21.7	14.4	410	6.7
<i>Reached maximum age (21 years old)</i>	16.1	75.9	8.0	86	1.4
<i>Other</i>	63.1	16.5	20.4	103	1.7
<i>Total</i>	74.0	16.1	9.9	6086	100%

## *Post-School Status and High School Satisfaction*

Adult agency assistance historically has been important for young adults to make connections to local and state services and supports that facilitate successful transitions for youth with disabilities. INPSFS exit respondents were asked if they were getting help or would need assistance in any of the following areas as part of their transition planning. Data represents percentages of those who responded “yes” from all respondents (N=6086): education/training after high school = 23%; finding a job = 16%; and getting a place to live = 5%.; in-home help = 2.6%; accessing the community/resources = 4.3%; transportation = 3.1%; and other = 3.2%. 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 their preparation for future adult life activities. Overall, exit respondents (by category/area) felt their high schools adequately prepared them for college (47% - agree, 20% strongly agree); finding a job (40% - agree, 19% strongly agree); getting along with others (39% - agree, 36% - strongly agree); living on their own (28% - agree, 17% - strongly agree), functional reading [e.g. the newspaper, want ads, TV schedule] (42% - agree, 26% - strongly agree); and functional math [e.g. budgeting, saving, taxes] (39% - agree, 23% - strongly agree) [*note: percentages indicate ratings per responses by item for those who provided information to these INPSFS items*].

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 32% indicated they were “moderately happy.” Another 3.5% indicated that they were not sure how they felt about their lives as a young adult, and only 1.1% 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 INPSFS findings for one-year follow-up respondents who exited special education services and were 16 years of age and older during the 2005-06 academic school year (one year post HS). Like the data from INPSFS exit survey, 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 upon leaving 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 2005-06 school year by disability classification. Most INPSFS one-year follow-up respondents indicated that they earned a high school diploma (64%). Of these, students with learning disabilities (75%) and those classified as other disabilities (71%) had the highest percentage of diploma earning. Students with emotional disabilities indicated the highest percentage of those who dropped out of high school (37%), while students with severe, moderate, and multiple disabilities had the highest percentage receiving a certificate of completion (69%).

Table 20

### *Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Graduated with a diploma</i>	1120	75.1	124	37.7	181	51.3	7	6.9	199	70.6	1631	63.8
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	108	7.2	145	44.1	40	11.3	70	68.6	49	17.4	412	16.1
<i>Dropped Out</i>	263	17.6	57	17.3	129	36.5	10	9.8	31	10.6	490	19.2
<i>Reached maximum age (21 years old)</i>	0	0.0	3	0.9	3	0.8	15	14.7	4	1.4	25	1.0
<i>Total</i>	1491	58.3	329	12.9	353	13.8	102	4.0	283	11.0	2558	100%

*Note.* 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 INPSFS one-year follow up survey were asked what their current status was given nine (9) broad categories (see Table 21). Most respondents (31%) 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 (24%) indicated that they were unemployed at the time of the one-year survey. In addition 12.5% 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 INPSFS 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 (recoding) of current status provides a more

realistic picture of INPSFS one-year respondents' current status in terms of post-school adult life involvement. These data reveal that 43% of respondents are employed full or part time, 13% are enrolled in PSE full or part time, 20% are employed and enrolled in some type of PSE, and 24% were not employed at the time of the 2006-07 one-year survey interview.

Table 21

*Indiana 2006-07 INPSFS One-Year Respondents  
(2005-06 exiters) by Current Status*

<u>Current Status of One-Year Respondents</u>	<u>Total</u>	
	<u>n</u>	<u>%</u>
<i>PSE: Full Time Student - Not Employed</i>	280	10.9
<i>PSE: Part Time Student - Not Employed</i>	48	1.9
<i>Employment: Full Time Job (35&gt; hrs) - Not Enrolled in PSE</i>	782	30.6
<i>Employment: Part Time Job (&lt;35 hrs) - Not Enrolled in PSE</i>	320	12.5
<i>Part Time Employed - Full Time Student PSE</i>	87	3.4
<i>Part Time Student - Part Time Employed</i>	125	4.9
<i>Full Time Student - Full Time Employed</i>	98	3.8
<i>Full Time Student - Part Time Employed</i>	209	8.2
<i>Unemployed</i>	609	23.8
<i>Total</i>	2558	100%

Table 22

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 exiters)  
by Current Status defined as PSE only, Employed only, PSE and  
Employed, and Unemployed*

Current Status by Category by One Year Respondents	Total	
	<i>n</i>	%
<i>PSE: Full or Part Time Only</i>	328	12.8
<i>Employment: Full or Part Time Only</i>	1102	43.1
<i>PSE and Employment: All Configurations FT/PT</i>	519	20.3
<i>Unemployed</i>	609	23.8
<i>Total</i>	2558	100%

Tables 23 and 24 addressed INPSFS 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 = 70% unemployed] were employed full or part time with none indicating participation in PSE (33% to 50% range). Chi-Square analysis indicates a relationship between disability classification and one-year post-secondary status ( $\chi^2 = 369.09$ ,  $df 12$ ,  $p < .001$ ). 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 (70%) were more likely to be unemployed compared to other disability groups. Additionally, those with a learning disability (27%) and those classified as other (21%) were more likely to be enrolled in PSE and employed compared to other disability groups. Those labeled as “other” (21%) were also more likely to be enrolled in PSE full-time or part-time with no employment compared to other disability groups.

Table 23

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>PSE: Full or Part Time Only</i>	204	13.7	19	5.8	46	13.0	0	0.0	59	20.6	328	12.8
<i>Employment: Full or Part Time Only</i>	674	45.2	164	49.8	140	39.7	30	29.7	94	33.3	1102	43.1
<i>PSE and Employment: All Configurations FT/PT</i>	403	27.0	17	5.2	39	11.0	0	0.0	60	21.3	519	20.3
<i>Unemployed</i>	210	14.1	129	39.2	128	36.3	72	70.3	70	24.8	609	23.8
<i>Total</i>	1491	58.3	329	12.9	353	13.8	102	4.0	283	11.0	2558	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 (40% to 52% range). Chi-Square analysis indicates a relationship between termination reason and one-year post-school status ( $\chi^2 = 519.21$ , *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 (43%), and those who dropped out (42%) were more likely to be unemployed compared to those who earned a diploma (13%). Additionally, those who earned a diploma (29%) were more likely to be enrolled in PSE and employed compared to other termination (exit reason) comparison groups.

Table 24

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>PSE: Full or Part Time Only</i>	297	18.2	16	3.9	0	0.0	15	3.1	328	12.8
<i>Employment: Full or Part Time Only</i>	647	39.7	195	47.5	7	29.2	253	51.6	1102	43.1
<i>PSE and Employment: All Configurations FT/PT</i>	476	29.2	24	5.8	3	12.5	16	3.3	519	20.3
<i>Unemployed</i>	211	12.9	177	42.9	15	58.3	206	42.0	609	23.8
<i>Total</i>	1631	63.8	412	16.1	25	0.9	490	19.2	2558	100%

Respondents at the one-year follow up survey were asked about their current employment status. Approximately 63% 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 analysis indicates a relationship between employment and disability type ( $\chi^2 = 145.18$ ,  $df 4$ ,  $p < .001$ ). Respondents with a learning disability (72%) had the highest percentage of employment compared to those with emotional disabilities (51%), mild mental disabilities (55%), those with severe, moderate, and multiple disabilities (29%), and those classified as other (54%). Chi-Square analysis indicates a relationship between employment and high school termination reason ( $\chi^2 = 58.83$ ,  $df 3$ ,  $p < .001$ ). Respondents who reached the maximum age in high school (42%) had the lowest percentage of employment compared to those who received a diploma (69%), certificate of completion (53%), and those who dropped out (55%).

Table 25

*Indiana 2006-07 INPSFS One-Year Respondent (2005-06 exiters) by Current Employment Status*

Employment Status Current Paying Job	One-Year Interview	
	<i>n</i>	%
<i>Yes</i>	1622	63.4
<i>No</i>	936	36.6
<i>Total</i>	2558	100%

Table 26 reveals that employment ranged across all major industry areas for respondents at the one-year follow-up period. Most INPSFS one-year respondents were employed in leisure and hospitality (20%), trades (17%), service industry (15%), or manufacturing (14%) as major industry areas of employment. Combined, the top three industry areas made up more than half (52%) of all employment by industry area for one-year follow-up respondents.

Table 26

*Indiana 2006-07 INPSFS One-Year Respondents (2004-05 exiters) by Industry Area*

<u>Major Industry Area of Employment</u>	<u>One-Year Interview</u>	
	<i>n</i>	<i>%</i>
<i>Agriculture, Mining, and Construction</i>	190	11.7
<i>Manufacturing</i>	219	13.5
<i>Trade</i>	268	16.6
<i>Transportation and Utilities</i>	64	3.9
<i>Information</i>	12	0.7
<i>Financial Activities</i>	4	0.3
<i>Professional and Business Services</i>	16	1.0
<i>Education and Health Services</i>	123	7.6
<i>Leisure and Hospitality</i>	332	20.4
<i>Service Industry</i>	244	15.0
<i>Government</i>	10	0.6
<i>Military</i>	33	2.0
<i>Sheltered Workshop</i>	19	1.2
<i>Self-Employed</i>	8	0.5
<i>Not Sure</i>	15	0.9
<i>Other</i>	65	4.0
<i>Total</i>	1622	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 (19.5%), retail sales (12.5%), assembly positions (10%), or construction trades (8%) as their occupation/job areas. Combined, these four occupation areas made up approximately half (49.5%) of all jobs INPSFS 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 8.2% of all employment and “all other occupations” (categorized in one grouping for ease of reporting) represented 31% of all respondents’ employment at the one-year follow-up.

When looking at types of jobs INPSFS one-year respondents held by disability classification, all disability groups indicated that the majority held jobs as restaurant or food service workers (17.8% - 28.1%), with the exception of those classified as other (15.5%). The majority of those classified as other (18.7%) held positions in retail sales. In addition, INPSFS one-year respondents classified as having ED, LD, and mild mental disabilities (11.3% - 15.8%) indicated that they held positions in retail sales. One-year respondents classified as moderate, severe, and multiple-disabilities (12.5%) indicated they held assembly/factory work positions. Work type by INPSFS one-year respondents by termination reason indicated that restaurant and food service jobs (17.4% - 26.2%) and retail sales (13.2%) were the positions most one-year respondents held. Exceptions were those who reached maximum age (age 21) and drop outs, of which many were employed in assembly/factory work positions (40% and 14.2% respectively) and drop outs, of whom several held positions in construction trades (11%).

Table 27

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 exiters)  
by Job and/or Work Type*

Occupation: Job Type	One-Year Interview	
	<i>n</i>	%
<i>Restaurant/Food Service Worker</i>	317	19.5
<i>Retail Sales</i>	204	12.5
<i>Assembly</i>	156	9.6
<i>Construction Trades</i>	128	7.9
<i>Human Services/Work with People/Children</i>	95	5.9
<i>Materials Handler/Loader Teamster/Warehouse Worker</i>	84	5.1
<i>Other</i>	133	8.2
<i>All Other Occupations</i>	505	31.1
<i>Total</i>	1622	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 (60%) 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. Thirty-four 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 and ease of reporting as follows: 20 hours per week or less (23%), 21 to 34 hours per week (21%), and 35 hours per week or more (56%). 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 ( $\chi^2 = 86.90$ ,  $df = 8$ ,  $p < .001$ ). Respondents who were labeled learning disabled (60%), mild mental handicap (51%), emotional disability (54%), and those classified as other (47%) reported working 35 hours per week or more compared to those with severe, moderate, and multiple disabilities. Approximately 74% 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  $F = 31.14$ ,  $df_1 = 4$ ,  $df_2 = 96$ ,  $p < .001$ ). 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 (\$8.77) earned more per hour compared to those with a mild mental handicap (\$7.80), severe, moderate, and multiple disabilities (\$6.14), and those identified as other (\$8.00). Also, respondents labeled with an emotional disability (\$8.30), those identified as other (\$8.00), and those with a mild mental handicap (\$7.80) earned more per hour compared to those with severe, moderate, and multiple disabilities (\$6.14) [see Table 28].

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by disability group (Welch  $F = 25.66$ ,  $df_1 = 4$ ,  $df_2 = 170$ ,  $p < .001$ ). Post hoc tests (Tamhane) indicate statistically significant differences at the  $p < .05$  level for various respondent groups. Respondents labeled as severe, moderate, and multiple disabilities (17.4) worked less hours per week compared to those with a learning disability (33.7), mild mental handicap (29.3), emotional disability (31.8), and those identified as other (29.5). Also, respondents labeled with a learning disability (33.7) worked more hours per week compared to those with a mild mental handicap (29.3), and those identified as other (29.5)[see Table 28].

