

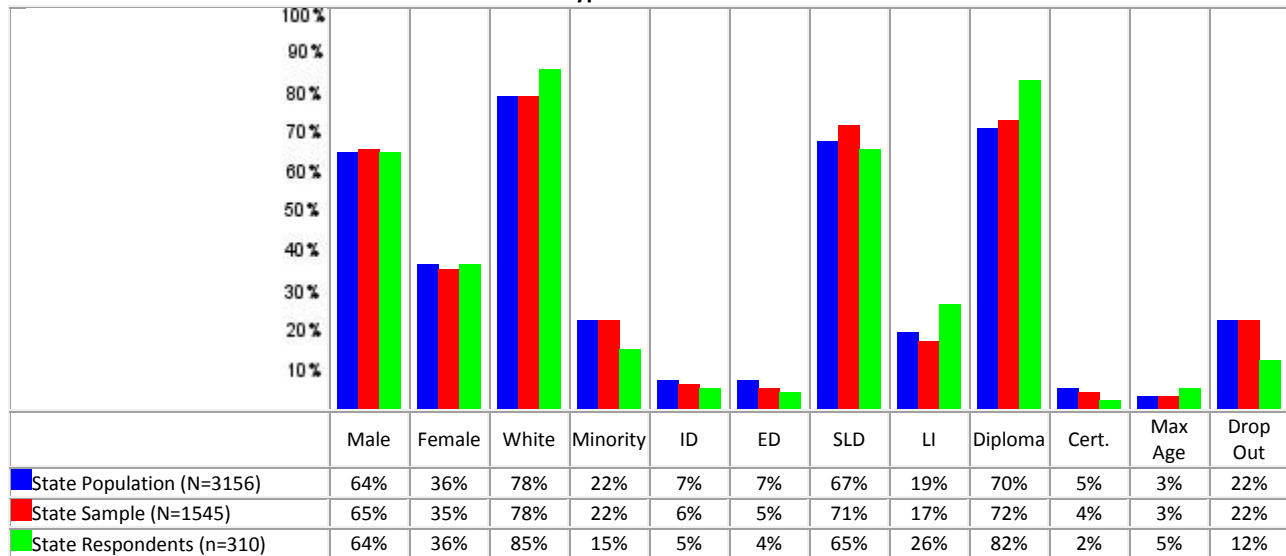
2010 Utah Statewide Post High School Outcomes Survey Report of 2008-2009 Exiters with Disabilities

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 2008-2009 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around three areas of interest. The outcomes for youth with disabilities for each area are presented below.

SURVEY RESPONDENTS

This table 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 eligible exited youth who responded to the outcomes interview.

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



Attempts were made to contact all former students in the sample who exited their educational placement during the 2008-2009 school year. Of the eligible former students, 310 interviews were successfully completed representing 20% of exiters. Another 1235 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 70% were the former student
- 26% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 3% identified themselves as someone else

80% of youth in the sample could not be contacted for an interview because:

- 9% Contacted: Declined to answer interview questions
- 1% Contacted: Unresolved language/comprehension or communication barrier
- 1% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 41% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 48% No contact: No Answer
- 1% Other

OUTCOMES BY SURVEY AREA

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

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. **"Higher Education"** is the percentage of youth who have been enrolled on a full- or part-time basis in a community or technical college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school.

"Other Postsecondary Education or Training" is the percentage of youth who have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g. Job Corps, adult education, workforce development program, vocational technical school) which is less than a 2 year program. Postsecondary education may also include a formal apprenticeship or short-term training program. NLT2 (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/Race, Disability and Exit Type

46% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 29% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 21% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

In addition to the types of postsecondary education listed above:

- 3% of respondents report earning a High School Completion certificate
- 4% of respondents report attending a private Vocational School or short-term education program
- 3% of respondents participate in a job training program
- 8% of respondents report participating in a church mission or other humanitarian program
- 5% report participating in another type of postsecondary program

This Table reviews the major postsecondary education outcomes of respondents by gender, ethnicity/race, disability and exit type.

