

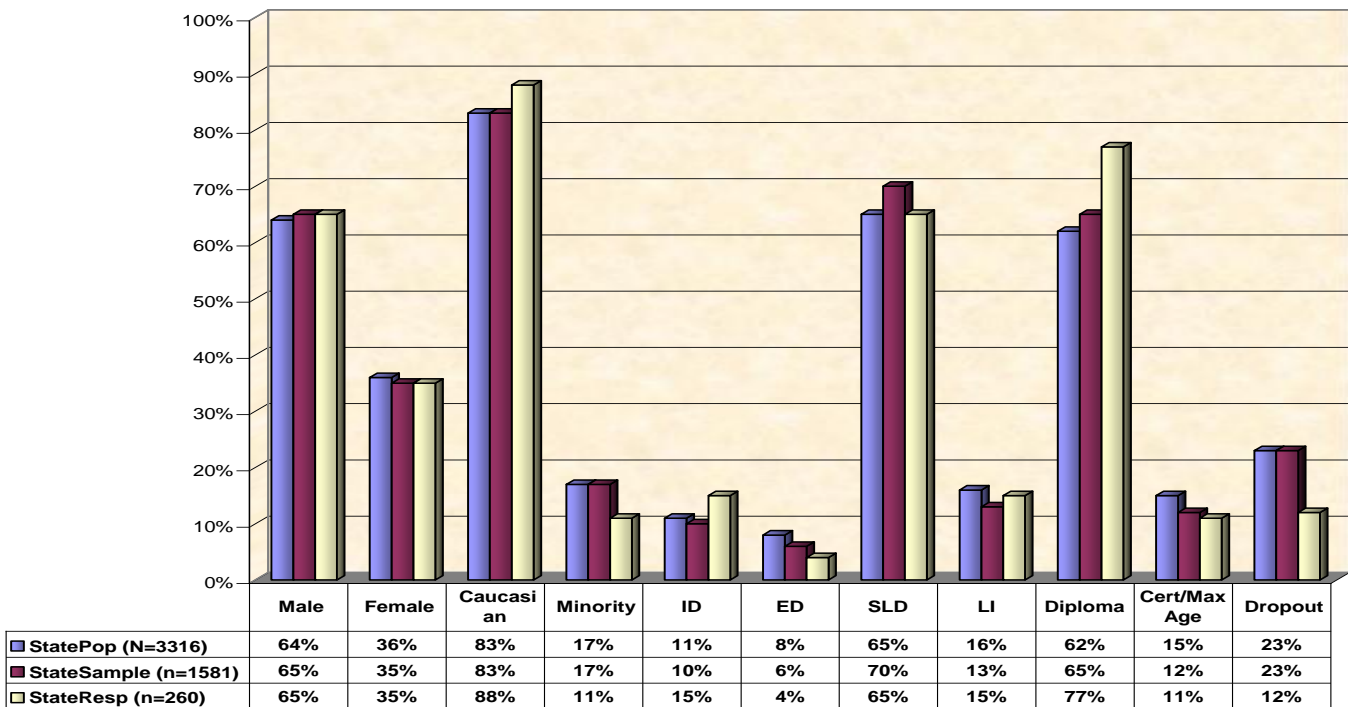
2007 Utah Statewide Post High School Outcomes Survey Report of 2005-2006 Exiters with Disabilities

This is the status report of the Utah Post High School Outcomes Survey of Individuals with Disabilities. This report focuses on youth with disabilities who exited high school during the 2005-06 school year and are now out of high school one year. Youth exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around three areas of interest. The outcomes for youth with disabilities for each area are summarized below.

SURVEY RESPONDENTS

This graph shows the comparison of population of youth with disabilities who exited their secondary placement in the state, the representative sample those youth who exited (available to be interviewed), and those exited youth who responded to the outcomes interview.

**2007 State Population, State Sample, and State Respondents of 2005-2006 Exiters
by Gender, Ethnicity, Disability and Exit Type**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2005-06 school year. Of the available former students, 260 interviews were successfully completed (another 13 respondents were contacted but they did not complete the interviews), representing 16% of exiters. Data reported here are based on the responses of the 260 successfully completed interviews.