Analysis of variance (ANOVA) Welch tests reveal differences in average wage per hour earnings by high school termination reason (Welch  $F = 9.23$ ,  $df_1 = 3$ ,  $df_2 = 7$ ,  $p < .01$ ). Post hoc tests (Tamhane) indicating statistically significant differences at the  $p < .05$  level for INPSFS one-year respondent groups by various high school termination reason indicated no mean differences as reported in the SPSS analysis (statistical software used for analysis) [see Table 29]. Respondents who reached maximum age had a limited number of cases ( $n=2$ ). In general terms, those who reached maximum age (\$6.52) earned less per hour compared to other groups.

Analysis of variance (ANOVA) Welch tests reveal differences in average weekly hours worked by high school termination reason (Welch  $F = 8.74$ ,  $df_1 = 3$ ,  $df_2 = 43$ ,  $p < .001$ ). Post hoc tests (Tamhane) indicate statistically significant differences at the  $p < .05$  level for INPSFS one-year respondent groups by various high school termination reason found respondents who graduated with a diploma (32.6) and those who dropped out (34.1) worked more hours per week compared to those received a certificate of completion (29.3) [see Table 29].

Table 28

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>n</i>	%
<i>Learning Disability</i>	72.2	8.77	2.94	33.77	10.67	40.7	14.1	1491	58.3
<i>Mild Mental Handicap</i>	55.0	7.80	2.03	29.38	11.89	11.0	39.2	329	12.9
<i>Emotional Disability</i>	50.7	8.30	3.04	31.86	10.61	24.1	36.3	353	13.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	29.4	6.14	0.74	17.43	10.16	0.0	70.3	102	4.0
Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)	54.4	8.00	2.23	29.52	12.81	41.7	24.8	283	11.0
<i>Total</i>	63.4	8.49	2.80	32.35	11.33	33.1	23.8	2558	100%

Table 29

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	%
<i>Graduated with a diploma</i>	68.9	8.59	2.85	32.60	11.07	47.4	12.9	1631	63.8
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	53.4	7.97	2.73	29.36	12.88	9.7	42.9	412	16.1
<i>Dropped out</i>	54.9	8.53	2.64	34.17	10.29	6.3	42.0	490	19.2
<i>Reached Maximum Age</i>	41.7	6.52	0.55	21.34	13.65	12.0	58.3	25	1.0
<i>Total</i>	63.4	8.49	2.80	32.35	11.33	33.1	23.8	2558	100%

Respondents who did not provide wage per hour information in the INPSFS one-year survey were asked if they were paid the minimum wage (\$5.85 per hour). Of those who responded, the majority by disability classification indicated that they did get paid at or above minimum wage (LD – 76%, ED – 68%, mild MD – 60%, other – 68%, moderate, severe, and multiple disabilities – 31%). Data for those who did not provide wage per hour information by termination reason and who responded to this question, revealed that for those INPSFS one-year respondents who earned a high school diploma (74%), those who dropped out (74%), those who received a certificate (59%), and those who reached maximum age (62%) indicated they were earning wages at or above minimum wage.

One-year INPSFS follow-up respondents were asked how many jobs they had held since exiting high school. Approximately 16% indicated that had never held a job. An additional 2% stated they did not know how many jobs they had since leaving high school (see Tables 30 & 31). Respondents with a learning disability (77%), an emotional disability (63%), mild mental handicap (63%) and those labeled other (57%) indicated they had held 1-2 jobs, while those with severe, moderate, and multiple disabilities (36%) had either held 1-2 jobs or had not had a job (61%) (see Table 30). Respondents who earned a diploma (76%), graduated with a certificate (60%), or who dropped out (57%) indicated they had held 1-2 jobs, while those who reached maximum age (52%) 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, 78% to 100% by disability classification indicated they had held 1-2 jobs at the time of the one-year survey (see Table 32). Seventy-three percent to 92% 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 2006-07 INPSFS One-Year Respondents (2005-06 exiters) by Disability Classification and Number of Jobs Held After High School*

One-Year Disability Classification	Do Not		1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	Know	None				<i>n</i>	%
	%	%	%	%	%		%
<i>Learning Disability</i>	1.8	9.7	77.1	9.8	1.5	1491	58.3
<i>Mild Mental Handicap</i>	2.7	23.7	63.2	9.7	0.6	329	12.9
<i>Emotional Disability</i>	2.8	16.9	62.7	13.6	4.0	353	13.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	2.9	60.8	36.3	0.0	0.0	102	4.0
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	3.2	26.5	56.9	10.6	2.8	283	11.1
<i>Total</i>	2.3	16.4	69.5	10.0	1.8	2558	100%

Table 31

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 exiters) by Termination Reason and Number of Jobs Held After High School*

One-Year Exit Reason	Do Not		1-2 Jobs	3-4 Jobs	5 or More Jobs	Total	
	Know	None				<i>n</i>	%
	%	%	%	%	%		%
<i>Graduated with a diploma</i>	1.7	12.9	76.1	8.3	1.0	1631	63.8
<i>Graduated with a certificate of completion or fulfilled IEP requirements</i>	3.1	26.2	60.3	9.4	1.0	412	16.1
<i>Dropped out</i>	3.7	18.3	56.6	16.5	4.9	490	19.2
<i>Reached Maximum Age</i>	0.0	52.0	44.0	0.0	4.0	25	1.0
<i>Total</i>	2.3	16.4	69.5	10.0	1.8	2558	100%

Table 32

*Indiana 2006-07 INPSFS One-Year Respondents (2005-65 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	
	%	%	%	<i>n</i>	%
<i>Learning Disability</i>	87.2	11.1	1.7	1318	63.4
<i>Mild Mental Handicap</i>	86.0	13.2	0.8	242	11.6
<i>Emotional Disability</i>	78.2	16.9	4.9	284	13.6
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	100.0	0.0	0.0	37	1.8
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	80.9	15.1	4.0	199	9.6
<i>Total</i>	85.4	12.3	2.3	2080	100%

Table 33

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	%	%	%	<i>n</i>	%
<i>Graduated with a diploma</i>	89.1	9.7	1.2	1393	67.0
<i>Graduated with a certificate of completion or fulfilled IEP requirements</i>	85.3	13.4	1.4	292	16.1
<i>Dropped out</i>	72.6	21.1	6.3	383	19.2
<i>Reached Maximum Age</i>	91.7	0.0	8.3	12	1.0
<i>Total</i>	85.4	12.3	2.3	2080	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 been worked at their current job (see Tables 34 & 35). Respondents with a learning

disability (40%), an emotional disability (35%), mild mental handicap (34%), severe, moderate, and multiple disabilities (40%), and those labeled other (40%) indicated they had held their current jobs between 6 and 12 months (see Table 34). Respondents who earned a diploma (40%), graduated with a certificate (39%), dropped out (32%), and those who reached maximum age (46%) indicated they had held their current jobs between 6 and 12 months (see Table 35).

Table 34

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	%	%	%	%	%	<i>n</i>	%
<i>Learning Disability</i>	0.8	32.9	39.7	16.2	10.3	1076	66.4
<i>Mild Mental Handicap</i>	0.5	38.6	34.2	17.9	8.7	184	11.3
<i>Emotional Disability</i>	2.8	46.1	35.4	10.7	5.1	178	11.0
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	3.3	23.3	40.0	26.7	6.7	30	1.8
<i>Other: (Communication Disorder, Hearing, Orthopedic, Visual Impairments, Other Health Impaired, Autism, and Traumatic Brain Injury)</i>	0.6	39.0	39.6	15.6	5.2	154	9.5
<i>Total</i>	1.0	35.5	38.6	15.9	9.0	1622	100%

Table 35

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 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	
	%	%	%	%	%	<i>n</i>	%
<i>Graduated with a diploma</i>	1.0	33.1	40.4	14.9	10.6	1123	69.1
<i>Graduated with a certificate of completion or fulfilled IEP requirements</i>	0.5	35.6	36.9	20.3	6.8	220	13.7
<i>Dropped out</i>	1.5	46.1	32.0	16.0	4.5	269	16.6
<i>Reached Maximum Age</i>	0.0	9.1	45.5	36.4	9.1	11	0.7
<i>Total</i>	1.0	35.5	38.6	15.9	9.0	1622	100%

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 INPSFS one-year respondents who were attending PSE, 38% were enrolled in a four-year institution (college/university), 37% were enrolled in a two-year institution, and 26% 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 indicates a relationship between attending PSE and disability type ( $\chi^2 = 183.94$ ,  $df 4$ ,  $p < .001$ ). Respondents with a learning disability (41%) and those labeled as other (42%) had a higher percentage of attending a PSE compared to those mild mental disabilities (11%), with emotional disabilities (24%) and those with severe, moderate, and multiple disabilities (0%). Chi-Square analysis also indicates a relationship between the type of PSE respondents were attending and disability type ( $\chi^2 = 35.51$ ,  $df 8$ ,  $p < .001$ ). Respondents with a learning disability (39%) and those labeled as other (50%) had a higher percentage of attending a 4-year university/college PSE compared to those mild mental disabilities (17%), those with emotional disabilities (28%) and those with severe, moderate, and multiple disabilities (0%). Respondents with emotional disabilities (37%) indicated they were attending a two-year PSE program and those with mild mental disabilities (58%) indicated they were enrolled in a technical/vocational school.

Chi-Square analysis indicates a relationship between attending PSE and termination reason from high school ( $\chi^2 = 415.26$ ,  $df 3$ ,  $p < .001$ ). Respondents who graduated with a diploma (47%) had the highest percent currently attending PSE compared to those who received a certificate of completion (10%), dropped out (6%), or reached the maximum age in high school (12%). Chi-Square analysis also indicates a relationship between the type of PSE respondents were attending and termination reason ( $\chi^2 = 36.58$ ,  $df 6$ ,  $p < .001$ ). Respondents who earned a diploma (40%) had a higher percentage attending a four-year institution compared to other groups. Those who earned a certificate (48%) and those who reached maximum age (100%) most often were attending a two-year PSE program, while those who dropped out (56%) were most often enrolled in a technical/vocational school.

Table 36

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 exiters)  
Current Status concerning Post-Secondary Education (PSE)*

College Type	One-Year Interview	
	<i>n</i>	%
<i>2-Year</i>	309	36.5
<i>4-Year</i>	322	38.0
<i>Vocational School</i>	216	25.5
<i>Total</i>	847	100%

Further analysis of those INPSFS respondents attending PSE indicates that an approximate 57% were receiving some form of financial assistance, 26% received accommodations or special assistance with their classes, and 30% 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 INPSFS 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 (11%) (see Table 37).

Further exploration of living arrangements by disability type revealed that the majority of all respondents, regardless of disability type (LD = 70%, MiMD = 86%, ED = 70%, severe, moderate, and multiple disabilities = 83%, other disabilities = 76%), were living at home with their families compared to other living arrangements. When asked the main reason respondents who were living at home with family had not moved, the majority (43%) indicated they did not have enough money or stated they enjoy living at home and did not want to move (17%).

Table 37

*Indiana 2006-07 INPSFS One-Year Respondents (2005-06 exiters) by Current Living Arrangements*

Living Arrangements	One-Year Interview	
	<i>n</i>	%
<i>Parent's/Relative's Home</i>	1874	73.3
<i>Friend's or Acquaintance's Home</i>	104	4.1
<i>My Own Place</i>	286	11.2
<i>My Own Place with Support</i>	39	1.5
<i>Group Home</i>	16	0.6
<i>Military Base</i>	25	1.0
<i>College Campus</i>	187	7.3
<i>Other</i>	27	1.1
<i>Total</i>	2558	100%

Adult service agencies play a critical role in providing support for youth with disabilities as they transition into adult life. One-year INPSFS respondents were asked if they received assistance from adult service agencies in the several transition areas. There

were respondents at the one year follow-up (percentages indicated) who were receiving agency assistance in the following areas: employment assistance = 9%; supported employment = 2.7%; sheltered employment = 1%; semi-independent living = 0.5%; supported living = 1.3%; group home = 0.8%; food stamps = 3%; counseling = 2.3%; therapy/physical = 0.8%; transportation = 1.2%; assistive technology = 0.5%; post-secondary education = 4.3%; and other services = 3.6%. The Bureau of Vocational Rehabilitation and the Bureau of Developmental Disability Services were frequently cited by INPSFS 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 had adequately prepared them for college (36% - agree, 19% strongly agree); finding a job (35% - agree, 19% strongly agree); getting along with others (42% - agree, 28% - strongly agree); living on their own (29% - agree, 16% - strongly agree), functional reading [i.e. the newspaper, want ads, TV schedule] (41% - agree, 26% - strongly agree); and functional math [i.e. budgeting, saving, taxes] (33% - agree, 18% - strongly agree) [*note: percentages indicate ratings per responses by item for those who provided information to these INPSFS items*].