Duplicated Percentage of 2010 Postsecondary Education and Training Outcomes By Gender, Ethnicity/Race, Disability and Exit Type (N=310)					
	Any Postsecondary Education	2-Year / Community College	4-Year College / University	Technical College	Vocational School/ Short-Term Education
Total	46%	10%	14%	5%	4%
Male	47%	11%	12%	6%	2%
Female	46%	10%	16%	4%	7%
White	46%	10%	14%	5%	4%
Minority	49%	15%	11%	6%	4%
ID*	24%	0%	6%	0%	6%
ED*	42%	0%	0%	0%	8%
SLD*	49%	12%	14%	6%	4%
LI*	45%	9%	16%	5%	3%
Diploma	52%	12%	16%	6%	4%
Certificate	43%	14%	0%	0%	0%
Max. Age	0%	0%	0%	29%	0%
Drop-Out	25%	3%	3%	3%	6%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence					

24% 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 6% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:

- Online math course through the University.
- He attends a program through his high school until the age of 21 that helps develop personal skills (i.e. behavioral skills).

- I took online courses through OWATC, which is where I'll be going in the fall.
- I completed CNA training.
- Drafting and mechanical drawing through Snow College.
- Certifications
- STEP program which is for people with disabilities.
- Corbin College-Oregon
- Goes to the STEP learning center, where they learn the same things you would in high school, but just at a slower pace.
- I went to Canyon Technical Education center and got some of my college credits.
- Workforce services helped her.
- Online courses--getting her degree as a medical administrative assistant.
- I just finished the CNA program.
- Her college courses are all through the distance ed. program.
- Scenic view academy by Provo canyon, pursuing to become independent
- Certified Nursing Assistant waiting for my teacher to send the vouchers for the state test.
- Completed a CNA course

6% of respondents report they attended some time since leaving high school, but discontinued their postsecondary education or training for the following reasons:

- 16% Did not want to continue
- 16% Couldn't afford to continue / not enough financial aide
- 32% Working full-time
- 11% Family obligations / homemaker
- 5% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 0% Don't have the necessary skills
- 0% Unable to find transportation
- 0% Have not received necessary services / waiting list
- Cite another reason they discontinued their postsecondary program ([see comments at end of report](#))

54% of respondents report they have not attended postsecondary education or training for the following reasons:

- 40% Working full-time
- 10% Did not plan or want to go
- 16% Couldn't afford to go / not enough financial aide
- 14% Health or disability-related reason
- 0% Unable to find transportation
- 5% Family obligations / homemaker
- 1% Have not received the necessary services
- 0% No postsecondary opportunities/none close to home
- 2% Don't have the necessary skills
- 8% Cite another reason they have never attended a postsecondary education program ([see comments at end of report](#))

Employment

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

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

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

Duplicated Percentage of 2010 Employment Outcomes By Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=310)		Employed Respondents (n=208)			
	Paid Employment Over 90 Days	Worked Since HS but Less Than 90 Days	Community Setting	Worked 20+ Hrs./Wk.	Earns Minimum Wage or Greater	Receives Benefits
Total	59%	8%	98%	73%	87%	18%
Male	61%	9%	98%	78%	86%	17%
Female	57%	5%	97%	62%	88%	20%
White	60%	7%	97%	72%	86%	15%
Minority	55%	11%	100%	74%	90%	32%
ID*	53%	6%	80%	60%	90%	20%
ED*	42%	0%	100%	80%	100%	20%
SLD*	69%	9%	99%	76%	88%	19%
LI*	40%	6%	97%	62%	81%	11%
Diploma	63%	8%	98%	75%	88%	18%
Certificate	43%	0%	100%	0%	67%	0%
Max. Age	29%	0%	100%	0%	75%	25%
Drop-Out	47%	11%	90%	76%	81%	14%

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

40% of respondents are **competitively employed**, meaning they are employed in an integrated community setting, and earning minimum wage or greater, and work 20 hours or more per week

