

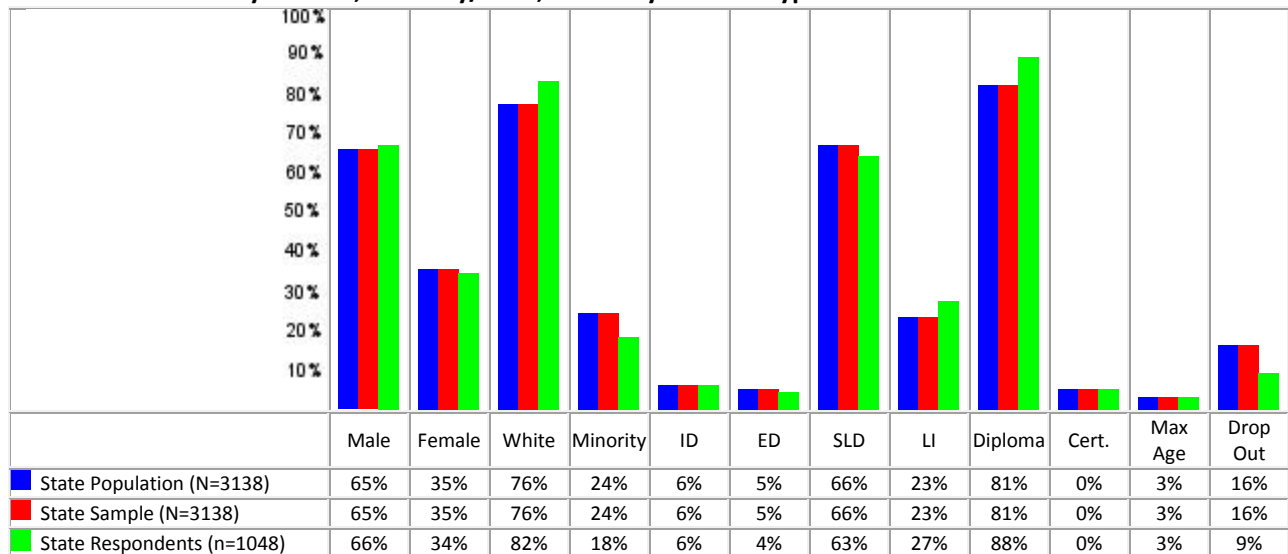
2013 Utah Statewide Post High School Outcomes Survey Report of 2011-2012 Exiters with Disabilities

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 2011-2012 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 2011-2012 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2011-2012 school year. Of the eligible former students, 1048 interviews were successfully completed representing 33% of exiters. Another 2090 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 56% were the former student
- 42% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 1% identified themselves as someone else

67% 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
- 0% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 42% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 48% No contact: No Answer
- 1% Other

1% of the state population was determined to be ineligible to participate in the survey because they either returned to the high school setting, were recorded in the wrong exiting class, or were deceased.

Postsecondary Education

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. 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.

"**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, meaning participation in only one thing is counted. 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.

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

45% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 28% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 18% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

This Table reviews the major postsecondary education outcomes of respondents by gender, ethnicity/race, disability and exit type. Please note that respondents participated in more than one program so may be counted in multiple programs.

Duplicated Percentage of 2013 Postsecondary Education and Training Outcomes By Gender, Ethnicity/Race, Disability and Exit Type (N=1048)					
	Any Postsecondary Education	2-Year/Community College	4-Year College/University	Technical College	Other Postsecondary Ed. or Training
Total	45%	12%	10%	6%	
Male	41%	9%	9%	7%	20%
Female	52%	16%	14%	6%	20%
White	47%	12%	11%	7%	21%
Minority	36%	12%	7%	6%	14%
ID*	21%	3%	5%	0%	15%
ED*	38%	8%	5%	11%	16%
SLD*	45%	12%	9%	8%	21%
LI*	50%	13%	15%	5%	19%
Diploma	48%	13%	11%	7%	20%
Certificate	--%	--%	--%	--%	--%
Max. Age	19%	0%	3%	28%	16%
Drop-Out	23%	4%	1%	4%	16%

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

Respondents report completing at least one term of postsecondary education or training in the following programs:

- 2% of respondents report earning a High School Completion certificate
- 5% of respondents report attending a private Vocational School or short-term education program
- 3% of respondents participate in a job training program
- 9% of respondents report participating in a church mission or other humanitarian program
- 1% report participating in another type of postsecondary program

22% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 11% 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:

- Civil Air Patrol.
- He attends a Post High School program and will be enrolled there until he is 22.
- Lions Club International.
- She went to Riverview for a year of postsecondary school.
- On-the-job training at the Vet's office.