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 INPSFS one-year follow-up survey. Thirty-six percent of one-year respondents indicated that they were “very happy,” and an additional 29% 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 (39%), those with moderate, severe, and multiple disabilities (40%), and those classified as other (37%) indicated that their lives were very happy compared to those with mild mental disabilities (33%) and those with emotional disabilities (32%) who indicated their lives were “so-so” pointing to a neutral rating. Respondents who earned a diploma (41%) and those who earned a certificate (37%) indicated that their lives were very happy compared to those who dropped out (35%), of whom indicated they had neutral ratings “so-so” concerning their lives. Those who reached maximum age 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 analysis indicates a relationship between the overall satisfaction with life and employment ( $\chi^2 = 62.93$ ,  $df 5$ ,  $p < .001$ ). Seventy percent of respondents who indicated they were very happy were employed, while 65% of respondents who indicated they were moderately happy with their life were employed. Of the INPSFS one-year respondents who indicated they were very unhappy with their life, 67% were unemployed. An additional 69% of those who were moderately unhappy with their life indicated they were unemployed.

## Section V. Comparison Data 2006-07 Exit and One-Year Follow-Up Information

This section is designed to provide the reader with broad comparisons between the status of 2006-07 exit interview respondents and the INPSFS one-year follow up respondents (2005-06 exiters). 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 (2006-07 exit respondents and respondents for the one-year follow-up survey [2005-06 exiters]). The data reported here are also based on responses provided by the 2006-07 exit and one-year respondents for survey questions by category and grouping variables. The intent is to show outcome measures across key indicators and point to comparisons from exiter leaving high school and those who have transitioned to adult life at the one-year post high school timeframe.

The percentage of respondents who graduated with a diploma differs by 10% between 2006-07 exit (73.8%) and one-year follow-up (63.8%) respondent groups. Additionally, there is virtually no percent difference (0.2%) between those receiving a certificate of completion for exit respondents (16.3%) and one-year follow-up respondents (16.1%) by respondent groups. The data indicate a significantly lower dropout rate for exit respondents (6.7%) compared to one-year follow-up respondents (19.2%) which is noteworthy given the recent changes in Indiana's rules governing dropping out of high school.

Figure 1. *Indiana INPSFS 2006-07 Exit Respondents' High School Exiting Status*

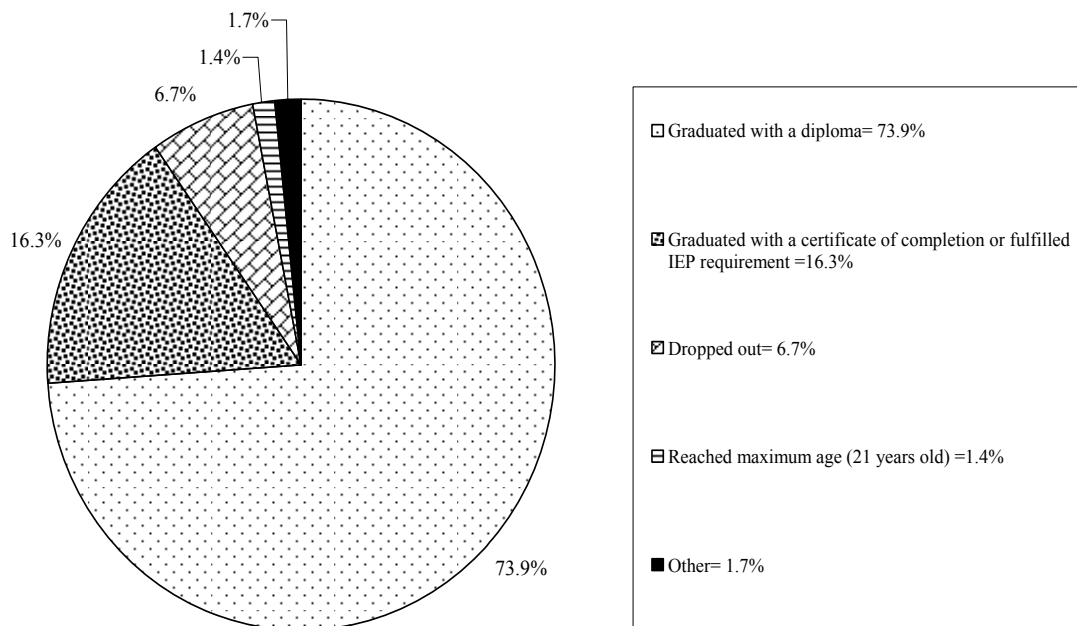
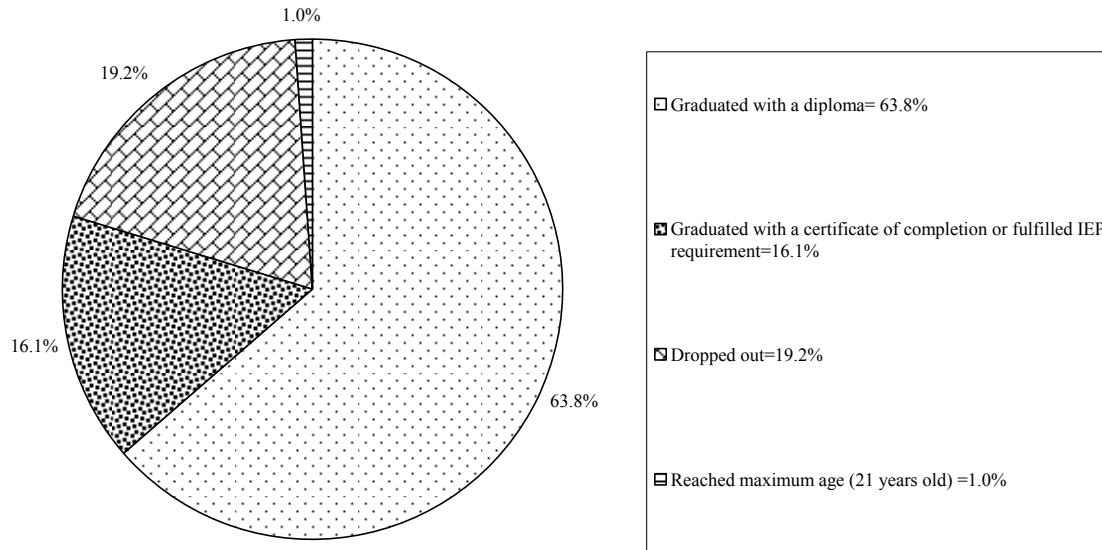


Figure 2. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) High School Exiting Status*



The 2006-07 exit respondents had an employment rate of approximately 49% at the time of the exit interview, whereas INPSFS one-year follow up respondents had an employment rate of approximately 63%. These data (+14% between exit and one-year survey periods) suggest the potential of a significant increase in overall employment for youth with disabilities post high school over time as they make attachments to steady employment. These findings support the fact that employment rates tend to increase over time, whereas significant attachment to the workforce often takes time for youth with disabilities.

Figure 3. *Indiana INPSFS 2006-07 Exit Respondents' Employment Rate*

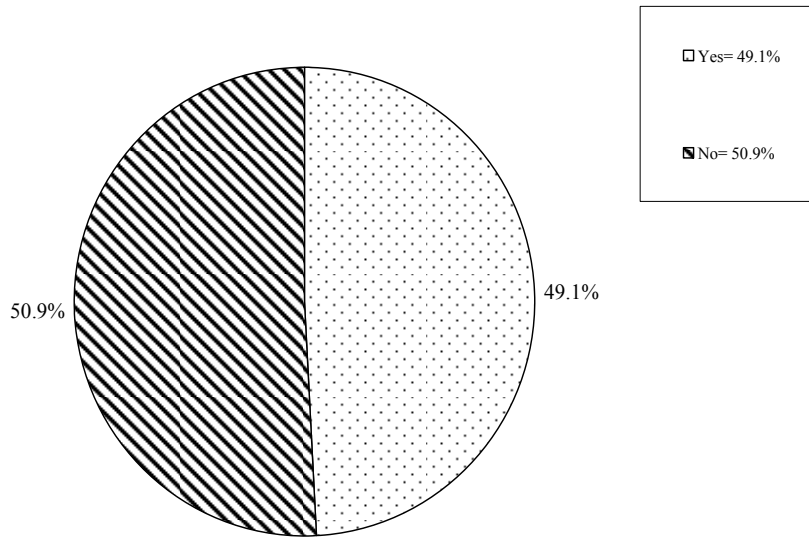
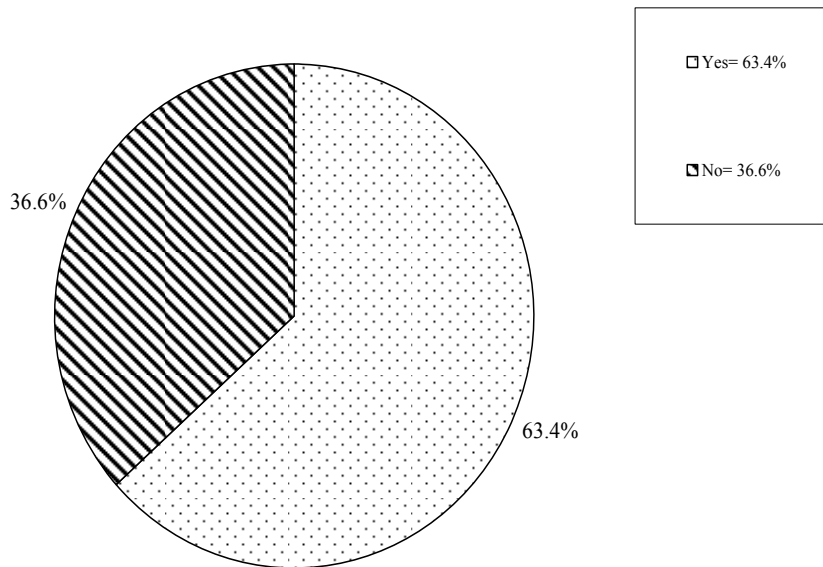


Figure 4. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Employment Rate*



The majority of 2006-07 exit respondents (52%) indicated they were working twenty hours per week or less, while most one-year follow up respondents (56%) indicated they were working 35 hours per week or more. The databases were adjusted to include 1-80 hours per week for both INPSFS respondent groups (exit respondents and one-year respondents) to equalize analysis and comparisons presented here. The data suggests that over time, respondents experience an increased number of hours worked per week which is a positive indicator of successful transition for INPSFS respondents.

Figure 5. *Indiana INPSFS 2006-07 Exit Respondents' Hours Worked per Week*

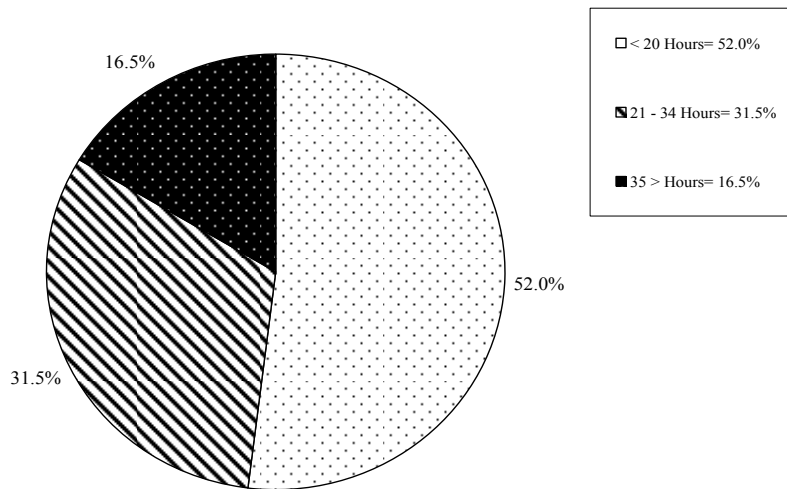
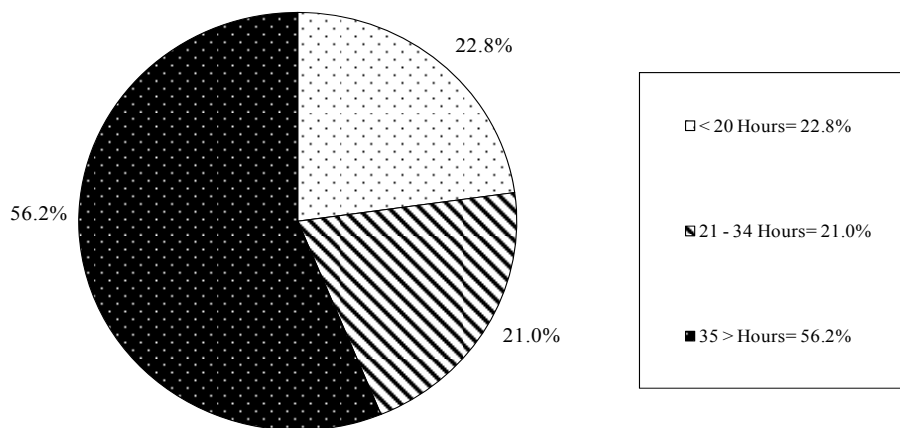


Figure 6. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Hours Worked per Week*



Salary structure and wage earning information for INPSFS respondent groups is frequently difficult to compare given the confidential nature of this question. Understandably, respondents may have been hesitant, even resistant, to share their wage earning and salary information with an outside entity, even when the INPSFS survey interview is a school person associated with the Indiana Post School Follow Up System (INPSFS). The data reported indicate that most exit respondents (2006-07) were earning a competitive per hour wage (84%) compared to fewer INPSFS one-year respondents providing this information (60%). In addition, 10% of exit respondents refused to answer this question or did not know their salary information compared to 34% of one-year respondents who refused to answer this question or did not know their salary information. One could reasonably 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’s follow-up data collection system.