Interviews could not be completed because:

- 73% unable to find phone #
- 0% three or more attempts made/no contact
- 6% refused to participate
- 1% language/comprehension barrier
- 8% student moved/no forwarding
- 1% deceased
- 0% student in jail or prison
- 11% other reason

Representativeness of Respondents

The survey response rate is 95% +/-5.45%. This percentage is slightly lower than the desired 95% +/-5.00% sought for statistical validity. An additional 38 completed surveys would be needed to reach this level. With this level being lower than desired, it is important to interpret all results cautiously and to seek a higher future response rate. Comparison with Year 2 outcomes will be valuable in presenting a more complete picture of outcomes for youth with disabilities one year after exiting high school.

It is important to compare those who *actually* responded the survey with those who were *eligible* to answer the survey. Outcomes interpretations should be interpreted with caution when the respondents are not representative of the sample. The 2007 survey respondents are:

- Statistically valid across gender
- Youth with intellectual disabilities are slightly over represented (+5.01)
- Youth with learning disabilities are slightly under represented (-4.70%)
- Minority exiters are under represented (-6.31%)
- Youth who dropped-out are significantly under represented (-10.65%)

OUTCOMES BY SURVEY AREA

EMPLOYMENT

Two outcomes of employment were considered: (1) whether the former student held a competitive job outside the home for which he or she was paid, and (2) the compensation and benefits the youth received for their work. For this study, employment was identified as competitive employment in the community, earning more than minimum wage and working for pay full or part-time. On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

Employment by Gender, Ethnicity, Disability and Exit Type

Table 1 reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

	Respondents (N=260)		Employed Respondents (n=260)			
	Current Paid Employment	Worked Since HS but Not Currently	Work in an Integrated Setting	35 or More Hours per Week	Earns Above Minimum Wage	Receive Benefits
Total	67%	20%	78%	68%	88%	46%
Male	68%	21%	84%	79%	90%	48%
Female	66%	20%	69%	48%	85%	41%
White	67%	21%	79%	68%	88%	46%
Minority	73%	17%	74%	67%	89%	44%
ID*	55%	20%	63%	37%	57%	53%
ED*	55%	27%	78%	78%	89%	33%
SLD*	73%	19%	85%	75%	93%	46%
LI*	59%	23%	62%	63%	91%	41%
Diploma	70%	19%	78%	69%	90%	49%
Certificate/Max. Age	56%	18%	80%	35%	65%	35%
Drop-Out	63%	31%	84%	87%	90%	30%

* = ID = Cognitive Disability, ED = Emotional Disturbance, SLD = Significant Learning Disability, LI = Low Incidence

75% of respondents are competitively employed in an integrated community setting, and earning minimum wage or greater and working 35 hours or more per week. Youth participate in more than one type of postsecondary education, as there were 189 “yes” responses to specific types of postsecondary education or training

- 5% of employed respondents are non-competitively employed in their home, residential or institutional setting, or sheltered employment setting

Unemployment

20% of respondents report that they **have worked** since leaving high school, but are **currently unemployed**. The majority of respondents report that they are not working for the following reasons:

- 24% on Church Mission
- 13% are enrolled in postsecondary school
- 9% do not want to work/aren't looking
- 9% laid off

- 8% health issues/disability-related issues/homemaker
- 8% lack employment opportunities/unable to find work
- 6% lack transportation
- 6% family obligations
- 4% lack the necessary skills
- 0% would lose benefits
- 0% have not received necessary services/wait list
- 21% cite another reason they are not currently working (*see end of report*)

Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.

11% of respondents report that they **have not worked** since leaving high school and are currently unemployed. The majority of respondents report they are not working for the following reasons:

- 29% are enrolled in postsecondary school
- 21% health issues
- 18% on Church Mission
- 14% do not want to work/aren't looking
- 11% family obligations/homemaker
- 11% lack the necessary skills
- 4% lack transportation
- 0% lack employment opportunities/unable to find work
- 0% would lose benefits
- 0% have not received necessary services/wait list
- 14% cite another reason they have not worked since leaving high school (*see end of report*)

Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.