5% of respondents report they ***attended some*** time since leaving high school, but ***discontinued*** their postsecondary education of training for the following reasons:

- 12% Did not want to continue
- 16% Couldn't afford to continue / not enough financial aide
- 12% Working full-time
- 4% Family obligations / homemaker
- 10% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 12% Don't have the necessary skills
- 4% Unable to find transportation
- 2% Have not received necessary services / waiting list
- 20% cite another reason they discontinued their postsecondary program ([see comments at end of report](#))

55% of respondents report they ***have not attended*** postsecondary education or training for the following reasons:

- 28% Working full-time
- 21% Did not plan or want to go
- 15% Couldn't afford to go / not enough financial aide
- 16% Health or disability-related reason
- 0% Unable to find transportation
- 4% Family obligations / homemaker
- 1% Have not received the necessary services
- 0% No postsecondary opportunities/none close to home
- 4% Don't have the necessary skills
- 10% 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 2013 Employment Outcomes By Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=1048)		Employed Respondents (n=800)			
	Paid Employment Over 90 Days	Worked Since Leaving High School but Less Than 90 Days	Work in a Community Setting	Worked 20+ Hrs/Wk	Earns Minimum Wage or Greater	Receives Benefits
Total	69%	7%	98%	81%	91%	20%
Male	72%	6%	98%	83%	91%	22%
Female	64%	9%	97%	76%	90%	14%
White	70%	8%	98%	80%	91%	19%
Minority	68%	5%	99%	83%	90%	22%
ID*	41%	8%	87%	47%	83%	10%
ED*	51%	14%	96%	83%	88%	21%
SLD*	78%	6%	99%	85%	93%	22%
LI*	56%	9%	97%	72%	87%	15%
Diploma	73%	7%	98%	80%	92%	20%
Certificate	0%	0%	0%	0%	0%	0%
Max. Age	28%	0%	44%	56%	56%	11%
Drop-Out	48%	16%	100%	88%	88%	10%

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

53% 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 5% 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

7% 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:

- 4% Does not want to work / not looking / volunteering
- 5% Enrolled in school / going to school / full-time student
- 41% Lack of employment opportunities in the local area / Unable to find work
- 4% 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)
- 7% Family obligations / Homemaker
- 11% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 7% Laid off / recently dismissed
- 17% Cite another reason they are not currently working ([see comments at end of report](#))

23% 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
- 18% Enrolled in school / going to school / full-time student
- 17% Lack of employment opportunities in the local area / Unable to find work
- 3% Lacks necessary employment / lack of skills prevents working

- 1% 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)
- 1% Laid off
- 3% Family obligations / Homemaker
- 33% Health issues preclude working / Health or disability-related problems prevent working
- 1% Would lose benefits (e.g. SSI / disability/ unemployment)
- 13% 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, 70% of the respondents continue to live with their parent(s).
- 27% of respondents report living independently. Of the respondents who live independently, 4% live alone, 5% live with another family member, 16% 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 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 2% 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:

- 23% Vocational Rehabilitation (VR)
- 11% Social Security Administration
- 14% Department of Workforce Services (DWS)
- 14% College or university student assistance center
- 8% 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
- 2% 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.*

- Not able to hold a job due mental comprehension. Will not give us a job coach told no way can he work due to how disabled he is.
- Concerns to handle his disability slow and steady person
- Problems holding a job: Honesty Problems with schooling: Honesty and commitment.
- Struggles to read, (2nd grade level), and is in school full-time to be an x ray technician. He is reading Anatomy books and it is difficult for him to keep up.
- Not able to get a job, only able to get seasonal work.

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.*

- Finished high school with his class.

- He had a good relationship with his counselor and English teacher. They helped develop his confidence.
- Graduating on time with family, teacher support; good social support
- Getting the help I need with my classes.
- All of it was positive and helped me get to where I am today.