Figure 7. *Indiana INPSFS 2006-07 Exit Respondents’ Method of Payment for Current Employment*

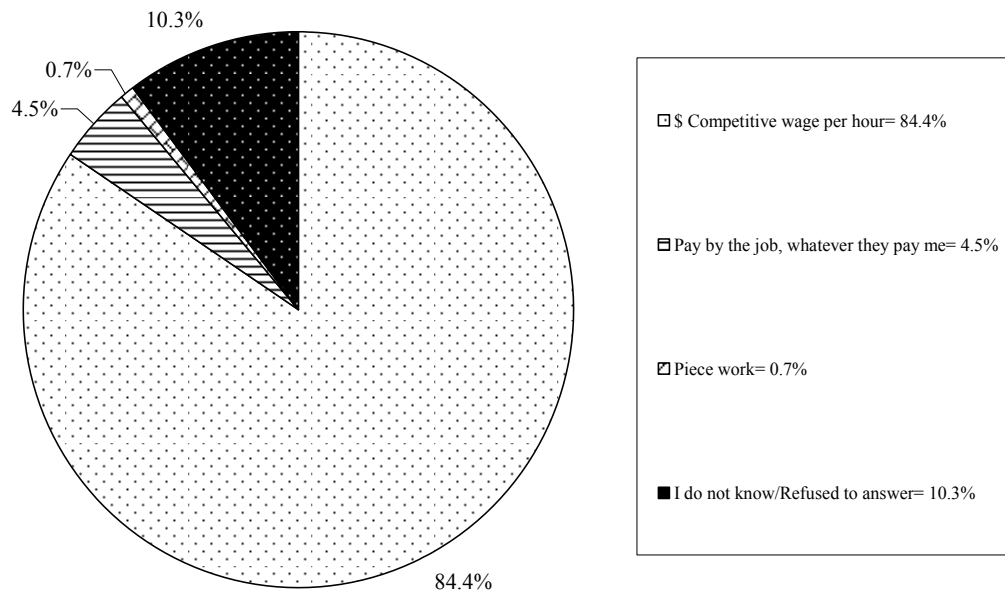
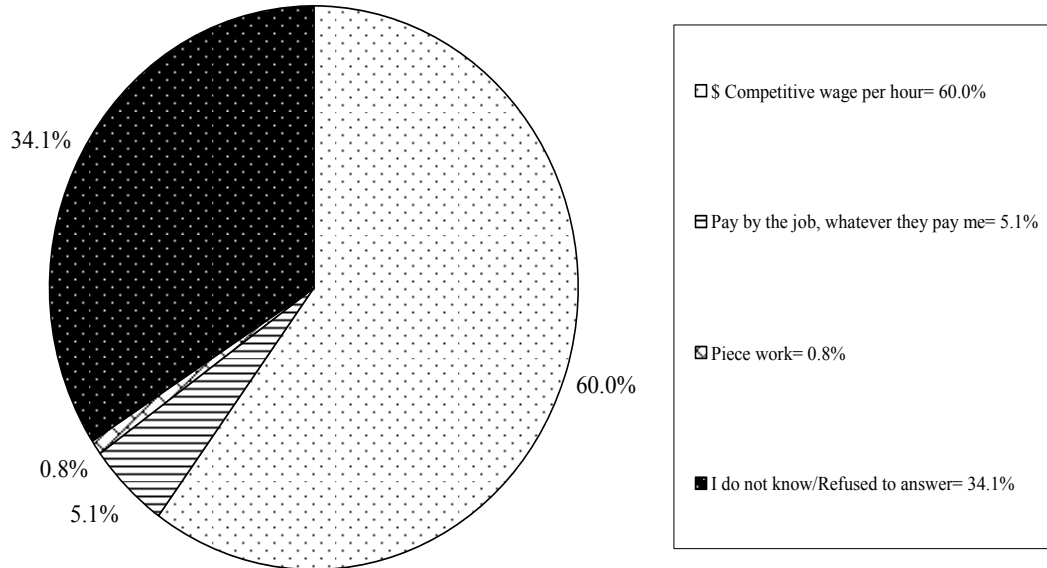


Figure 8. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Method of Payment for Current Employment*



The majority of 2006-07 exit respondents (97%) and one-year respondents (2005-06 exiters) (86%) indicated they were paid between \$1.00-10.99 per hour. The second highest percentage of INPSFS respondents (2.4% exit and 12% one-year) indicated they earned between \$11.00-15.99 per hour. The data indicate that INPSFS respondents tend to have higher income earning and hourly wages over time based on exit and one-year wage earning. The databases were adjusted to include \$1.00-25.99(exit)/\$35.99(one-year) per hour for INPSFS respondent groups to analysis and present comparisons. In general terms, the data trend suggests that over time, respondents experience an increase in wage earning capacity as noted in the difference in the upper wage earning range of the highest wage range grouping (ceiling levels: exit respondents \$25.99 and one-year respondents \$35.99).

Figure 9. *Indiana INPSFS 2006-07 Exit Respondents' Hours Worked per Week*

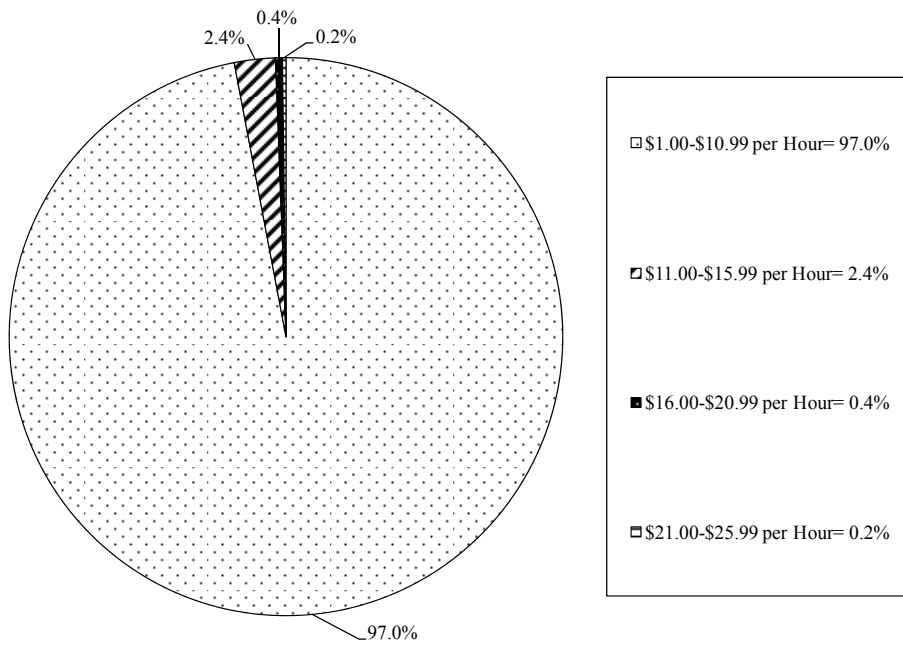
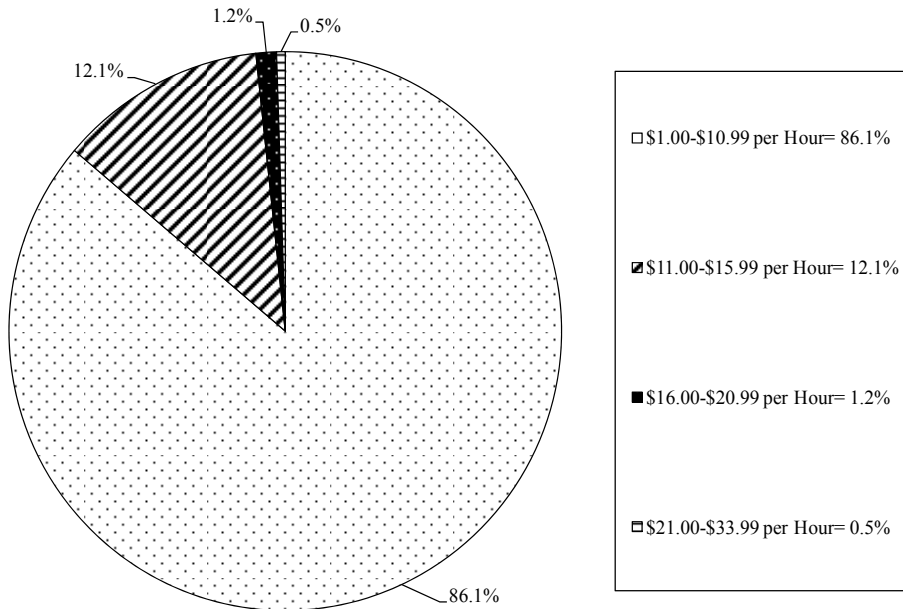


Figure 10. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Hours Worked per Week*



The 2006-07 exit respondents had a higher percentage of employment in the leisure and hospitality industry (35%) compared to one-year follow up respondents (20%). The one-year follow up respondents had a higher percentage of employment within manufacturing (14%) compared to exit respondents (6%). In addition, INPSFS one-year follow up respondents had a higher percentage of employment within the agriculture, mining, and construction sector (12%) compared to exit respondents (8%). Employment in the service industry was relatively similar for both exit respondents (17%) and one-year follow up respondents (15%) as reported from the 2006-07 INPSFS 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 industries traditionally employing Indiana workers (i.e. manufacturing, agriculture, and construction) compared to exit respondents who were more likely to be working within the service sector (i.e. leisure and hospitality). In addition, 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 (see Figures 9 & 10).

Figure 11. *Indiana INPSFS 2006-07 Exit Respondents' Current Employment by Major Industry Area*

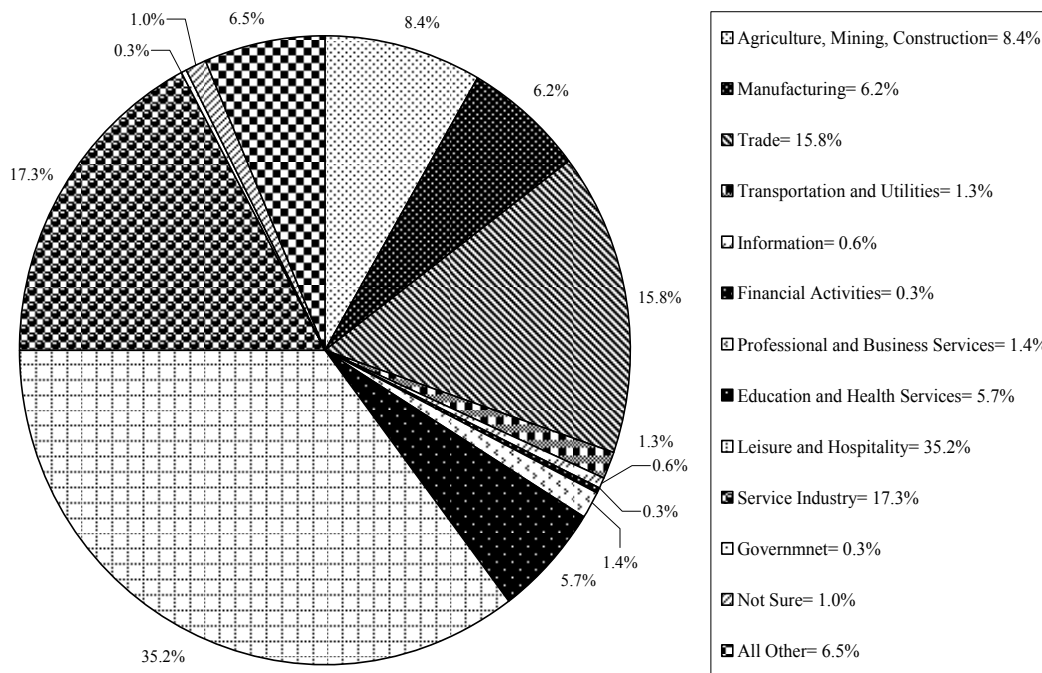
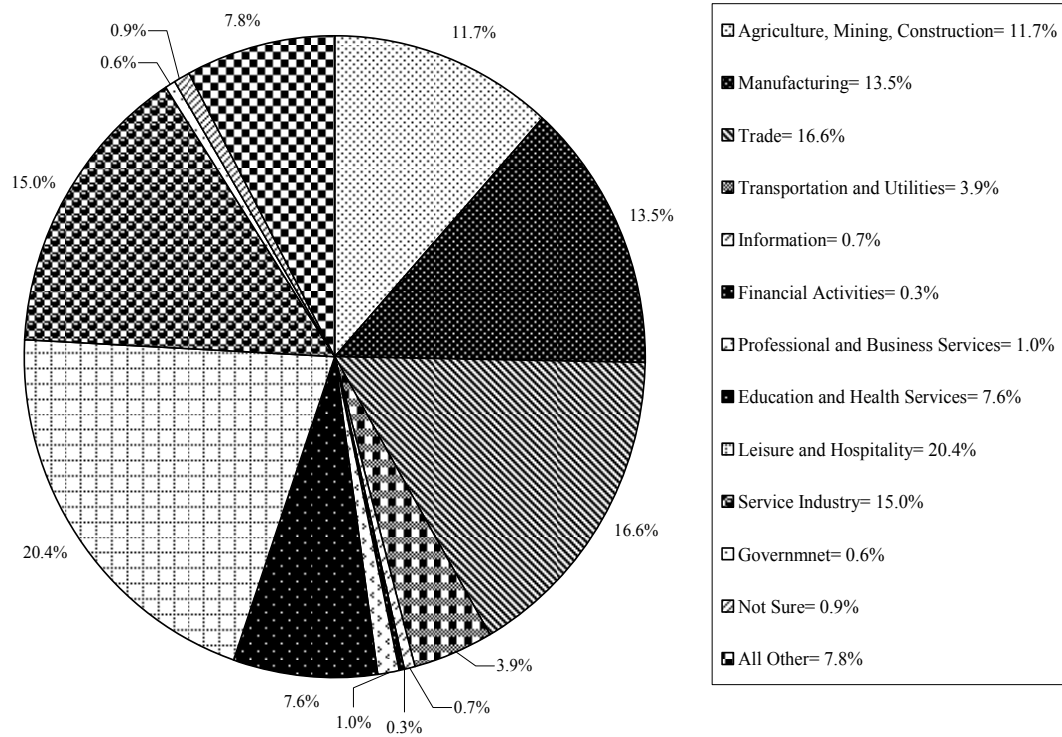