Summary of Employment Outcomes by Gender, Ethnicity, Disability and Exit Type

Youth with the highest percentage of employment one year after exiting high school are:

- Minority youth are slightly more likely to be employed at the time of the survey, but as likely as White youth
- Youth with a specific learning disability (SLD)
- Youth exiting with a regular diploma

Youth who are most likely to have never worked since exiting high school are:

- Youth with an intellectual disability (ID)
- Youth with an emotional disability (ED)
- Youth exiting with a certificate of attendance or reaching maximum age

Employment Statistics

- A higher % of male youth are employed in an integrated community setting, work 35 or more hours per week, and receive benefits than female youth.
- White youth and Minority youth are similarly employed
- Youth with an ID or Low Incidence Disability (LI) are least likely to be employed in an integrated community setting
- Youth with ID are least likely to work 35 or more hours per week and earn minimum wage or greater
- ED youth and youth exiting with a certificate of attendance or reaching maximum age are least likely to receive benefits
- Youth who dropped-out are most likely to have been employed since leaving high school but are currently unemployed, and most likely to work 35 hours or more per week, but least likely to receive benefits; they are as likely to earn minimum wage or greater.

POSTSECONDARY EDUCATION AND TRAINING

Postsecondary education includes any type of formal education program after high school. Former students may be enrolled in a 2-year college, a 4-year college or university, or a technical college program. A technical college offers training that leads to specific certification in a field of study. Postsecondary education may also include a formal apprenticeship, a short-term training program, or mission work. Adult education and job training are not considered formal postsecondary education programs, but are included here as types of postsecondary training. NLTS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

Participation in Postsecondary Education by Gender, Ethnicity, Disability and Exit Type

Table 2 reviews the major postsecondary outcomes of respondents by gender, ethnicity, disability and exit type.

39% of respondents have attended some type of postsecondary education or training since leaving high school.

- In addition to the types of postsecondary education listed above, 5% of respondents report participating in a church mission or other humanitarian mission, and 5% report another type of postsecondary program.

Other types of postsecondary training:

- Flight school UVSC
- Scenic View
- Voc Rehab
- Mountainland Applied Tech
- Computer program at Snow College
- South Pointe
- Completing an internship
- Real Estate investing program
- Music lessons
- Job training from Headstart as part of employment plan

	2-Year / Community College	4-Year College / University	Vocational / Technical College	Short-Term Ed. / Training Program	HS Completion / GED
Total	13%	10%	11%	11%	17%
Male	14%	10%	8%	9%	13%
Female	12%	11%	17%	14%	24%
White	13%	10%	11%	12%	16%
Minority	17%	13%	13%	3%	23%
ID*	10%	5%	10%	20%	23%
ED*	9%	9%	9%	0%	18%
SLD*	14%	10%	12%	8%	16%
LI*	18%	18%	10%	15%	13%
Diploma	16%	12%	12%	11%	17%
Certif./Max. Age	7%	4%	11%	14%	22%
Drop-Out	3%	3%	6%	3%	6%
* = ID = Cognitive Disability, ED = Emotional Disturbance, SLD = Significant Learning Disability, LI = Low Incidence					

- 16% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 10% attend *part-time* (*fewer than 12 credits or hours*) and 3% of respondents report completing their postsecondary education program, training or degree.
- 10% of respondents report they **discontinued** their postsecondary education or training for the following reasons:
 - 20% Church Mission
 - 16% did not want to continue
 - 16% couldn't afford to continue/not enough financial aide
 - 16% working full-time
 - 4% family obligations/homemaker
 - 4% health or disability-related reason
 - 24% cite another reason they discontinued their postsecondary program (*see end of report*)

Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.
- 57% of respondents report they **have not attended** postsecondary education or training for the following reasons:
 - 27% working full-time
 - 24% did not plan to or want to go
 - 16% couldn't afford to go/not enough financial aide
 - 7% on Church Mission
 - 7% health or disability-related reason

- 6% unable to find transportation
 - 5% family obligations/homemaker
 - 3% have not received the necessary services
 - 10% cite another reason they have never attended a postsecondary education program (*see end of report*)
- Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.*