Summary

Duplicated Participation in Postsecondary Education or Training and Employment

19% 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.

This table shows the percentage of respondents who participated in these types of programs. Each respondent is counted in the category only once.

Duplicated Percentage of 2013 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1048)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	28%	53%	18%	16%
Male	24%	57%	18%	15%
Female	35%	45%	17%	19%
White	28%	53%	19%	16%
Minority	24%	52%	13%	16%
ID	8%	13%	11%	28%
ED	24%	38%	11%	14%
SLD	28%	63%	19%	15%
LI	31%	40%	17%	16%
Diploma	30%	56%	19%	16%
Certificate	--%	--%	--%	--%
Max. Age	3%	3%	13%	25%
Drop-out	9%	39%	13%	10%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2013 Post High School Outcomes 2011-2012 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:

- 28% (289) have been enrolled in higher education within one year of leaving high school.
- 66% (695) have been enrolled in higher education or competitively employed within one year of leaving high school.
- 81% (849) 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

The following table represents the categories of data collection for Indicator 14. Each respondent is counted in only one category, and in the highest category.

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2013 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1048)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	28%	39%	7%	8%
Male	24%	44%	7%	8%
Female	35%	29%	7%	8%
White	28%	38%	7%	7%
Minority	24%	41%	6%	10%
ED	24%	22%	11%	8%
ID	8%	11%	11%	20%
SLD	28%	47%	5%	7%
LI	31%	27%	9%	8%
Diploma	30%	41%	7%	7%
Certificate	--%	--%	--%	--%
Max. Age	3%	3%	13%	19%
Drop-out	9%	33%	8%	8%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

The following table represents the “rolled-up” reporting categories for Indicator 14.

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2013 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1048)				
	A.	B.	C.	Not Engaged
Total	28%	66%	81%	19%
Male	24%	68%	82%	18%
Female	35%	63%	78%	22%
White	28%	67%	81%	19%
Minority	24%	65%	81%	19%
ED	24%	46%	65%	35%
ID	8%	20%	51%	49%
SLD	28%	75%	87%	13%
LI	31%	59%	76%	24%
Diploma	30%	71%	85%	15%
Certificate	--%	--%	--%	--%
Max. Age	3%	6%	38%	63%
Drop-out	9%	42%	57%	43%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

2011/2012 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?

- Does not have skills.
- Has problems with his Asperger's and not willing to apply himself. Does not want to work, frying hamburgers he thinks is beyond that! Can't understand why he only gets paid min wage jobs. Tells off customers tried to have him work at Wal-Mart as a greeter.
- Does not apply herself. Drinks then shows up on the job late or drunk.
- a four wheeler accident and just got a job a month ago
- Plans to go on Mission and did volunteer teaching at the high school.
- Left for mission
- Travel is with wealthy dad.
- Attending school, and then went on a mission.
- Not able to keep up with both school and work at the same time, then I fail my classes if I work full time or all the time.
- I did not like my job.
- Don't understand the jobs I had at Wal-Mart and Call Center.
- Does not care to work; refuses to get a job because then he has to pay child support.
- Has only had temporary jobs.

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

- Serving in a LDS Mission
- Drug problem with heroin.
- Going to college need to focus on school right now.
- On the Mission.
- I am told that I have no job skills.
- Has a scholarship for baseball is not able to work. This is the requirements to keep his funding going when he's not playing ball; must focus so many hours to his studies.
- World traveling, I like to travel. I prefer to travel then work.
- I am from Mexico and have not received my work permit yet.
- Entering a mission
- Anxiety disorder going to counseling
- Going to another program called Rise.
- Is in jail.
- Does not drive; not mature to work.
- In Job Corp.
- On mission
- Going on a mission.
- Due to attending a LDS mission in California.
- Had a couple jobs but didn't work very long, less than 3 months. Has joined the military and selected "delayed entry." Leaves in September of 2013.
- Have not tried to get a job yet.
- Due to Mission service locally
- Has no motivation and no experience.
- Went on LDS Mission
- Two weeks after high school went into the military
- He has had legal problems and is currently incarcerated.
- got married and had a child
- was going to school at job corps