An additional 8% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment"

Unemployment

8% 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:

- 8% Does not want to work / not looking / volunteering
- 17% Enrolled in school / going to school / full-time student
- 38% Lack of employment opportunities in the local area / Unable to find work
- 4% Lacks necessary employment / lack of skills prevents working
- 4% Lacks transportation / no car / can't get to work
- 0% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 0% Family obligations / Homemaker
- 4% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 8% Laid off / recently dismissed
- 17% Cite another reason they are not currently working ([see comments at end of report](#))

32% 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:

- 7% Does not want to work / not looking / volunteering
- 14% Enrolled in school / going to school / full-time student
- 26% Lack of employment opportunities in the local area / Unable to find work
- 2% Lacks necessary employment / lack of skills prevents working
- 0% Lacks transportation / no car / can't get to work
- 0% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 3% Laid off
- 7% Family obligations / Homemaker
- 25% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)

- 15% Cite another reason they have not worked since leaving high school (*see comments at end of report*)

Independent Living

The independent living pertains to 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 about 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, 74% of the respondents continue to live with their parent(s).
- 21% of respondents report living independently. Of the respondents who live independently, 4% live alone, 6% live with another family member, 10% respondents live with a spouse or roommate and 1% are in the military.
- 0% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 4% cite another living arrangement.

Adult Agencies / Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school. Above percentages may not add up to 100% since more than one choice may be chosen for each respondent. Respondents report working with the following agencies:

- 20% Vocational Rehabilitation (VR)
- 11% Social Security Administration
- 14% Department of Workforce Services (DWS)
- 6% College or university student assistance center
- 9% Division of Services for Persons with Disabilities (DSPD)
- 1% Disability law center
- 1% Rehabilitation Services for the Deaf and Hard of Hearing
- 1% Rehabilitation Services for the Blind and Visually Impaired
- 5% cite working with or receiving another type of service from an adult agency

Former Student Comments

Former students were asked what **difficulties**, if any, they had being employed or attending postsecondary school as they would like. The following are some of their responses. *See additional responses at the end of this report.*

1. Medical difficulties have kept me from doing things.
2. Can't get into the military yet.
3. I am not going to take as many classes this time around so that I can try and get better grades in each one. Working and going to school at the same time was hard.
4. He has found it hard to get work at times because of his cerebral palsy. There are fewer things he can do because of it.
5. He doesn't like dealing with the general public in his job and he has trouble finding financial aid for going onto college.

What Helped Youth Reach Their Goals

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

1. In high school we had lots of involvement with things.
2. Teachers were very helpful and have a close relationship and got to know you.
3. Teacher pushed her to work harder and get better grades.
4. Playing basketball was the best thing.
5. I really needed help with my classes.

Summary

Unduplicated Indicator 14 Reporting of the 2010 Post High School Outcomes 2008-2009 Exiters

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

- A. 29% (89) have been enrolled in higher education within one year of leaving high school.
- B. 56% (173) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 75% (232) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Duplicated Participation in Postsecondary Education or Training and Employment

25% respondents report they have not participated in any postsecondary education or training or employment in the year following high school, or report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program.

Duplicated Percentage of 2010 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=310)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	29%	40%	21%	19%
Male	29%	44%	22%	17%
Female	29%	32%	19%	24%
White	28%	40%	22%	20%
Minority	32%	40%	13%	15%
ID	6%	18%	24%	35%
ED	0%	33%	17%	8%
SLD	32%	48%	20%	20%
LI	30%	25%	21%	15%
Diploma	34%	44%	21%	19%
Certificate	14%	0%	29%	43%
Max. Age	0%	0%	0%	29%
Drop-out	8%	33%	22%	14%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

2008/2009 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.

14. Why have you worked less than 90 days since leaving high school?

- Had an internship and that got in the way of work. Car broke down.
- I haven't filled out the employee forms yet so I'm not getting paid.
- Going to go on mission.
- Wasn't satisfied with the job.