Summary of Postsecondary Outcomes by Gender, Ethnicity, Disability and Exit Type

- Overall, more females than males participate in postsecondary education and training programs
- Participation in postsecondary education is fairly even in relation to ethnicity
- Youth with intellectual disabilities and youth with low incidence disabilities represent the greatest majority of students participating in all types of postsecondary education and training, as do youth who exit with a regular diploma

Types of Postsecondary Education and Training

Academic

- as many males as females participate in a 2-year or 4-year program
- more Minority youth than White youth participate in a 2-year or 4-year program
- youth with LI and youth who exit with a regular diploma are most likely to participate in a 2-year or 4-year program

Technical/Vocational/Short-Term

- more females than males participate vocational or short-term training program
- more White youth than Minority youth participate in a vocational or short-term training program
- youth who exit with a certificate of attendance or reaching maximum age are more likely to participate in a vocational or short-term training program than youth who exit with a regular diploma

High School Completion/GED

- more females and Minority youth earn their HS completion certificate or GED than do male or White youth

INDEPENDENT LIVING

The independent living section contains responses to questions about students' residential arrangements and general community participation, including engagement in activities outside the home, residential independence, and social and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks.

Living Arrangements

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

- One year after exiting high school, 63% of the respondents continue to live with their parent(s).
- 33% of respondents report living independently. Of the respondents who live independently, 2% live alone, 79% live with another family member, 23% respondents live with a spouse or roommate and 1% is in the military.
- 0% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and less than 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)

Adult Agencies / Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school. Respondents report working with the following agencies:

- 12% Vocational Rehab (VR)
- 12% Social Security Administration
- 9% Division of Workforce Services
- 8% College or university student assistance center
- 7% Division of Services for Persons with Disabilities (DSPD)
- 2% Disability law center
- 1% Rehab Services for the Deaf and Hard of Hearing
- 0% Rehab Services for the Blind and Visually Impaired
- 49% cite working with or receiving another type of service from an adult agency:
 - Easter Seals
 - Talked with someone from the military
 - Star
 - Job Service – but I haven't had much lunch with them
 - DSPD
 - Jobs Corps
 - University Liaison

- Got info from colleges
- Went to Manpower
- Dept. of Services, WIC

Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.

SUMMARY

View of Respondent by Gender, Ethnicity, Disability and Exit Type

Table 3 reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2005-2006 school year by gender, ethnicity and disability. Indicator 14 indicates 87% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school.

Table 3. Major Postsecondary Outcomes by GEDE (n = 260)			
	Competitively Employed	Postsecondary Ed. / Training	Meeting Indicator 14**
Total	75%	39%	87%
Male	78%	34%	87%
Female	70%	47%	86%
White	74%	37%	86%
Minority	80%	40%	90%
ID*	40%	52%	75%
ED*	73%	27%	82%
SLD*	85%	34%	91%
LI*	69%	50%	79%
Diploma	78%	43%	90%
Certificate/Max. Age	44%	30%	63%
Drop-Out	84%	15%	88%
* = ID = Cognitive Disability, ED = Emotional Disturbance, SLD = Significant Learning Disability, LI = Low Incidence ** = unweighted results / 71.5% weighted Indicator 14 results			

Former Student Comments

Former students were asked what **difficulties**, if any, they had being employed or attending postsecondary school as they would like. Their responses are included at the end of this report.

Former students were asked about **something positive** that happened while they were in high school to help them reach their goals. Their responses are included at the end of this report.

2005/06 Utah Exiters District Data Sort Comments

Please Note: Other than spelling and some minor grammatical changes, the below represents respondent comments as recorded by the interviewers.

3. Why are you not currently working?

- Moving
- Seasonal work
- Boss
- Quit job because working from early morning to late afternoon and making less than minimum wage.
- Incarcerated
- Did not want to work anymore.
- In a detention center because of troubles with the law.
- I need to bite the bullet and do it but I am trying --applied to several jobs-no call backs.
- Moved to California but attending BYU in Idaho in fall and has attended the last two semesters
- Not fair pay

8. Why have you not worked since leaving high school?

- Planning to attend school
- I do volunteer work but not for pay, I'm being trained.
- In post high program too long--too much pressure, stresses her out to think about getting a job, several changes in teachers made it hard
- Moving to another location.