- Mission.
- Mother wants him to do the Gift program before starting work.
- Was in prison
- didn't graduate
- Due to high school trauma does not work works the independent living center

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

- Having issues - chose not to elaborate
- I had a child.
- Postsecondary school refused to use the IEP and did not work with us and was failing classes; asked if he could do part-time. Postsecondary school said no, needs to be full time or he can't go to college. He had a nervous breakdown. Doctors say it's from the horrible experience with the postsecondary school. He is now on meds for anxiety.
- I am having trouble reading and understanding the classes.
- Struggled with learn disability-unable to keep up and successfully complete the program. Going back with assistance so I can pass the courses.
- Switching schools due to move.
- Said was too stressful and the busses did not work well with her times she need to be at school.
- He has not done the final test for his CNA program yet. Completed all the classes but not officially completed the program.
- LDS Mission
- Did not understand the class room work.

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

- He dropped out; does not have a HSED or GED
- Family was moving so I had to wait till we settled so I knew where to apply to colleges.
- Has a drug problem with heroin.
- Do not know what to do.
- Had a baby.
- Prefers to party and drink.
- Don't know what I want to do with my life right now.
- He is in the military-National Guard
- He is lazy.
- On a Mission.
- Is in jail.
- partying was more important than school
- Did not finish high school.
- Did not finish high school.
- Only worked to save money for his mission.
- Is in the military.
- Working part time at present and will be going on a Mission.
- Going into the air force.
- Did not graduate from Tech. because school did not transfer credits.
- Did not get necessary funding and problems with another person.
- Does not listen to anyone; has many behavioral problems. Refuses to talk to anyone about additional schooling.
- Make more money in oil field, \$1600.00 every two weeks.
- has not applied to go unto school
- In military service
- He did not graduate from high school.
- He's working.
- She is still on the waiting list for Turns.
- Take a year off.
- He is in the army.
- Pursuing his snowboarding career at this time.

- Entered the Marines
- On a mission
- I took a year break, I start Monday.
- To be honest, my son is lazy and thinks more education is a waste of time and money.
- Mission.
- He does not have a GED.
- He has had legal problems and is currently incarcerated.
- Not sure what wanted to do.
- Will be going on a Mission
- Was starting her own business.
- Has two kids and does not have any money for school
- Doesn't have enough accommodations at the college level
- Different profession.
- Because he did not graduate
- Did not graduate high school. In school for GED.
- got married and had child
- He and his girlfriend had a baby.
- Is in a wheel chair/working on transportation
- Job and her kid.
- My son is burn out from high school.
- Gift program while in HS but didn't mention anything else. Sounds like still working there now. He wasn't clear.
- Was in prison
- Wants to go in to law enforcement but can't go into the program till I am 21 years old.
- Not figure out what to do yet.
- Fathers states he did not want to apply himself
- Due to his school experience she has not gone to school/only does volunteer bases
- Working right now.
- The plan was to work as an electrician's apprentice and he would help him prepare for the schooling, however, His employer has not followed through with what he promised.

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

- Not able to hold a job due mental comprehension. Will not give us a job coach told no way can he work due to how disabled he is.
- Concerns to handle his disability slow and steady person
- Problems holding a job: Honesty Problems with schooling: Honesty and commitment.
- Struggles to read, (2nd grade level), and is in school full-time to be an x-ray technician. He is reading Anatomy books and it is difficult for him to keep up.
- Not able to get a job, only able to get seasonal work.
- I suffer from anxiety disorder and depression. I am afraid to be out in public and try new things.
- Very disabled
- I need extra time on taking test.
- I read at the 2nd grade level and cannot stand for a long period of time. I dropped out-of-school halfway through my senior year of high school. The school lied to my grandfather and me. I am existing one day to the next.
- She has Down's syndrome.
- My health is bad.
- Needs a job coach in order to have a job.
- He has a mental-health disorder which prevents him from being employed. He receives SSI.
- I am a new mom I don't have time for college at this time.
- He had job difficulties with management.
- Reading is a struggle.
- Stress out with work or school.
- I don't have the money for college. And I get laid off from all of my jobs.
- Not prepared enough on how to get financial assistance and sign up for college courses
- I was unable to find a job.