Figure 12. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Current Employment by Major Industry Area*



Most respondents at their exit interview (2006-07 exit surveys) indicated that they anticipated pursuing some type of post-secondary education (74%). These data represent future PSE planning by exit respondents. Respondents at the one-year follow up survey (2005-06 exiters) indicated that approximately 33% were currently enrolled and/or participating in some form of PSE (actual engagement in PSE). The data suggest that more youth with disabilities anticipate going on to post-secondary education at exit than actually enroll and attend any type of PSE programming in their post HS year as suggested by the 2006-07 INPSFS exit and one-year follow up data.

Figure 13. *Indiana INPSFS 2006-07 Exit Respondents' Post-Secondary Education Participation*

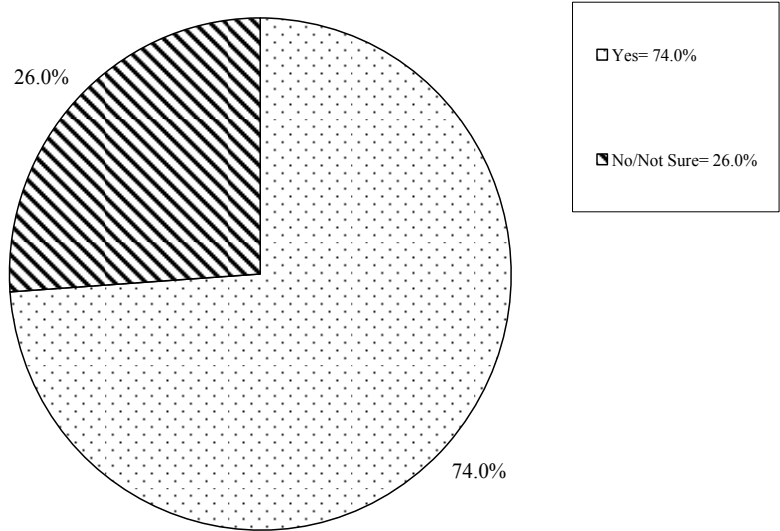
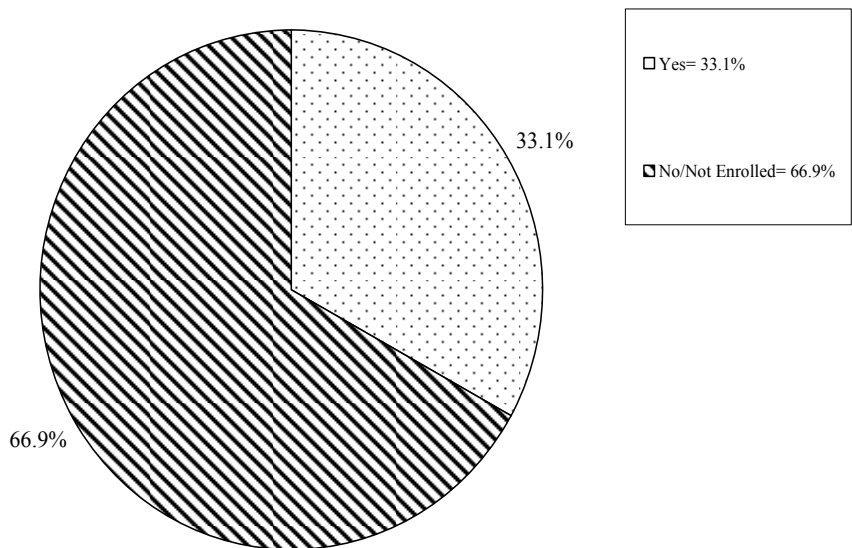


Figure 14. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Post-Secondary Education Participation*



Many of the 2006-07 INPSFS 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 66% of one-year respondents). Very few indicated that they were moderately unhappy or very unhappy with their life as a young adult (4.2% of exit respondents and 4.8% of one-year respondents). The 2006-07 INPSFS data suggest that youth with disabilities are relatively happy with their current situation and lives as young adults.

Figure 15. *Indiana INPSFS 2006-07 Exit Respondents' Quality of Life – Happy with Your Life as a Young Adult*

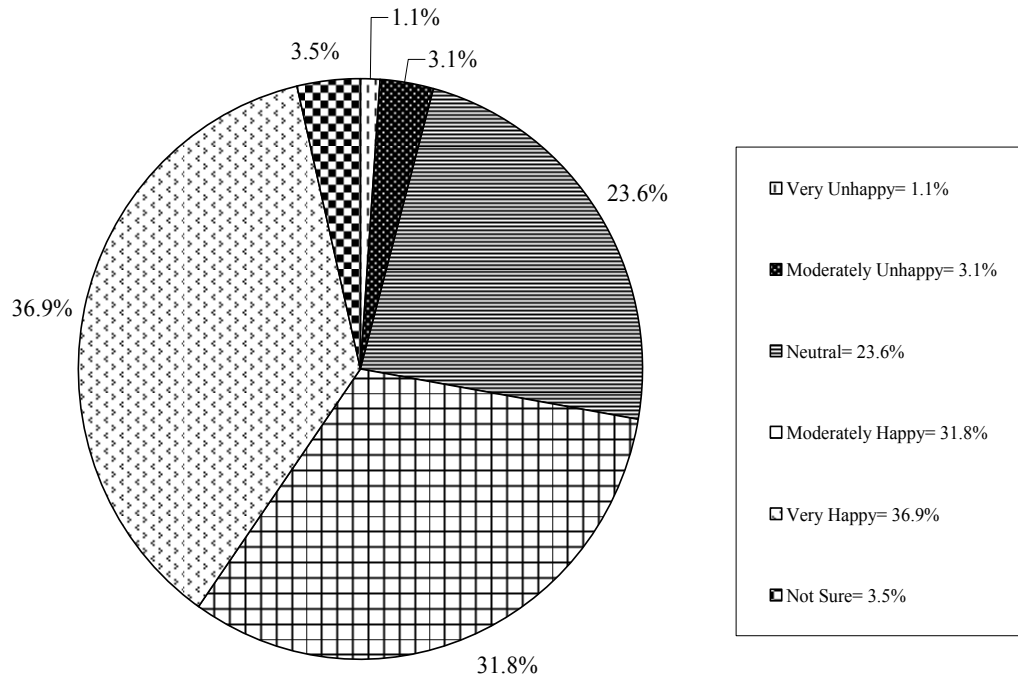
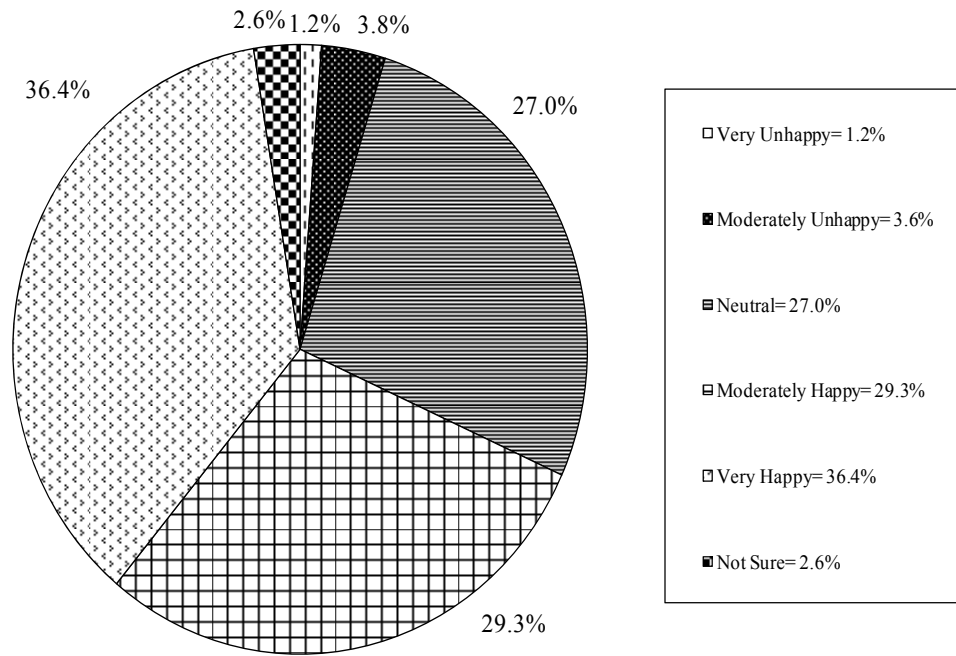


Figure 16. *Indiana INPSFS 2006-07 One-Year Respondents' (2005-06 exiters) Quality of Life – Happy with Your Life as a Young Adult*



## **Section VI. Summary**

### *Respondent Demographics and Exit Data*

The 2006-07 Indiana Post School Follow Up System (INPSFS) was successful in contacting and interviewing 6,086 of the 2005-06 exit respondents (63%) at the exit period and 2,558 of the 2005-06 one-year respondents (27%) at the one-year follow-up survey interviews. Approximately two-thirds of respondents were male in both INPSFS survey groups (exit 65% vs. one-year 66%). Respondents were mostly Caucasian for both INPSFS respondent groups (exit 82% vs. one-year 83%). Additionally, there was an increase in African American participation in the 2006-07 INPSFS (exit respondents 11.7% vs. one-year respondents 13.0%). Learning disabilities remains the largest group of respondents by disability type for both exit respondents (56.9%) and one-year respondents (58.3%). Looking at percentage differences between INPSFS one-year and exit responders, there were higher percentages for exit respondents by disability classification as follows: moderate mental disability (2.8% one-year compared to 3.5% of exit respondents); Autism (2.3% one-year compared to 3.0% of exit respondents); and hearing impairment (1.0% one-year compared to 1.3% of exit respondents).

The INPSFS reveals shifts in respondents' high school exiting patterns. Respondents from the 2006-07 exit interviews indicated that 74% earned a high school diploma, 16% received a certificate of completion, and 7% dropped out of high school, whereas one-year respondents (2005-06 exiters) indicated that 64% earned a high school diploma, 16% received a certificate of completion, and 19% dropped out of high school. There appear to be a shift toward increased diploma earning (+10%) while there appears to be a comparable decrease in drop outs (-12%) for 2006-07 exit respondents compared to their one-year counterparts (2005-06 exiters). For 2006-07 exit respondents, academic issues represented approximately 36% of the main reasons for dropping out of high school (32.5% academic difficulties and 3.0% lack of relevant curriculum). Personal issues constituted an additional 11% of the main reasons given by exit respondents for dropping out of school. Approximately 30% left to earn a GED, while only 6% left school because of employment. Issues germane to the GED earning versus traditional high school programming may warrant further investigation.

### *Employment and Post-Secondary Education*

More than half of 2006-07 exit respondents (49%) indicated they were currently employed. Employment data for 2006-07 one-year post school follow-up respondents (2005-06 exiters) was 63%. 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, emotional disabilities, and those classified as other were more likely to have higher wage earnings per hour compared to other disability groups. In addition, INPSFS exit and one-year respondents who dropped out of high school and one-year follow-up respondents who earned a high school diploma earned more per hour compared to other respondents.

Respondents from the INPSFS 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. In addition, 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 INPSFS respondents.