10. Why did you discontinue a postsecondary education or training program?

- Didn't like it.
- Went into the military
- Got kicked out.
- Community service
- I got credentials for teaching preschool children so didn't need to a complete degree.
- Working but is taking his last semester of school this spring and he will be finished.

18. Why have you not attended a postsecondary education or training program?

- Plan to attend at a later date
- I did not graduate but am working full time
- Difficult time in high school but plans to attend at later date
- Haven't been able to start yet
- Has to get her GED first
- Plan to attend UVSC after mission
- Has been accepted into college but delayed registering for going on a mission
- Going to cosmetology school in a few weeks
- Lack of family support
- Does not like school because of all the bullying that happened while in high school, turned her off from going to college but mom is working on her going
- Work and in the middle of moving
- I always planned to go on a mission and I worked up until I left. I plan on going to school when I get home.
- I have to be 21 for the program I want.
- Busy with getting married and working.
- Moving to another location
- Saving for a mission.
- No time
- Lack of interest--wants to get GED
- Working towards GED; want to do police academy or military service
- Plan on going back.
- Waiting for voc rehab--hard to get in touch with
- Wanted to do a vocational training but hasn't got to yet because of problems with the law.
- Waiting for my cousin's school to open. Then I will go there.
- Got shot down when in high school he did not feel he was worth anything.
- Will go in the fall
- Because of work and on a church mission
- Plan on going to college because just graduated.
- Waiting to see if I qualify for government voucher for college (SLCC)
- Saved for college for a year, plan to attend SLCC this fall.
- Planning on attending
- I signed up to attend college this fall, but was called to Iraq (military) and went through training and will be leaving soon to serve.
- I want to go but just haven't had the opportunity to go yet.
- Working on GED.

21. What difficulties, if any, have you had being employed or attending post secondary school as you would like?

- **Disability-related**
 - Hard to do work when disabled--get frustrated; need 1-1 assistance
 - Communication--not vocal tried greater at Shopko but did not work - limited mobility with hands
 - No choices (fetal alcohol syndrome), hard time being employed for 7 months or so, people treat him poorly; disability not obvious, personality problems with employers, parents try and tell employer and better help them to understand
 - Dyslexia
 - Working, has learning disability trying to get into college after mission

- Being able to keep up with requirements, staying on task
 - Comprehension issues.
 - Mental, physical
 - Disabilities
 - Has to work harder because of ADD
 - Learning disability
 - Adapting to the workforce
 - Yes, read at age group, aid helps me.
 - Mostly poor reading and writing skills.
 - Hard time communicating.
 - Hard time finding work. Mistreated in HS. Not treated as an individual. Assumed as mentally retarded but not. Did not have a good HS experience.
 - Most of it's just basic comprehension, lack of attention span
 - Daughter has medical issues and makes it hard to continue working.
 - My joints get tired. I have joint problems
 - I have ADHD and learning disabilities (reading) which makes it hard for me. Staying out of trouble.
 - Gets intimidated really easily.
 - Hard to find job because of disability, college classes limited because his physical limitations.
 - Dyslexic, reading is difficult, I have to memorize.
 - Trouble finding interpreters.
 - Not taking my medicine on a regular basis makes it hard to work. I have ADHD. It makes it harder to get and keep a job.
 - Getting the ADHD taken care of and getting the correct help. He's more hands on. No desire to go back because of how the reaction of the school district towards him in the last four years of high school. It gave him a real negative attitude.
 - Comprehending things.
 - Nothing because he didn't have to write; sometimes messes up with instructions
- **Work-related**
 - Wants higher wages
 - Getting yelled at by the boss.
 - Hard time making it to work on time--been through a few jobs
 - Mom says that her job is not a good one for her.
 - It's a long ways to get a good job...you have to find a job outside of xxxxx county to find a good job.
 - Getting a different job
 - Finding a job; in the process of moving
 - Low pay
 - Always gets short term jobs.
 - Financing; getting jobs
 - I can't get hired.
 - Finding something that is interesting to me.
 - Getting a job: preconceptions, notions about jobs. I think kids with disabilities need to do jobs like janitorial, bagging, food service; getting a full time job is hard because they are all marketing to student population. If looking for full time/low paying job--cuts out job opportunities.
 - Sign language class at SLCC didn't provide accommodations for me. Pockets of world that don't figure out accommodations.
 - Job search: looking for jobs that might be successful (preschool aide programs--I am qualified for preschool jobs but people in salt lake city school district will not hire me to work in the preschoolers with disabilities program.
 - It took a while to find a good job and I finally found one and am very happy
 - People don't know how to deal with the disability. Employers don't have very high expectations. I don't get very good jobs.
 - Getting a job
 - Feeling good enough and be on time
 - Hours and stuff like that.
 - Transportation; finding right job training
 - **School-related – HS and Postsecondary**
 - College is harder than I thought
 - Regret not going back to school-prior
 - Yes, teach Spanish and English
 - Have not taken the ACT
 - Reading capability and understanding it.
 - The lack of continuing education has left him with a lack of confidence, and it's been a roadblock.