- He has a low IQ.
- Had trouble finding a job.
- Lack of funds keeps me from going back to school. I am not able to pay for college any more. I can't get any kind of funding.
- None.
- She had health problems. She is plagued with migraines to the point where she vomits.
- Has Down's syndrome not able to hold down and job. Not able to go on to college; does not meet requirements. Has functions of maybe a nine year old.
- Has tried to get into postsecondary school but has had trouble getting all paperwork together. Has relocated along with his parents. Trying to get enough hours of work to save money for postsecondary education. Was working with Voc. Rehab until the relocation and is on a waiting list for Voc. Rehab services in the new area. Also, is signed up to go on a mission through his church.
- I have had financial issues with school.
- Broke her back in high school not able to stand any time. Might have to drop out of cosmetology school
- He has difficulties putting his thoughts into writing. That is making it more difficult to go to college.
- I have a mental disorder and it makes learn slower.
- Does not have a HSED and does not have any skills to keep a job with a decent employer.
- Reading level is very low. English barrier too.
- I had problems with grades in school, and I have text anxiety.
- Can't retain information-having trouble getting a CDL license.
- My family has recently relocated so I am just now applying to colleges and looking for employment.
- After the Preschool job ended she couldn't find another job so decided to go on a church mission.
- He has social interaction difficulties.
- Does not have the money to go on to college.
- I don't have the money for school.
- I am trying to help my mom get back on her feet before I go off to school.
- Has drug problem heavy use of heroin.
- I need more time to understand classes. I need more time to take test. It is making me depressed that I keep trying and then I fail my test or class.
- His ADD makes school and work difficult. Math and Reading comprehension are difficult for him.
- A lot of anxiety and depression. Holds him back and hard for employer to deal with him and for him to get up and get on with life. Will sit in bed for days at a time then he misses school or work and gets behind.
- Needs a job coach to do his job and not able to go on with any other schooling; does not have the ability to.
- I have problems with driving. Needs to have special equipment on the car to drive. And I need to wear special mask so I can breathe at work due to the wood dust.
- Concentration.
- Lack of confidence, math skills poor.
- Has too many disabilities. Is not able to be trained in any kind of employment. Has Mental Retardation.
- Due to handicap can't get a job or go to school.
- Having a child.
- Transportation issues to get to his job.
- Does not have basic living skills can't drive; won't listen to any one won't even try class to try to live on his own. Shuts down when any one tries to talk to him, his way or the high way is how it is here every day of the week. No residential center will take him.
- Needs a job coach, needs accommodation for when she has epileptic seizure needs time 10 to 15 afterwards for medication to take effect for seizure.
- Not able to read or write and not able to drive. Needs to have assistance with his job at the movie theater.
- Does not want to do anything with her life; won't go to work or go on to school or training. Says she not sure what she wants to do with her life.
- It has been difficult finding work because I go to school and do not have a car or drivers' license.
- None.
- Difficult for him to concentrate due to his ADD.
- Can't get funding for college and I still have trouble grasping on to things because of my learning disability take me much longer to understand what I am reading or being told what to do at my job.
- Lives in a tourist area which closes down 4 months of the year (winter). Jobs are scarce. Not much opportunity for people that don't have college degrees.
- Money is a big problem and transportation.
- Voc- rehab is not keeping my appointments as well; they keep canceling on me. I can't read and I still have some trouble with

speech. And my ADHD acts up when I have too many things. I need to get done at work.