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

- Church missions.
- Just moved back to Utah.
- I get state money.
- Per parent he is lazy.
- Just got back from trying to get in military.
- He is currently on a mission.
- It would cost more money to have him in a work program.
- He cannot find his birth certificate, so he cannot work.
- Church mission.
- Church mission.
- She is an Olympic athlete in luge.
- It only lasted a short time.
- Plans to go on a mission.
- Church mission.

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

- Could not make it in Beauty College.
- Going to go on a mission.
- Going to go serve a mission.
- I had difficulties with homework.

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

- He didn't have any transition support after high school.
- I am in the military.
- Working full-time and take a year off from school.
- He joined the Marines.
- military
- Did not pass any of (state assessment); his written English is a 3rd grade level, 3.8, not a lot of classes to offer, with economy no work in this area.
- Needed credits for graduating.
- He's in the military.
- Jail until November; taking time to get himself together.
- At this time she did not finish high school through Home Study.
- Did not have very good experiences in high school, so he is shy about possibly attending a further educational program.
- Going on a Mission starting September to October.
- Plans to go on a mission.
- Job worked almost a year.

22. What difficulties, if any, have you had being employed or attending postsecondary school as you would like?

- Medical difficulties have kept me from doing things.
- Can't get into the military yet.
- I am not going to take as many classes this time around so that I can try and get better grades in each one. Working and going to school at the same time was hard.
- He has found it hard to get work at times because of his cerebral palsy. There are fewer things he can do because of it.
- He doesn't like dealing with the general public in his job and he has trouble finding financial aid for going onto college.
- Finding a job that you can do successfully.
- With being employed, she doesn't have the will power to keep on task.
- Physically cannot work; and he say that his words per minute for typing were too slow for attending post-secondary school.
- Need a little help every once in a while.
- Just can't find a job.
- He is totally dependent on his parents.
- Chronic migraines make it hard to focus and very sensitive to loud noises. Also has back problems. There hasn't been anyone available to help him.
- School difficulties because of a reading disability.
- Trouble finding a job.
- College is just a little tougher compared to high school.
- Finding a job.
- Learning disability worked around at school he attends.
- Speaking is her disability. This makes employment very difficult.
- She is learning more about money management.
- He learns at a slower rate than other people so it's been hard to find job.
- I didn't have the technology I needed when first starting out working there. I still need a braille display but it should be coming soon.
- Are no jobs down there because community is small.
- She started off her post-secondary education a few weeks behind, which made it difficult to catch up. She has also been looking for a job, but is unable to find one currently.
- Couldn't find a job.
- Math has been hard for her.
- Trying to find a job because family business does not pay enough or enough hours.
- Only problem is waking up at 7am
- Financial difficulty.
- Haven't been able to attend post-secondary school yet, and not enough work usually.