- Learning to be on own and learning to study
 - Looking for a job that can pay to go college
 - Can't afford, doesn't want to because going on a mission
 - Getting into a program
 - Testing
 - Math
 - Lack of education
 - Lack of money
 - Financial
 - Social skills are not were they should be. Hard time being assertive.
 - Severely handicapped; there is no alternative after you are 22 - there is no options.
 - Leaving HS was difficult.
 - I was in resource so that makes it hard.
 - District is horrible. Elementary through high school has really bad programs. I hope they can improve.
 - After attaining my GED, school dropped all of his educational plans. He was able to get a 4 year scholarship from a private party. Feels school did not work towards his best interests.
 - Failed required state tests and as a result cannot continue education. Regular diploma issued and hard to find adequate employment as result.
 - Difficulties continue with math, spelling, and reading.
 - Taking notes.
 - Didn't get accommodations, didn't get a graduating diploma because missed by 1 point. Was very upset about not getting the accommodations! Left high school with a very bad taste. I'm still very upset.
 - Just trying to get communication between college and high school and the accommodations I will need, but it is all worked out now.
 - Student had issue with teacher promising to graduate and was later told could not graduate high school.
- **Family-related / Financial / Social / Transportation**
 - She has a son and has to work around that
 - Trying to find someone to baby-sit
 - Busy
 - She has her own personality -- stubborn
 - Transportation/ Can't drive, no transportation.
 - Rent
 - Not having enough time
 - Lack of money
 - I want to be a nurse but money is preventing from going.
 - I just had some when I went to SVU for awhile; I had a hard time keeping up. So I had a hard time in school. Trying to find a school where I want to go.
 - I wasn't prepared for some of the freshman level. There are mandatory classes that a lot of freshmen have a hard time passing. I have my math degree and I think the courses are difficult.
 - Mainly the biggest difficulty is transportation. I have other kids to take care of and it's hard when she can't be even 5 minutes late to her job.
 - Didn't believe me when I went in to talk with social security voc rehab hard to get in touch with
 - Being at home.
 - A lot of responsibilities.
 - Things have been tough, at a loss with thoughts of the future.
 - No staying up late
 - Trying to schedule work and school
 - Hard to understand people who talk in another language. I can't trust people because I've been taken advantage of.
- **None/Few**
 - Hasn't had any, USVC has a great disability resource center
 - Though that I had it really good. I got along with everyone well but it was irritating, but no major problems.
 - Hasn't had any, was employed in high school and has always had a job
 - I don't think he's had too many problems. He really learned how to work hard, and he learned how to do a lot of the mechanic stuff when he was in high school.

22. Thinking about the things you are doing now, what is something positive that happened while you were in high school to help you reach your goals?