- Social skills are very poor. She presently does not have a job and is looking.
- Has a hard time focusing. At present is trying to make a decision on what school to attend in the future.
- He does not have the money for college. He needs to be in hands on classes only.
- College difficult to get into.
- She had a baby. Not able to find a decent paying job without a college education.
- Does not have skills to go on to college. Has many problems with reading a spelling. Is hard of hearing not able to find a school/college who will work with him,
- Did not have a positive time in high school, so he thinks college will not be positive as well. Went to Davis Applied Tech, but was told they won't go with what the IEP said in high school. They don't have to. So therefore he won't go for training is another reason we're having problems.
- Not able to keep a job not able to pay for college. Still has a problem with reading and spelling. Not able to pass test for job to work in an office setting.
- Has an intellectual disability.
- I have trouble reading.
- I had difficulties with time management in college. I had no time to study.
- Serving in a mission at present and would like to get her in another program.
- Lack of experience. Took the first job he was hired for.
- Finds that work can be a bit stressful if too many hours.
- Struggles to keep a job.
- IEP stuff for the university having difficulties with.
- Getting the training to be sufficient in society and maintaining his employment.
- I have a baby to take care of. I don't have time for school and daycare is too expensive for me to work.
- Had a nervous breakdown, has had four jobs dose not last ten days at a job, needs a more time in training; has problems with math. Needs more time for class room work.
- I have a hard time reading; I need to have people read things to me otherwise if I read it I don't understand what I am reading.
- Not focused on keeping a job. Not able to pay for school, unable to get funding from any resources out there.
- I don't have job training every were I go I am told. I have no skills.
- My reading level is low and my attendance needs to improve.
- Has severe MR (mental retardation); not able to comprehend much of anything.
- Not able afford to go on to college.
- Her ADD; she can't keep on track and has a hard time leaning or keeping the information she needs. Then freaks out before a test and then forgets everything. The college teachers do not call it a test so, she does not freak out any more. Most test need to be rescheduled so the teachers can give the test to her verbally.
- I trouble reading and writing and with math. I am not able to go to college with low test scores I am told.
- I am having a hard time finding the time.
- Lack of funding for school taking twice as long to pay for school.
- I don't have a social security number yet. I am getting one through the dream act.
- Not able to find a full time job.
- He is not able to talk. Can't read.
- I can't afford to go onto school to get my nursing degree.
- I have dyslexia which made school difficult, and makes it difficult to get a job.
- She is having a hard time keeping a job.
- Not able to apply herself; hangs with people who drink and do other illegal activities. When drinking she shows up late for work then gets fired. Has no plan to attend college or trade school.
- Waiting for Vocational Rehabilitation to pay for schooling and additional training classes.
- She is non-verbal.
- My hearing I can't hear people and that makes my boss mad at me.
- Social skills are impairment.
- He has the mentality of a ten year old, does not understand simple directions not able to hold down a job, might be able to shovel snow or cut grass but that is about it. We feel mislead that out son would have a job.
- I don't have a driver's license which makes it difficult to get a job.
- Slower reader.
- Non-verbal; no speech; will not talk, and is going blind; not able to see very well these days. Has had surgery to try and keep sight but if she loses her sight she will no longer have a job.

- Keeping up with taking notes in the classroom.
- I can't find a job and school is too expensive.
- Needs to be in a group home there a waiting list of two plus years. Has a job coach works only ten hours a week, has been placed a many different jobs but never seems to be able to stay at one job for any amount of time. Has been placed at over ten different jobs so far this year.
- Does not have the money to go on to college. No ability to get student aid to pay for college.
- Has CP has the mentality of a 1st grader. In a wheel chair will not even try walking with braces anymore. Needs to be a daycare program. Has very bad depression since he has left school.
- No funding for college. Not able to get a scholarships. Not even able to raise the money need for one term of college.
- He can't hold a job because of his reading skills. He reads at a 3rd grade level.
- Does not want to be in the real world, thinks someone will just take care of her. Has no motivation to get a job or go on to school or get a trade.
- Her disabilities prevent her from working. Is way behind other in classes and is none verbal.
- Hard time with math and new things-need work that is repetitive.
- Can't afford college.
- The college is not using the 504 act; we had to get a lawyer to handle this problem.
- Has problems with focusing and keep up with his homework add gets in the way.
- Not able to read or understand work or go to college. Not able to hold down higher paying job ever. Needs a Job Coach all the time.
- Has taken the written test for a driver's license 6 times and not passed it. Lives with her single mom who works 2 jobs. Mom doesn't have much time to take her to places to look for work. Family finance's also hinder her ability to get a job or go to school. They live 3 miles out-of-town which adds to the lack of opportunities.
- Not able to pass the state CNA exam passed the college classes but no arrangement could be made to help her pass the state exam, so was a waste of time and money, because she is not working as a CNA.
- Worked full-time at Walmart for about a year but was terminated when he was caught stealing.
- Has problems with getting along with other people at work and dose not listen to supervisors.
- I need help with organizational skills.
- Fearful of doing new things.
- Keeps to himself and is non-verbal. Won't really listen to anyone, seems to just want to do things his own way.
- Seizure disorder that prevents her from working and attending additional school.
- I have a hard time getting assignments in on time at school if I don't really pay attention to the deadlines. College requires a lot more self-monitoring.
- I rather travel then spend the money on college.
- Finding another job.
- Trouble to stay on task, keep focused.
- He has been working with Vocational Rehab since finishing high school at age 22, but he hasn't been able to secure employment.
- I had a baby so babysitting is hard to find someone to want to watch baby while I work.
- He liked his job at Office Max and his supervisor was very understanding of him. When a new supervisor replaced the old one, he wasn't near as understanding and he felt the supervisor was hard on him so Rex decided to concentrate on a church mission and he leaves this week for Texas, to begin his MLS mission.
- School was too stressful for her.
- I don't have the money to go to college. No one will give me a decent paying job, my employer says "I" have a major aptitude problem and won't give me raise because of what he thinks.
- He is severely autistic.
- Don't have any money to go on to college. DWS (Department of Work Force Services) will not help me with funding for her schooling.
- Yes. I have a family and I cannot go to school. I have to do all of the hard jobs at work.
- The ADD gets in the way of her learning and meds don't always work.
- She has a hard time with time management and organizational skills, as well ADHD and behavioral problems. All of those things make college very difficult.
- I need my GED; no one will hire me without my GED.
- I have not received my government permit so I am unable to work. As a result I don't have enough money to go to school.
- Post-secondary education has been difficult because of lack of finances.
- Finding a job due to his disability.
- Would like more hours.
- I have panic attacks when I work. My parents told me just to focus on school.