- I am getting help with math.
- Just does not want to go on to school right now.
- Having the motivation and money to get through college has been hard.
- Has learning disabilities and some physical impairments.
- Very low-functioning, like a 5-year-old, Down's Syndrome.
- Before he was employed he wanted to go to school or do something. Didn't have money. Wanted a job first, but couldn't find one initially.
- Still has a hard time reading.
- The whole school thing has been hard.
- Couldn't find transportation for work and still working on going to drivers schools to get license.
- Getting a job has been hard.
- He doesn't have enough job skills.
- Difficulties with writing and spelling.
- I am trying to find a way to pay for my schooling.
- Not a lot of free time.
- She has Stranger Danger issues. She gets taken advantage of by strangers, she is too friendly. She has Down Syndrome.
- I can't find a job.
- My disability.
- Resource disability, speech, reading, writing and math.
- Finding resources.
- Just the hours.
- He hasn't been able to work as planned because of difficulties with his birth certificate and he is planning on going back for his high school diploma, but needed to solve some family problems first.
- Hearing disability and walking disability limits his abilities.
- She has been unable to work because she has been taking care of her grandmother while her parents work and she has filed for financial aid and is waiting to hear back before continuing onto post-secondary education.
- Because of his brain injury. Had a learning disability prior. Now has half side of body paralysis. Has trouble with placement of job.
- Staying employed has been very difficult.
- Learning disabilities limit his achievements; cause him to fail classes.
- Money and personal problems are some of the difficulties.
- He has severe social problems and has trouble when there are too many people around. The counselor recommended a new school where there aren't so many people.
- Unable to find work, nobody seems to be hiring.
- I didn't understand scholarships so money for school has been hard.
- The tuition for school can be a problem.
- She has a learning disability.
- Not qualified because of his disabilities.
- Getting a job is hard.
- Her old job couldn't afford to keep her.
- Doesn't have a driver's license, so transportation is difficult.
- Stress of autism.
- When in school and in the special ed program, she was having complications with reading and writing, which left a whole in her heart and she hasn't been able to move on from that.
- They would not let him attend high school, open up programs at extension office and they did not.
- She gets really bad migraines.
- Finding another job.
- Not having money.
- The company.
- He processes information slowly.
- He has trouble finding a job.
- Arrested in November.
- He just has trouble managing his health and getting his eyes stable. He needs to be able to keep his eye pressures under control. When his pressures spike he needs to stop everything and take his drops which are 5 minutes apart from each other. It is hard to keep up with his job at the amusement park operating rides and keeping his eyes under control. He also has had some issues overcoming prejudice. He was in denial and didn't want to be classified as blind. He doesn't want people to know about his

problems and blindness. He had to overcome his own pride to be able to get help on his own and recognize he is going blind and it's not a bad thing.

- Diagnosed with Crone's disease recently and is considered legally blind.
- She reads slowly because of her dyslexia.
- Had to drop out of school because it was a lot harder than he thought and then he lost his grant
- disabled has cerebral palsy
- Just not being able to stick with anything, and was let go from job for being "too slow"
- The reading.
- Finding a suitable job. Found a job and will be hired very shortly.
- I had a concussion in my junior year of high school.
- Asperger's Syndrome prevents him from participating with other people or acting with caused him to be reclusive
- Reading
- He's had a hard time finding a job.
- He'd like to find a job, but cannot find one.
- Unable to find a job.
- Biggest difficulty is her education level.
- Trying to get some money together for college.
- He has scoliosis so heavy lifting is hard for him to do.
- His disabilities don't allow him to go to college, work independently, also in an unsupervised environment.
- Reading comprehension.
- A lack of concentration creates problems.
- She is severely ADHD, with a severe learning disability.
- Unemployed for a long time, lost job last summer, not found anything yet.
- Cognitive skills are very low.
- Mental retardation.
- No there is not.
- Hard for him to study.
- Didn't set out to attend college. Learning issues in high school. May have difficulties when he sets out to go out to college, but will cross those bridges when he gets there.
- Finding job very difficult because you have no diploma.
- Have ADHD and dyslexic these present problems.
- Finding employment.
- Reading is the hardest thing.
- Trouble finding a job...and was never hired. Had difficulty filling out applications due to his poor writing skills.

23. 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?

- In high school we had lots of involvement with things.
- Teachers were very helpful and have a close relationship and got to know you.
- Teacher pushed her to work harder and get better grades.
- Playing basketball was the best thing.
- I really needed help with my classes.
- He had a work based learning program that really helped him out.
- Upward bound program in high school which helped her get to her goal of going to college, and figuring out what she wanted to do in college.
- The art teacher was great.
- Trying to study has helped me.
- They helped him learn.
- His favorite class was history.
- Special ed. department was very helpful.
- She enjoyed her agriculture class.
- There was a teacher who refused to have limits on her and she was able to grow in ways that had not been expected from her before.
- He played high school hockey and is continuing to play hockey in college.
- He still works with a teacher but prefers his high school teacher.
- Got a lot of help from his teachers