- Graduating

- Learned how to study
- Nothing--kicked out of high school my senior year.
- Taking private flying classes
- Worked as a teachers assistant, working with younger children, worked with children who were had delays
- Education and the help she got
- Working with Mrs. Xxxx (art) gave a love of pottery Mrs. Xxxx --great teacher very caring and dedicated history teacher wonderful as well
- Hanging out with friends/social
- I didn't like high school.
- Graduating
- Graduating--very positive
- Being a good student
- Able to take child care and preschool classes in high school that helped her to get her current employment
- Social interactions with other students liked being involved and included went to regular classes and loved it
- Being involved in the drama and choir
- Manager of the basketball team
- Great special education teachers that helped with self-esteem
- Integrated and participate with swimming program made honorary home come coming queen
- Team manager for several sport teams, coaches wonderful and in turn players treated him well, voted "most liked" at high school, teachers/counselors helped a great deal
- BATC
- I hated high school
- Graduation
- I worked really hard, wanted to get out of state, had a lot of goals and worked really hard to get there. It was hard being a resource student though.
- I guess I just decided to get out there and get it done, as soon as I can. I learned to work smarter and not harder, that's what I learned from high school.
- Basketball --working hard
- Teacher support
- Everyone helped any way possible for me to get my diploma
- Get to go to school and get diploma and study, keeps you in school and not out with friends
- She made school play
- Getting out of it resource program alright peer tutoring program did not like being in a program with kids with a lot lower disabilities
- It was fun
- Being able to graduate
- Graduation
- Gave him an understanding with working with persons with disabilities being in resource room, very likable because had more empathy because of being with people of all levels in high school
- Think the teachers were really cooperative in trying to help get everything done.
- The classes that I attended. I was in special classes all through school. They took me aside and helped me all through high school.
- My parents.
- He had some good teachers. He's a good kid but school wasn't his thing. I probably didn't push him hard enough to make it a priority.
- Learning personal skills and interaction with others.
- Vocational classes that are offered
- Good art and music program good teachers teacher's aide
- Teachers aides were great
- Playing football and the social life
- Loved everything, swim team--really enjoyed
- Teachers
- High school goals
- Graduation, going to school
- Teachers were really good.
- Hated school, dropped out, liked school counselor
- Liked to work on cars
- Loved that school has program (Bridgerland) where high school students can start their careers before leaving high school
- Went to Bridgerland and took welding classes helped with current job as an auto mechanic
- Did enjoy school--liked alternative school schedule--could work at his own pace
- All positive, good teachers, wrestling, enjoyed school

- Being able to participate in extracurricular activities, marching band, drama classes, good teachers
- Graduating from high school
- Being organized
- Didn't go into vet tech but instead went into construction with his brothers
- Having interaction with everybody
- Gained more confidence
- Swim team--did very well--gave opportunities, hired as lifeguard, taught swim classes at high school
- Liked not having to work 40 hours per week, liked interior design class a lot
- Friends that I have made-social aspect
- Became more social and friendly, made friends
- Special ed. and p. E.
- Learned to become a people person
- Good teachers.
- Activities
- Childcare program
- Had fun
- Teachers help, positive attitude. Being there. Friends.
- Teachers
- The education that the teacher taught us, it was good for social life and to acquire a job.
- Graduation for jobs.
- Having a girlfriend in high school
- Built up self esteem, successful in getting a GED
- Trained to be EMT in high school
- Good teachers but negative---a lot of bullying going on--tires slashed, need a better policy on bullying
- Training, college courses in high school, job training
- Drafting course, college credit
- Hang out with friends
- Welding program
- Nothing--she hated it
- Attending career days.
- Nothing, had to fight every inch of the way at carbon high
- Had fun in school
- Strong willed and dedicated to school
- Love being in the band. Love being able to take college classes in high school and get my CNA certification (certified nurses assistant).
- Reading and math
- Social aspect
- Job training through school.
- Good social times.
- Association with peer tutors
- CNA program.
- Being with friend.
- Made a lot of friends, my teachers were very good; they provided job opportunities at school as a janitor.
- Only went to one year here and not sure what was positive
- Off campus lunch.
- I took some medical classes and they helped me a lot.
- I had real good teachers, preparing me for my goals. I had a good year. My teachers were really good about helping me get there.
- I graduated.
- BATC
- Video productions class in HS opened options.
- Activities
- Teachers
- Friends
- Mrs. xxxx was very kind to me. Taught me positive thinking. She had a lot of patience.
- Teachers believed in him.
- High school is really helpful. Community is great. Swimming class.
- Teachers and friends helped me.
- Had great teachers and librarian.
- Good teachers.
- Activities and sports.