INPSFS exit respondents were more likely to be employed in the industry area of leisure and hospitality, whereas one-year respondents were more likely to be employed in a broader range of industry areas.

Exit respondents were more likely to infer that they would pursue post-secondary education (74% some form of PSE: 63.4% anticipating enrollment in 2-year or 4-year institutions, and/or technical/vocational school) after high school. This compares to actual PSE participation (program enrollment) for INPSFS one-year respondents that indicate 33% were enrolled in a PSE program.

### *Other*

Adult service agencies are an important part of the transition process and they provide critical services which INPSFS respondents both at exit and one-year follow up indicated they needed. Fewer students were actually engaged, connected, and receiving a full complement of supports based on responses from INPSFS data. Of those indicating they were connected and receiving support services, most were either satisfied or very satisfied with the services the adult agency provided. The Bureau of Vocational Rehabilitation and the Bureau of Developmental Disability Services were frequently mentioned as adult service agencies providing respondents with needed supports. Assistance in post-secondary education, training, and employment were the services INPSFS respondents most frequently sought from adult service providers concerning their individual transitional needs.

Many one-year respondents indicated that they were currently living at home with their families (73%). A smaller percentage of respondents (11%) indicated that they were living independently in their own place. Both INPSFS exit and one-year respondents felt that their high school experiences adequately prepared them across all domains (positive agreement ratings across all areas e.g. college, jobs, getting along with others). 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 the movement from high school to post-school adult life has been a positive experience, pointing to successes in respondents’ transition.

### Conclusion

Youth with disabilities in the state of Indiana are moving forward with their transition from high school to adult life as reported from data for the 2006-07 INPSFS exit interviews and one-year follow-up surveys. Data presented in this 2006-07 INPSFS summary report continue to build on the information state and national policymakers and

practitioners need concerning the progress of Indiana's students with disabilities as they transition from high school to post-school adult life. This report indicates continued progress, and in many cases improvement, on many key indicators. This fact is clearly demonstrated in INPSFS findings across critical transition outcome measures such as: higher graduation rates; lower dropout rates; increased workforce participation and employment rates; higher wage earning; and positive overall satisfaction ratings concerning quality of life and high school preparation experiences as noted by both exit and one-year respondents. In addition, grouping data by disability classification and exiting/termination reason for statistical analysis across a multitude of variables provides practitioners and policymakers with a rich database for assessing current state and local transition practices.

INPSFS 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 2006-07 INPSFS summary report provides a data-driven framework concerning post-school outcomes for youth with disabilities in the state of Indiana and serves as an annual benchmark for continued improvement efforts by state and local educators/stakeholders to develop and implement successful transition programs and outcomes for all youth with disabilities across the state.

Employment data continues to be a critical indicator in assessing post-school transition outcomes for youth with disabilities. While the INPSFS data shows elements of positive results for youth with disabilities in Indiana, employability and employment remains a challenge for policymakers and practitioners alike. Continued efforts to assist youth with disabilities in Indiana in gaining competitive employment and making strong attachment to the workforce need to remain a high priority at the state and local level, especially given the current economic conditions and high unemployment rate.

## Appendices

This section includes additional information provided by 2006-07 INPSFS 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 not reported in the body of the INPSFS technical report.

**Appendix A** is intended to provide the reader with survey data not represented in the major body of the INPSFS 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.

## Appendix A: INPSFS Supplemental Data

### Employment

#### 1. Did anyone help you get your job?

Approximately 53% of exit and 40% of one-year respondents indicated that they had some level of assistance in finding their current position and/or employment.

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Did You Have Help Getting a Job?	Exit Respondents		One-Year Respondents	
	<i>n</i>	%	<i>n</i>	%
<i>Yes</i>	1589	53.2	655	40.4
<i>No</i>	1397	46.8	967	59.6
<i>Total</i>	2986	100	1622	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 48-44%) and friends and acquaintances (approximately 25%) were the primary persons identified by INPSFS 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	
	<i>n</i>	%	<i>n</i>	%
<i>Parents/Relatives</i>	755	47.5	288	44.0
<i>Friends/Acquaintances</i>	396	25.0	162	24.8
<i>Regular Educator</i>	34	2.1	9	1.3
<i>Special Educator</i>	88	5.5	16	2.5
<i>Transition Program Staff</i>	102	6.4	18	2.7
<i>School To Work Program</i>	76	4.8	13	2.0
<i>Vocational Educator</i>	61	3.8	25	3.9
<i>Vocational Rehabilitation Counselor</i>	8	0.5	32	4.8
<i>Adult Service Agency</i>	6	0.4	29	4.4
<i>Military Recruiter</i>	4	0.3	6	0.9
<i>Temporary Agency</i>	4	0.3	17	2.6
<i>Department of Workforce Development/Work One</i>	3	0.2	10	1.6
<i>Other</i>	53	3.3	29	4.5
<i>Total</i>	1589	100	655	100

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

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

The data concerning INPSFS respondents' fringe benefits suggest that the majority of employees at the one-year follow-up survey (55%) had no benefits with their current employer. One-year respondents who indicated they had benefits most frequently cited medical insurance (28%) and vacation days (22%) as the benefits included with their jobs (current employment).

Fringe Benefits	One-Year Respondents	
	<i>n</i>	%
<i>None</i>	898	55.4
<i>Medical Insurance</i>	458	28.2
<i>Pension/Retirement</i>	157	9.7
<i>Paid sick days</i>	253	15.6
<i>Dental Insurance</i>	246	15.2
<i>Vacation Days</i>	355	21.9
<i>I don't know</i>	105	6.5
<i>Vision</i>	139	8.6
<i>Profit Sharing</i>	44	2.7
<i>Other</i>	117	7.2
<i>Total</i>	1622	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 12% of exit respondents and 24% of one-year respondents indicated they were unable to find employment but were currently looking for a job. In addition, 3.4% of INPSFS exiters and 6.2% of one-year respondents indicated they were not able to find a job that they wanted. Interestingly, 4.2% of exit respondents and 4.3% of one-year respondents indicated that they did not want to work.

Reason/s for Your Not Having a Paying Job?	Exit Respondents		One-Year Respondents	
	<i>n</i>	%	<i>n</i>	%
<i>Unable to Find a Job</i>	363	11.7	148	24.3
<i>Unable to Find a Job I Want</i>	105	3.4	38	6.2
<i>I Don't Want to Work</i>	130	4.2	26	4.3
<i>Currently in School</i>	1004	32.4	1	0.2
<i>Health Problems/Physical Disabilities</i>	108	3.5	53	8.7
<i>No Reason Given</i>	504	16.2	69	11.3
<i>Other</i>	276	8.9	80	13.2
<i>All Other</i>	610	19.7	194	31.9
<i>Total</i>	3100	100	609	100

Note. Data are based on survey information reported by category. INPSFS had several one-year respondents not answer this question (missing data n=327).

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 (11.4%), an associate degree program offering (10.6%), and/or college/university courses (12.3%). Several one-year respondents (55%) indicated they had not done any additional training or coursework since leaving high school.

Post-Secondary Status	One-Year Respondents	
	<i>n</i>	%
<i>Graduation Qualifying Exam</i>		
<i>Yes</i>	79	3.1
<i>No</i>	2478	96.9
<i>GED</i>		
<i>Yes</i>	142	5.6
<i>No</i>	2416	94.4
<i>Vocational/Technical Education (certification program)</i>		
<i>Yes</i>	293	11.4
<i>No</i>	2265	88.6
<i>Associate Degree Program (2-year)</i>		
<i>Yes</i>	270	10.6
<i>No</i>	2288	89.4
<i>College/University (4-year)</i>		
<i>Yes</i>	314	12.3
<i>No</i>	2244	87.7
<i>Alternative Education/Adult Basic Education</i>		
<i>Yes</i>	14	0.5
<i>No</i>	2544	99.5
<i>Military</i>		
<i>Yes</i>	39	1.5
<i>No</i>	2519	98.5
<i>Job Service/Employment Training</i>		
<i>Yes</i>	45	1.7
<i>No</i>	2513	98.3
<i>Supported Employment</i>		
<i>Yes</i>	32	1.2
<i>No</i>	2526	98.8
<i>No Additional Training</i>		
<i>Yes</i>	1418	55.4
<i>No</i>	1140	44.6
<i>Total</i>	2558	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 INPSFS exit respondents (58%) indicated that they answered questions at their IEP meeting, whereas an additional 29% indicated that they set goals during their most recent IEP meeting. Approximately 5% indicated that they did not attend their IEP meeting. This data can be instructive to those developing and implementing plans using the new Indiana ITEP process.

What Best Describes What You Did at Your Most Recent IEP Meeting?	Exit Respondents	
	<i>n</i>	%
<i>Nothing</i>	438	7.2
<i>I Answered Questions</i>	3539	58.1
<i>I Set Goals</i>	1751	28.8
<i>I Led the Meeting</i>	83	1.4
<i>Not Applicable - I did not attend the meeting</i>	276	4.5
<i>Total</i>	6086	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 INPSFS exit respondents (75%) indicated that they received this information while in high school.

Have You Been Provided Any Information About Adult Services?	Exit Respondents	
	<i>n</i>	%
<i>Yes</i>	4537	74.5
<i>No</i>	1550	25.5
<i>Total</i>	6086	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 INPSFS exit respondents (70%) indicated that they found the adult services information helpful to them.

Was the Adult Service Information Provided Helpful?	Exit Respondents	
	<i>n</i>	%
<i>Yes</i>	3196	70.4
<i>No</i>	1341	29.6
<i>Total</i>	4537	100

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

Transportation

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

The majority of INPSFS one-year respondents (71%) 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	
	<i>n</i>	%
<i>Yes</i>	1812	70.9
<i>No</i>	745	29.1
<i>Total</i>	2558	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 INPSFS one-year respondents (47%) indicated there was no public transit available to them when they needed it, while an additional 13% indicated they were not sure if public transit was available to them. Approximately 40% indicated public transit is available in their area.

Is there Public Transit in Your Area During the Hours You Need It?	One-Year Respondents	
	<i>n</i>	%
<i>Yes</i>	1017	39.8
<i>No</i>	1203	47.0
<i>Not Sure</i>	337	13.2
<i>Total</i>	2558	100

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

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

When INPSFS one-year follow up respondents were asked how they get around their communities, 68% indicated that they drove themselves, 21% 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	
	<i>n</i>	%
<i>Drive myself</i>	1734	67.8
<i>Family</i>	541	21.1
<i>Pay someone</i>	3	0.1
<i>Adult service provider</i>	28	1.1
<i>Friends</i>	102	4.0
<i>Public Transportation</i>	58	2.3
<i>Other</i>	94	3.7
<i>Total</i>	2558	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 INPSFS one-year follow up respondents (66%) indicated they did not feel they earned enough to pay their own expenses. Approximately 28% 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	
	<i>n</i>	%
<i>Yes</i>	677	27.9
<i>No</i>	1598	65.8
<i>Not Sure</i>	152	6.3
<i>Total</i>	2427	100

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

13. Who makes important decisions about your life?

The majority of INPSFS respondents at the exit interview (64%) and at the one-year follow up survey (50%) indicated that they made important decisions with guidance from their families. Additionally, many exit respondents (24%) and one-year follow up respondents (39%) indicated that they made important decisions about their lives.

Who Makes Important Decisions About Your Life?	Exit Respondents		One-Year Respondents	
	<i>n</i>	%	<i>n</i>	%
<i>Parents/Family Members</i>	616	10.3	178	8.8
<i>Me with Guidance from My Family</i>	3850	64.3	999	49.5
<i>Me</i>	1441	24.1	790	39.2
<i>Spouse/Significant Other</i>	20	0.3	38	1.9
<i>Professionals (adult services, case managers, etc.)</i>	48	0.8	10	0.5
<i>Friends</i>	11	0.2	3	0.1
<i>Total</i>	5985	100	2017	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 2006-07 INPSFS 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 used complex weighted cases for each of the INPSFS databases (exit and one-year) with the results yielding final totals in some cases with minimal rounding (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 INPSFS exit and one-year survey interviews by each specific item and the data reported as groupings for Indiana's education round table regions.

Data reported by round table regions are based on all responses and weighted data for the 2006-07 INPSFS 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 complex weighted data that is based on responses provided by 2006-07 INPSFS participants. Non-response is represented in some of these data tables, as identified by the totals for analysis and within analysis groupings. There are differing response values based on specific INPSFS survey items and the weighting of the data for analysis. The data reported by round table is intended to provide the reader with general information for comparative purposes by Indiana's seven (7) education round table regions.