- His school was really wonderful for being in communication with other kids.
- I had good friends.
- When he did go to school, he really did enjoy going and had a positive experience with the teachers and the school in general.
- Being attentive helped a lot.
- He liked participating in band after school.
- Getting his girlfriend pregnant.
- Teacher that pushed him.
- My friends were really great.
- There was a teacher that really helped him out with things.
- The teachers were fantastic with him and helped him with his self-esteem so that he could accomplish things.
- Really good teachers.
- The sports he participated in helped with team bonding and working together.
- Teachers were very positive and goal-oriented for the students.
- The workshop classes helped with planning for a job.
- Great teachers and mentoring program where he was able to do some work on the radio and actually get on the radio and do some broadcasting.
- Getting her work done.
- There was a resource lady who was extremely helpful.
- I played football.
- Getting out of her comfort zone, to meet new people
- General education; to be interested in learning; to have teachers that like what they are doing and are excited/interesting in teaching to help motivate
- High school rodeo kept him in high school.
- Some teachers had a very strong impact on him.
- Teachers were very helpful.
- Positive relationships with teachers. One teacher was easy to work with and realistic about things. He was awesome. That made him want to work for the teacher, not just himself. Positive impact for going to college.
- Resource classes were very helpful.
- Communication skills that he developed.
- My teachers and the auto shop program helped me a lot.
- She liked her history class and the long assignment that was required for the class.
- He graduated from high school.
- He really liked his welding class and that's what he does now as a job.
- He participated in FFA.
- We took state 4 times. 2 in football and 2 basketball.
- Cross Country
- She really liked her theater classes in high school.
- The treatment the other kids gave him was the best thing.
- When he was in high school he entered in a statewide country music contest and won.
- Sports.
- The teachers were awesome!
- Graduating.
- My teachers and family really helped me out.
- No school in 11th grade but graduated in 12th grade.
- Helping people in general. Always worked on challenges and never gave up.
- Having support from parents, teachers, and friends helped me.
- Not a lot of positive things happened in high school
- Stage Crew-have to do it to get it done.
- Teacher tried to help her find a job.
- Reading helped me to get where I am today.
- Track team taught her discipline.
- One teacher really pushed her to do well, especially because she is pregnant.
- Personal interactions
- Learned a lot about the arts and what was important.
- Making friends and getting a diploma, reached milestone of diploma and hope to have many more milestones.

- Taking shop helped me with my job.
- Good friends
- I took nursing classes and that was kind of easy, wanted to go to college.
- Doing my work.
- Sign language class going in for teaching the deaf.
- Took a CNA course during high school.
- I graduated. There was a teacher and class that helped him figure out what he wanted to do for a career and prepare for it.
- She loved it. A good experience.
- Taking college courses in high school.
- High school art teacher helped him develop his artistic skills.
- People tried to help her and didn't give up on her.
- My Special Ed teacher was helpful.
- My resource classes have helped me with college.
- Got a lot of help.
- Special ed. was very good for him. Two others helped him and were a very positive influence.
- Staying in school.
- He was the first in the family to get a high school diploma.
- Favorite class-English class.
- Math teacher pushed him to graduate.
- Football really helped me work toward having responsibility and keeping my grades up.
- Being able to get requirements done before senior year so that she could take fun classes her senior year
- Learned how to do interviews.
- He liked all his classes. He also had a favorite teacher.
- Excellent teachers.
- He was taught how to focus and achieve goals. Teachers really motivated him to do what he wanted.
- A sport.
- He had incredible teachers that stuck with through all the years to help him learn to read. Also Vocational Rehabilitation has been extremely helpful!
- Took some fun classes.
- A lot of things were good.
- Pretty good technical teacher who helped show him the ropes for the career he wants to go into.
- He liked participating on the swim team, football team and track team.
- Getting grades up, getting diploma.
- He liked his teacher.
- I graduated at top of class in auto mechanics. It was the only out class my special education teacher would let me take and I got an A+ in it.
- Favorite class Welding, kind of does now.
- They helped to give him a social life.
- He attended every day, never had any absences.
- I did Braille in high school.
- Graduating was a good experience.
- Having good teachers helped me to understand school a lot better.
- One of my teachers keeps kids motivated after school.
- Survey was completed by brother who spoke English.
- School gave her an opportunity to relate socially.
- Just graduating.
- Internship was very helpful in leading her way to college and got her a job that pertains to her future goal.
- Slow learning, not like school period.
- Going to class and having supportive friends helped me out.
- My teachers really helped me.
- Participated in a lot of the schools extra school activities.
- He was president of the school choir. Helped him socially.
- The friends I've made have been really great.
- Graduated.
- My friends were really great.