- Interaction with other kids like her. Special Needs Mutual has been a big help.
- Everything.
- For him just interacting with all the mainstream students, he was in the special ed program there, but to get out with all the other kids was huge for him. I can't say enough well for the special ed program.
- Graduation
- Getting kicked out of xxxx high school was a good thing because I got to attend xxxx school and that was a good program and helped keep me in school and graduate.
- Graduated, choir
- Played rugby in high school and loved it.
- Science
- Graduated
- Overall, teachers are good. English-miss xxxx, math-ms. Xxxx -applied math resource math, made it fun. I went from an F student in math to an A student. She was an amazing teacher that helped me to actually understand math.
- Sports
- TV broadcasting class--learned people skills.
- Cosmetology class in high school helped me to get trained and think about starting my own business.
- Friends
- Really liked high school, social aspect. Hard time with school work (getting it done) but was involved in after school programs.
- Didn't go much so nothing positive.
- Good friends, home ec. Class, good student and loved school.
- I got my degree, got a few friends and it was worth it!
- I liked all of my classes.
- Being around friends.
- English class, making bets.
- Being with friends.
- Getting good grades. Doing well.
- Made place for her to do her homework.
- Well he really enjoyed wrestling, and I think it taught him to go for the goals he had. He's an eagle scout as well. He's always wanted to join the army.
- Got "keys to success award" involved in social aspect--attending games
- Being able to complete high school.
- Made it into choir.
- Working in the gift program. Working over at the Jones Center.
- Teachers that cared about him.
- Learning different job skills. Liked the trainers.
- Playing sports
- Law enforcement class helped a lot in what I do now for work.
- My computer classes and the skill certificates that they give out for those special courses.
- Math.
- Improved interpersonal and social skills.
- Excellent support from teachers and staff at xxxx high school. Very positive experience.
- He took a lot of AP classes that helped him.
- Had a couple of good teachers
- He had a hard time writing and he had a teacher that helped him a lot; that helped him reach his goals. She showed him how to go about doing things.
- Does not really like school
- Having the teachers help me a lot and pushing me to do the things I needed to do in order to graduate.
- Great teacher, xxxx, I loved band and xxxx, weight lifting coach
- Math teacher helped me to graduate
- Winning speech and academic decathlon
- Involved in clubs, friends--social aspect
- I learned a lot--enjoyed reading, choir classes
- Wrestling. Am a good kid--but struggled--went to class early--responsible
- I made a lot of friends. It helped me to decide what I wanted in life
- I liked the whole experience. I really enjoyed government classes
- I liked high school
- Working in the culinary classes
- Participation in sports (track and basketball)
- Favorite class was English
- Metals class

- Classes and teachers
- It helped to get job and graduate
- Learning about math, reading, spelling doing sports
- Art classes. When I go to college I'm going to take digital art classes
- Multimedia class, school success class, cooking class
- JRTC--kept me in school
- I learned, and gym
- Nothing, just friends
- Case manager was a good advocate and flexible. The best buddies program. Downfall: need to socialize kids with disabilities in integrated high schools. Need to find social activities with people with other disabilities
- Social life (hanging out with girls and football players)
- I liked physics class and taking AP classes
- Graduated. I liked alternative, more 1-1 assistance, smaller classes, helped me to graduate
- English class and history. Social - friends
- Dating
- Long lunches and electronics class
- I had a good teacher named xxxxx that was a great advocate for me
- Welding classes
- Never liked high school but liked Spanish class
- Work release program
- Computer classes and took stats for the football team
- Gym and industry classes
- Mostly everything, I really liked high school
- Sports
- FSA
- Photography, artistic
- Graduation
- O.W.C.H while in high school
- I liked art class
- support from friends
- Being on the drill team boosted self esteem and helped me to make friends more easily
- Helpful counselors and teachers
- Learning math and accounting skills
- Art classes, school system
- Teachers, special ed, were enormous help
- Internship in senior year
- One good teacher
- Very supportive teachers
- Good counselors who helped me stay on task
- Many teachers who were mentors