This section identifies trends and key findings in the data reported by round tables. More detailed analysis is provided as talking points for each table presented by INPSFS exit and one-year round table analysis. Round Table 3 North Central had the highest percentage of respondents for both the exit and one-year follow-up who were earned a high school diploma. Round Table 4 East reported a higher percentage of drop outs and a lower diploma earning rate compared to other round tables in the INPSFS one-year analysis. Clearly, respondents for both the INPSFS exit and one-year survey for all seven regional education round tables had the highest percentage of respondents graduate from high school by earning a diploma. There were no other consistent patterns concerning percentages of respondents for the exit and one-year data regarding school exiting reason and/or school termination reasons. Round Table 4 East also had the highest percentage of respondents for both the exit and one-year follow-up who were identified as male. Round Table 3 North Central, 6 Southwest, and 7 Southeast had the highest percentage of respondents for both the exit and one-year follow-up identified as being Caucasian.

Respondents' school placement was identified as least restrictive environment (LRE) reported by the federal definition. Round Table 2 Northeast and 5 Central had the highest percentage of respondents (students with disabilities) for both the INPSFS exit and one-year follow-up who were identified as having 80% or more participation in 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 educational services provided in a separate school placement.

In general terms, all of Indiana's Round Tables (1-7) had high percentages of respondents for the exit surveys (70% - 78%) who indicated that they had had some type of job training experience while in high school. No consistent pattern for employment rates emerged from the INPSFS exit and one-year data. An important point is that in the one-year follow-up Round Table 6 Southwest and 7 Southeast reported higher percentages of respondents indicating they held a paying job. Round Tables 1 Northwest and 4 East reported lower percentages of employment based on INPSFS data for the one-year follow-up survey. Round Table 7 Southeast also reported a higher percentage of respondents for the INPSFS exit and one-year surveys who indicated they worked 35 hours a week or more. The majority of INPSFS exit and one-year follow-up respondents across all round table regions were employed in the leisure and hospitality industry. Many exit and one-year follow-up respondents were employed in positions as restaurant workers and/or food services across all round tables.

Approximately 74% 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 (76%) and 5 Central (78%) had the highest percentages of anticipated enrollment in PSE, whereas Round Table 6 Southwest (69%) and 7 Southeast (68%) had lower rates of anticipated PSE participation. Approximately 33% of respondents at the one-year follow-up survey indicated that they were actually enrolled (participating) in college and/or vocational training PSE. Round Table 5 Central had the highest percentage indicating PSE participation (44%) and Round Table 2 Northeast had a lower percentage (23%) compared to other round tables. Most respondents at the one-year follow-up survey indicated that they lived with parents or a relative as their current living arrangement (67% - 84%). Round Table 1 Northwest had the highest percentage of one-year respondents (84%) who indicated they lived with their parents or a relative. Respondents from Round Table 3 North Central (19%) and Round Table 7 Southeast (15%) had the highest percentages indicated that they lived on their own in their own place.

## INPSFS 2006-07 Exit Survey Respondents' Data by Indiana's Education Round Table Regions

### INPSFS Exit Respondents' Demographic Characteristics

Table 1

#### *2006-07 INPSFS 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	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<i>Learning Disability</i>	499	54.1	530	61.5	395	56.9	411	55.9	756	54.9	463	60.8	408	55.7	3462	56.9
<i>Mild Mental Handicap</i>	140	15.2	120	13.9	76	11.0	109	15.0	134	9.7	100	13.1	94	12.8	773	12.7
<i>Emotional Disability</i>	131	14.2	70	8.1	116	16.7	96	13.1	180	13.0	73	9.6	111	15.2	777	12.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	62	6.6	57	6.6	30	4.3	36	4.9	79	5.7	28	3.7	35	4.8	327	5.4
<i>Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)</i>	92	10.0	85	9.9	77	11.1	82	11.2	229	16.6	98	12.8	84	11.5	747	12.3
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

#### Talking Points:

Round Tables 2 and 6 had the highest percentage of students with learning disabilities

Round Tables 1 and 4 had the highest percentage of students with mild mental disabilities

Round Table 3 had the highest percentage of students with emotional disabilities

Round Tables 1 and 2 had the highest percentage of students with moderate, severe, and multiple disabilities

Round Table 5 had the highest percentage of students with disabilities classified as other (i.e. autism, communication disorder)

Table 2

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Graduated with a diploma</i>	699	75.6	638	74.0	560	80.7	532	72.5	1045	75.8	516	67.7	507	69.3	4497	73.9
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	164	17.7	147	17.1	90	13.0	118	16.1	245	17.7	121	15.9	105	14.3	990	16.3
<i>Dropped out</i>	21	2.3	50	5.8	31	4.5	69	9.4	58	4.2	80	10.5	101	13.8	410	6.7
<i>Reached maximum age (21 years old)</i>	28	3.0	14	1.6	6	0.9	4	0.5	15	1.1	12	1.6	7	1.0	86	1.4
<i>Other</i>	12	1.3	13	1.5	7	1.0	11	1.5	15	1.2	33	4.3	12	1.6	103	1.7
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

- Round Table 3 had the highest percentage of students graduating from high school with a diploma
- Round Tables 1, 2, and 5 had the highest percentage of students earning a certificate of completion
- Round Tables 6 and 7 had the highest percentage of students dropping out of high school
- Round Table 1 had the highest percentage of students leaving high school having reached the maximum age

Table 3

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Male</i>	576	62.3	542	62.9	466	62.7	494	67.3	909	66.0	500	65.5	479	65.4	3966	65.2
<i>Female</i>	348	37.7	320	37.1	228	32.8	240	32.7	469	34.0	262	34.5	253	34.6	2120	34.8
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 4 and 5 had the highest percentage of male students  
 Round Tables 1 and 2 had the highest percentage of female students

Table 4

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>American Indian or Native Alaskan</i>	1	0.1	2	0.2	2	0.4	1	0.1	4	0.3	1	0.1	0	0.0	11	0.2
<i>Asian or Pacific Islander</i>	3	0.3	9	1.0	4	0.6	4	0.7	83	6.0	0	0.0	1	0.1	104	1.7
<i>Hispanic</i>	56	6.1	46	5.3	22	3.2	4	0.5	19	1.4	4	0.5	5	0.7	156	2.6
<i>African American</i>	264	28.6	117	13.6	18	2.6	82	11.2	192	13.9	16	2.1	32	4.4	721	11.8
<i>Caucasian</i>	590	63.9	683	79.2	640	92.1	630	85.7	1051	76.3	727	95.4	680	93.0	5001	82.2
<i>Multi-racial</i>	10	1.1	5	0.6	8	1.2	13	1.8	29	2.1	14	1.8	14	1.8	93	1.5
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

- Round Tables 3, 6 and 7 had the highest percentage of Caucasian students
- Round Table 3 had the highest percentage of American Indian or Native Alaskan students
- Round Table 5 had the highest percentage of Asian students
- Round Table 1 had the highest percentage of Hispanic students
- Round Table 1 had the highest percentage of African American students
- Round Table 5 had the highest percentage of Multi-racial students

Table 5

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>80% or more Least Restrictive Environment</i>	414	45.5	552	65.9	380	56.2	391	54.5	953	70.2	401	52.9	422	58.9	3513	58.8
<i>40% - 79% LRE</i>	205	22.6	159	19.0	173	25.6	151	21.0	185	13.6	184	24.3	213	29.7	1270	21.3
<i>&lt;40% LRE</i>	275	30.3	109	13.0	94	13.9	149	20.8	173	12.7	155	20.4	58	8.1	1013	17.0
<i>Separate School</i>	8	0.9	5	0.6	18	2.7	9	1.3	14	1.0	1	0.1	9	1.3	64	1.1
<i>Residential Facility</i>	2	0.2	3	0.4	0	0.0	3	0.4	16	1.2	0	0.0	1	0.1	25	0.4
<i>Correctional Facility</i>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<i>Parentally Placed Private</i>	0	0.0	4	0.5	3	0.4	6	0.8	10	0.7	3	0.4	5	0.7	31	0.5
<i>Homebound/Hospital</i>	5	0.6	5	0.6	8	1.2	9	1.3	6	0.4	14	1.8	9	1.3	56	0.9
<i>Total</i>	909	15.2	837	14.0	676	11.3	718	12.0	1357	22.7	758	12.7	717	12.0	5972	100%

Note. Data represent survey information reported by category.

Talking Points:

Round Tables 2 and 5 had the highest percentage of students with disabilities being served 80% or more in LRE

Round Table 7 had the highest percentage of students with disabilities being served between 40%-79% in LRE

Round Table 1 had the highest percentage of students with disabilities being served 40% or less in LRE

Round Table 3 had the highest percentage of students with disabilities being served in a separate school

Round Table 5 had the highest percentage of students with disabilities being served in a residential facility

Round Table 6 had the highest percentage of students with disabilities being served in a homebound/hospital setting

*INPSFS Exit Respondents' Employment*

Table 6

*2065-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Yes</i>	648	70.1	652	75.6	541	78.0	534	72.7	1030	74.7	573	75.2	562	76.7	4540	74.6
<i>No</i>	276	29.9	210	24.4	153	22.0	200	27.3	348	25.3	189	24.8	170	23.3	1546	25.4
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

All Round Tables 1 through 7 had 70% or more of their students with disabilities participating in some form of job training experience/s

Table 7

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Yes</i>	452	48.9	417	48.4	351	50.6	345	47.0	700	50.8	369	48.4	352	48.1	2986	49.1
<i>No</i>	472	51.1	445	51.6	343	49.4	389	53.0	678	49.2	393	51.6	380	51.9	3100	50.9
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 3 and 5 had the highest percentage of students with disabilities engaged in paid employment  
 Round Table 4 had the highest percentage of students with disabilities who were not in paid employment

Table 8

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>20 Hours or Less</i>	229	51.3	240	58.0	182	52.9	162	47.8	407	59.2	167	45.5	139	41.6	1526	52.0
<i>From 21 Hours to 34 Hours</i>	141	31.6	114	27.5	97	28.2	124	36.6	191	27.7	154	42.0	102	30.5	923	31.5
<i>35 Hours or More</i>	76	17.0	60	14.5	65	18.9	53	15.6	90	13.1	46	12.5	93	27.8	483	16.5
<i>Total</i>	446	15.2	414	14.1	344	11.7	339	11.6	688	23.4	367	12.5	334	11.4	2932	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 2 and 5 had the highest percentage of students with disabilities working 20 hours or less per week  
 Round Table 6 had the highest percentage of students with disabilities working between 21 and 34 hours per week  
 Round Table 7 had the highest percentage of students with disabilities working 35 hours or more per week

Table 9

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Leisure and Hospitality</i>	139	30.7	157	37.6	129	36.8	142	41.3	268	38.3	96	26.1	120	34.1	1051	35.2
<i>Service Industry</i>	120	26.5	64	15.3	48	13.7	43	12.5	116	16.6	90	24.5	36	10.2	517	17.3
<i>Trade</i>	62	13.7	63	15.1	57	16.2	52	15.1	136	19.4	45	12.2	58	16.5	473	15.8
<i>Agriculture, Mining, and Construction</i>	28	6.2	25	6.0	41	11.7	28	8.1	34	4.9	52	14.1	44	12.5	252	8.4
<i>All Other Occupations</i>	104	22.9	109	26.0	76	21.6	79	23.0	146	20.8	85	23.1	94	26.7	693	23.3
<i>Total</i>	453	15.2	418	14.0	351	11.8	344	11.5	700	23.4	368	12.3	352	11.8	2986	100%

*Note.* Data represent survey information reported by category.

## Talking Points:

Round Table 4 had the highest percentage of students with disabilities employed in the leisure and hospitality industry

Round Tables 1 and 6 had the highest percentage of students with disabilities employed in the service industry

Round Table 5 had the highest percentage of students with disabilities employed in the trade industry

Round Table 6 had the highest percentage of students with disabilities employed in the agriculture, mining, and construction industry

Table 10

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Restaurant Worker/ Food Service</i>	153	33.8	157	37.6	119	33.8	134	38.8	256	36.5	127	34.2	101	28.7	1047	35.1
<i>Retail Sales</i>	61	13.4	52	12.4	42	11.9	44	12.8	143	20.4	39	10.5	59	16.8	440	14.7
<i>All Other Occupations</i>	239	52.8	209	50.0	190	54.3	166	48.4	301	43.1	202	55.3	192	54.5	1499	50.2
<i>Total</i>	453	15.1	418	14.0	351	11.8	344	11.5	700	23.4	368	12.4	352	11.8	2986	100%

*Note.* Data represent survey information reported by category.