- A teacher at the school helped her get a job and was basically her mentor.
- Graduating
- Great experience. He had a 1 on 1 assistant so that he could be fully included. They provided job training as well.
- Her determination.
- Dealing with life in general.
- My science teachers
- Teachers helped me a lot. Helped her with homework - took a special class designed for this.
- Graduating was a positive experience for him.
- He said that he liked all of his teachers.
- Taking the military academic test to qualifying was very positive for him.
- Treated really good by all the teachers, they were very kind and helpful.
- I graduated.
- She mentioned that a teacher helped her redefine her goals and limits.
- Transferring to this high school. Policies are better. Better student-teacher ratio. Special ed. is non-existent in his former district. Teachers wanted to teach. Larger graduation rate and access to students.
- Good friends and teachers that helped him push him.
- He got student of the month.
- Graduating
- He had a terrible time in high school.
- My teachers really helped me.
- Support of teaching staff.
- Attended ROTC.
- I got out.
- The good study habits I learned in high school have really helped me in college.
- I graduated.
- The best thing was going to another school. I went to the Applied Technical Center.
- ETS [Talent Search] College-bound in middle school and high school. Would meet people and help her prepare for college.
- She had some good teachers.
- She learned perseverance.
- The whole experience in general was a great experience. It was difficult for him so just to finish made him feel very successful.
- Teachers were very helpful.
- 3D animation--a class that he took.
- Good teachers.
- Program that gave him different activities to do in school and someone to hang out with.
- Certain teachers helped me.
- Graduating was a positive experience.
- Finished high school, really liked choir.
- That I graduated, that's about it.
- The socialization and everyday stimulation, care interaction, wonderful classmates and special ed. teacher. Community based programs.
- Grandma helped.
- Math class was helpful.
- Being able to graduate was awesome.
- Participated in her high school drill team which has helped her get the job she has now.
- Getting out of high school and having more freedom.
- The teachers in the school he was in were really great teachers. They gave him individual attention and they really helped him through. His school really helped him to graduate.
- The wrestling program and the seminary student council and the drama program.
- Friends and teacher helped reach her goals.
- Probably being in the choir for support, because I like music and it helped me focus through school.
- Art class.
- She had good teachers.
- My teachers taught me a lot through high school.
- Art classes all day her senior year, which is what she is doing in college.
- I met my fiancée.