Talking Points:

- Round Table 4 had the highest percentage of students with disabilities employed as restaurant/food service workers
- Round Table 5 had the highest percentage of students with disabilities employed as retail sales personnel
- Round Table 7 had the lowest percentage of students with disabilities employed as restaurant/food service workers
- Round Table 6 had the lowest percentage of students with disabilities employed as retail sales personnel

INPSFS Exit Respondents' Post-Secondary Education Anticipated Plans

Table 11

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	<i>Yes</i>	704	76.2	639	74.1	523	75.3	542	73.8	1076	78.1	525	68.9	495	67.6	4504
<i>No</i>	103	11.1	144	16.7	103	14.9	135	18.4	198	14.4	161	21.1	138	18.9	982	16.1
<i>Not Sure</i>	117	12.7	79	9.2	68	9.8	57	7.8	104	7.5	76	10.0	99	13.5	600	9.9
<i>Total</i>	924	15.2	862	14.2	694	11.4	734	12.1	1378	22.6	762	12.5	732	12.0	6086	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 1 and 5 had the highest percentage of students with disabilities planning to attend PSE

Round Table 6 had the highest percentage of students with disabilities not planning to attend PSE

## INPSFS 2006-07 One-Year Follow-Up Respondents' Data by Indiana's Education Round Table Regions

### INPSFS One-Year Follow-Up Respondents' Demographic Characteristics

Table 12

#### *2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Learning Disability</i>	259	61.1	157	59.2	190	58.6	83	54.2	315	56.8	255	59.9	232	56.4	1491	58.3
<i>Mild Mental Handicap</i>	60	14.2	42	15.8	37	11.4	22	14.4	63	11.4	50	11.7	55	13.4	329	12.9
<i>Emotional Disability</i>	64	15.1	30	11.3	40	12.3	27	17.6	64	11.5	59	13.8	69	16.8	353	13.8
<i>Moderate, Severe, &amp; Multiple Disabilities</i>	14	3.3	12	4.5	14	4.3	5	3.3	26	4.7	15	3.5	16	3.9	102	4.0
<i>Other: (Communication Disorder, Hearing Impairment, Orthopedic Impairment, Visual Impairment, Other Health Impaired, Dual Sensory Impairment, Autism, and Traumatic Brain Injury)</i>	27	6.4	24	9.1	43	13.3	16	10.5	87	15.6	47	11.0	39	9.5	283	11.0
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	6.0	555	21.7	426	16.7	411	16.1	2558	100%

Note. Data represent survey information reported by category.

#### Talking Points:

Round Table 1 had the highest percentage of students with learning disabilities

Round Table 2 had the highest percentage of students with mild mental disabilities

Round Table 4 had the highest percentage of students with emotional disabilities

Round Tables 2, 3 and 5 had the highest percentage of students with moderate, severe, and multiple disabilities

Round Table 5 had the highest percentage of students with disabilities classified as other (i.e. autism, communication disorder)

Table 13

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Graduated with a diploma</i>	266	62.7	146	55.1	218	67.2	83	54.2	374	67.4	276	64.9	268	65.1	1631	63.8
<i>Graduated with a certificate of completion or fulfilled IEP requirement</i>	55	13.0	61	23.0	57	17.5	29	19.1	97	17.5	59	13.8	54	13.2	412	16.1
<i>Dropped out</i>	92	21.7	54	20.4	49	15.2	41	26.7	76	13.7	90	21.1	88	21.5	490	19.2
<i>Reached maximum age (21 years old)</i>	11	2.5	4	1.5	0	0	0	0.0	8	1.4	1	0.2	1	0.2	25	0.9
<i>Total</i>	424	16.5	265	10.4	324	12.7	153	5.9	555	21.7	426	16.7	411	16.0	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 3 and 5 had the highest percentage of students graduating from high school with a diploma

Round Table 2 had the highest percentage of students earning a certificate of completion

Round Table 4 had the highest percentage of students dropping out of high school

Round Table 1 had the highest percentage of students leaving high school having reached the maximum age

Table 14

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Male</i>	291	68.6	164	61.9	201	62.2	106	69.1	363	65.5	294	69.0	273	66.3	1692	66.2
<i>Female</i>	133	31.4	101	38.1	123	37.8	47	30.9	192	34.5	132	31.0	138	33.7	868	33.8
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	5.9	555	21.7	426	16.7	411	16.0	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 1, 4 and 6 had the highest percentage of male students

Round Tables 2 and 3 had the highest percentage of female students

Table 15

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>American Indian or Native Alaskan</i>	0	0.0	1	0.4	1	0.3	0	0.0	0	0.0	1	0.2	0	0.0	3	0.2
<i>Asian or Pacific Islander</i>	0	0.0	1	0.4	1	0.3	0	0.0	1	0.2	1	0.2	1	0.2	5	0.2
<i>Hispanic</i>	27	6.4	7	2.6	6	1.8	2	1.3	10	1.8	3	0.7	3	0.7	58	2.3
<i>African American</i>	127	29.9	27	10.2	5	1.6	17	11.1	112	20.2	22	5.2	23	5.6	333	13.0
<i>Caucasian</i>	266	62.7	229	86.4	310	95.7	132	86.3	427	76.9	390	91.5	377	91.7	2131	83.2
<i>Multi-racial</i>	4	0.9	0	0.0	1	0.3	2	1.3	5	0.9	9	2.1	7	1.7	28	1.1
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	6.0	555	21.7	426	16.6	411	16.1	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 3, 6 and 7 had the highest percentage of Caucasian students

Round Table 2 had the highest percentage of American Indian or Native Alaskan students (extremely small n=1)

Round Table 2 had the highest percentage of Asian students (extremely small n=1)

Round Table 1 had the highest percentage of Hispanic students

Round Table 1 had the highest percentage of African American students

Round Table 6 had the highest percentage of Multi-racial students

Table 16

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>80% or more Least Restrictive Environment</i>	201	47.4	164	62.0	150	46.5	86	56.2	375	67.6	216	50.7	240	58.5	1432	56.0
<i>40% - 79% LRE</i>	92	21.7	48	18.0	105	32.3	30	19.6	92	16.6	129	30.3	136	33.0	632	24.7
<i>&lt;40% LRE</i>	124	29.2	39	14.7	57	17.5	30	19.6	70	12.6	70	16.4	25	6.1	415	16.2
<i>Separate School</i>	0	0.0	5	1.9	8	2.5	2	1.3	7	1.3	0	0.0	5	1.2	27	1.1
<i>Residential Facility</i>	2	0.5	1	0.4	0	0.0	1	0.7	3	0.5	0	0.0	0	0.0	7	0.3
<i>Correctional Facility</i>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<i>Parentally Placed Private</i>	0	0.0	2	0.8	1	0.3	2	1.3	2	0.4	0	0.0	4	0.0	11	0.4
<i>Homebound/Hospital</i>	5	1.2	6	2.3	3	0.9	2	1.3	6	1.1	11	2.6	1	0.2	34	1.3
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	6.0	555	21.7	426	16.6	411	16.1	2558	100%

*Note.* Data represent survey information reported by category.

**Talking Points:**

Round Tables 2 and 3 had the highest percentage of students with disabilities being served 80% or more in LRE

Round Table 3 had the highest percentage of students with disabilities being served between 40%-79% in LRE

Round Table 1 had the highest percentage of students with disabilities being served 40% or less in LRE

Round Table 3 had the highest percentage of students with disabilities being served in a separate school

Round Table 4 had the highest percentage of students with disabilities being served in a residential facility

Round Tables 2 and 6 had the highest percentage of students with disabilities being served in a homebound/hospital setting

*INPSFS One-Year Follow-Up Respondents' Employment*

Table 17

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Yes</i>	244	57.5	174	65.7	214	66.2	88	57.2	330	59.4	291	68.3	281	68.3	1622	63.4
<i>No</i>	180	42.5	91	34.3	110	33.8	65	42.8	225	40.6	135	31.7	130	31.7	936	36.6
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	5.9	555	21.7	426	16.7	411	16.0	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Tables 6 and 7 had the highest percentage of students with disabilities engaged in paid employment  
 Round Tables 1, 4 and 5 had the highest percentage of students with disabilities who were not in paid employment

Table 18

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>20 Hours or Less</i>	54	22.2	36	20.7	47	22.2	28	32.2	83	25.0	69	23.8	52	18.8	368	22.8
<i>From 21 Hours to 34 Hours</i>	63	25.9	40	23.0	37	17.5	13	14.9	67	20.2	71	24.5	48	17.3	339	21.0
<i>35 Hours or More</i>	126	51.9	98	56.3	128	60.4	46	52.9	182	54.8	150	51.7	177	63.9	907	56.2
<i>Total</i>	243	15.0	174	10.8	212	13.1	87	5.4	332	20.6	290	18.0	277	17.2	1614	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Table 4 had the highest percentage of students with disabilities working 20 hours or less per week  
 Round Tables 1 and 6 had the highest percentage of students with disabilities working between 21 and 34 hours per week  
 Round Tables 3 and 7 had the highest percentage of students with disabilities working 35 hours or more per week

Table 19

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Leisure and Hospitality</i>	49	20.1	36	20.7	41	18.9	16	18.2	76	23.0	56	19.1	58	20.6	332	20.4
<i>Trade</i>	35	14.3	27	15.5	44	20.3	17	19.3	67	20.6	40	13.7	39	13.9	269	16.6
<i>Service Industry</i>	42	17.6	30	17.2	24	11.1	6	6.8	62	18.8	44	15.0	36	12.8	244	15.0
<i>Manufacturing</i>	42	16.8	38	21.8	30	13.8	15	17.0	13	3.9	36	12.3	45	16.0	219	13.5
<i>All Other Occupations</i>	76	31.1	42	24.7	77	35.9	34	38.6	111	33.6	116	39.9	102	36.7	558	34.5
<i>Total</i>	244	15.0	173	10.7	216	13.3	88	5.4	329	20.3	292	18.0	280	17.3	1622	100%

*Note.* Data represent survey information reported by category.

## Talking Points:

Round Table 5 had the highest percentage of students with disabilities employed in the leisure and hospitality industry

Round Tables 3 and 5 had the highest percentage of students with disabilities employed in the trade industry

Round Table 5 had the highest percentage of students with disabilities employed in the service industry

Round Table 2 had the highest percentage of students with disabilities employed in the manufacturing industry

Table 20

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Restaurant Worker/ Food Service</i>	56	22.9	37	21.4	37	17.1	18	20.5	67	20.4	58	19.9	44	15.7	317	19.5
<i>Retail Sales</i>	28	11.5	21	12.1	20	9.3	9	10.2	58	17.6	37	12.7	31	11.1	204	12.6
<i>All Other Occupations</i>	160	65.6	115	66.5	159	73.6	61	69.3	204	62.0	197	67.4	205	73.2	1101	67.9
<i>Total</i>	244	15.0	173	10.7	216	13.3	88	5.4	329	20.3	292	18.0	280	17.3	1622	100%

*Note.* Data represent survey information reported by category.

Talking Points:

- Round Table 1 had the highest percentage of students with disabilities employed as restaurant/food service workers
- Round Table 5 had the highest percentage of students with disabilities employed as retail sales personnel
- Round Tables 3 and 7 had the lowest percentage of students with disabilities employed as restaurant/food service workers
- Round Tables 3 and 7 had the lowest percentage of students with disabilities employed as retail sales personnel

*INPSFS One-Year Follow-Up Respondents' Post-Secondary Education*

Table 21

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Yes</i>	136	32.1	61	23.0	101	31.2	45	29.4	246	44.2	144	33.8	114	27.7	847	33.1
<i>No</i>	288	16.8	204	77.0	223	68.8	108	70.6	309	55.8	282	66.2	297	72.3	1711	66.9
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	6.0	555	21.7	426	16.7	411	16.1	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

Round Table 5 had the highest percentage of students with disabilities enrolled and attending PSE

Round Table 2 had the highest percentage of students with disabilities not enrolled or attending PSE

INPSFS One-Year Follow-Up Respondents' Living Arrangements

Table 22

*2006-07 INPSFS 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<i>Parent's/Relative's Home</i>	355	83.7	202	75.9	218	67.1	109	71.7	378	68.2	326	76.5	286	69.6	1874	73.2
<i>Friend's or Acquaintance's Home</i>	17	4.0	6	2.6	11	3.4	12	7.9	17	3.1	14	3.3	27	6.6	104	4.1
<i>My Own Place</i>	29	6.8	24	9.0	60	18.8	19	12.5	54	9.7	40	9.4	60	14.6	286	11.3
<i>My Own Place with Support</i>	2	0.5	9	3.4	6	1.8	4	2.0	6	1.1	7	1.6	5	1.2	39	1.5
<i>Group Home</i>	0	0.0	2	0.8	4	1.2	0	0.0	6	1.1	3	0.7	1	0.2	16	0.7
<i>Military Base</i>	1	0.2	3	1.1	3	0.9	1	0.7	5	0.9	6	1.4	6	1.5	25	1.0
<i>College Campus</i>	17	4.0	15	5.6	19	5.8	6	3.9	84	15.0	23	5.4	21	5.1	187	7.2
<i>Other</i>	3	0.7	4	1.5	3	0.9	2	1.3	5	0.9	5	1.2	5	1.2	27	1.1
<i>Total</i>	424	16.6	265	10.4	324	12.7	153	5.9	555	21.6	426	16.7	411	16.1	2558	100%

*Note.* Data represent survey information reported by category.

Talking Points:

- Round Tables 1 had the highest percentage of students with disabilities currently living with parents or relatives
- Round Table 4 had the highest percentage of students with disabilities currently living with friends or acquaintances
- Round Tables 3 and 7 had the highest percentage of students with disabilities currently living on their own in their own place
- Round Table 2 had the highest percentage of students with disabilities currently living on their own with support