- I graduated.
- Being able to do the career I want to, without a diploma I would not be able to do career that I wanted.
- Being able to graduate.
- Took medical classes.
- Helped give him work ethic.
- Phy ED teacher taught 3D animation, which was very helpful,
- Great teachers and wonderful facilities.
- Resource counselors helping her to choose something she likes to do.
- He had a lot of teachers that were there to help him and that didn't give up on him.
- A favorite class the building construction class, went through MATC.
- Learning what he needed to know to get farther in life.
- A favorite teacher. Cared enough to stop and talk to him.
- He had his son.
- ESL classes - English as a Second Language.
- Some of the classes I took, like building construction, mechanics, and wood classes.
- He liked his electronics teacher.
- He has a great love of the Navajo language and music. In high school he was in choir, Navajo language class, and music. Now he still studies music as a private student of his high school teacher.
- A teacher would tell him to go to college.
- Working at lagoon helped him. It gave him a positive thing to do, and he learned to make his own money. By working he learned how to budget and save for his service mission trip. Now he may not be able to go on mission, but has learned those skills and has money saved in the bank for other things.
- A teacher that did whatever he could to make sure the kids in his class graduated.
- Doing peer tutoring was fun.
- Graduating.
- She has written several short novels and would like to be a writer.
- They were fabulous at the high school and the special ed. department was wonderful. The helped him become confident and successful and made him feel like he could do anything that he wanted to.
- Skills USA program-a club to compete and go to different competitions, a national, organized club. The other programs that helped him at school were the drafting program, and also his science classes.
- She really enjoyed her cooking class while in high school, which helped her decide future career goals.
- Facing the challenges and getting over them.
- She had teachers that helped her do her high school studies remotely. Her science and math teachers really helped her, and those were her best subjects. They posted class stuff online so she could do it when she was home.
- He had a lot of emotional support and guidance with teachers.
- a stander was very helpful to help him stand up
- Absolutely nothing. He hated high school. I think they need some peer programs so kids can have good associations with good, positive students... either peer tutoring or peer association.
- She had great educators.
- Having good teachers and getting help from them to help graduate from high school.
- The administrator and a tutor really seemed to help him and understand his needs took him from 3rd grade math to freshman algebra. School allowed him to come after hours and use a classroom outside of the regular building.
- She graduated.
- Getting his work done helped him through.
- Ed class
- Good teachers
- She liked her interior design teacher.
- Took a bunch of different kinds of classes to help him learn what he wanted to do once he left high school.
- He liked picking out his classes, especially senior year when he could take mostly electives.
- Learning a lot.
- The teachers.
- He liked the resource teachers, which were instrumental in helping him graduate.
- Doing a job.
- Family support.
- Accident the school provided the Home study.
- Sewing class was very helpful, teacher was very helpful. Multi-cultural teacher was excellent.

- He had a lot of support from the faculty and his teachers. They were all very supportive and helpful. He was also involved in a school play.
- Pottery class
- Making friends.
- Work crew, lawn care group, helped him to participate in some school activities.
- My resource case manager really helped me and encouraged me to graduate. She did wonders to get me to graduate.
- She was a peer leader, and by helping others she was able to help herself as well, if that makes sense. She also had tons of support in high school from her teachers and from myself and her father.
- My mother's constant reminders to do homework.
- Teachers were helpful.
- Unified studies, helped learning and hands on was very beneficial in the education process.
- His teachers.
- He had a very rough high school experience. He was put down often. He should have been pushed more in the music department, according to his mother. They didn't give him the opportunity to do so.
- Took a few hands on classes that helped with operating equipment.
- She reached her goal, by getting a diploma, and through all 11th grade she started to buckle down and get more serious about things. At high school she had a good support team behind her to help her succeed.
- I graduated.
- Took some law enforcement classes that will help with the police academy when he gets enrolled. Also took an automotive class that has helped him make some money since leaving high school.
- Social life was good while she was in school.
- Wasn't a very positive experience.
- I was helped by the teachers.
- Decided to work harder in school and get better grades.
- The student support, the peer tutors were wonderful.
- In high school I took a photography class, which helped me decide which career path I would like to choose.
- Physical fitness favorite class.
- Air Force ROTCO - helped him learn discipline and structure among other things.
- Drama and football.
- Joining the singing group.
- Graphic Art.
- He attended the MATC, the classes he took.
- Teachers gave many words of encouragement.
- He loved doing the video class. Sister completed the survey; Parents are out of the country, he is on a Church Mission.
- Had a great teacher that really cared about him.
- Resource teachers were excellent helped him achieve work goals.
- Graduating.
- His teachers motivated him to do better in his classes.
- Working with the librarian from the school.
- Try to get done to go to college for nursing.
- Becoming a CNA in high school.
- His teachers and friends were a big help.
- Good teachers.
- I got a scholarship to attend college.
- Passed the tests requirements Utah Basic Skill Test.
- Good teachers that pushed her through high schools.
- Improved his reading skills.