- Not able to get funding for school.
- Finding a job due to his disability.
- He has a hard time with his attention span.
- I don't have an ID. I don't have a driver's license.
- Learning disability/ADHD/Nonverbal disability
- I haven't been able to find enough time and money for school.
- Hard time remembering and concentrating in school.
- Finding a job that is suitable for her.
- Had trouble finding a job because he was going a mission.
- Have a slower processing rate...questions take some time for her to answer.
- Taking tests.
- Having trouble finding a job...looking for about 3/4 months.
- Has severe mental delay problems and has ADHD.
- Not applying himself, he has no motivation to work or to go with schooling.
- Learning disabled.
- Finding another job...was laid off.
- I CAN'T READ OR WRITE.
- Trying to find work and a school.
- Not having funding to go on to school and still has problems with reading and spelling.
- Needs extra time for test and homework and needs to work less than 20 hours a week so she can get her work done.
- Has total disabilities CP, autism
- Not trained to do a job so I am told, by many people.
- He can't stay out of trouble steals and lies.
- Very immature, does not drive, failing her tests in college.
- Has not attended or worked due to disability
- Her ADHD is a major problem; she cannot focus at all. Needs to be on meds, I am told by doctors.
- I don't have a babysitter for my child so I can't work full-time or go to school.
- My dream is to attend college get a 2-year degree but I cannot afford it.
- I am waiting for my work visa.
- Has health related issues that caused him to miss school.
- He has Down's syndrome and hasn't succeeded in any work transition programs.
- Liked partying first
- Trying to find out where he fits and can be successful in life.
- Has mental retardation not able to go to college or a tech school. Needs to be told and shown what to do at this job, every day.
- Difficulty finding a job and is intellectually disabled.
- He lacks the money to go to school or get started in life.
- She couldn't keep up with the course work and quit after attending college one week.
- Does not have the money for college.
- Health problems mainly seizures
- Not able to get help with getting into a training program or into adult education classes.
- He did not graduate from high school.
- Brain injury no able to work or attend school.
- Not knowing what student would like to do after school with his life.
- She has problem with reading and writing.
- Not able to read or write.
- I can't get a job and money prevents me from going on to school.
- I have to watch my brother while the kids are in school.
- Noonan's Disease/no social skills
- No work in area for field of expertise.
- I lack money for college.
- I am skater boy and I think my appearance hurts my job possibilities.
- Don't have the funding for additional school.
- He is a welder and he will a difficult time getting certified because he needs to pass a written test. Written tests are very difficult for

him.

- Having trouble looking for a new job
- I've had some trouble paying for school and finding jobs since I'm an NA that are around school.
- Not employed due to his autistic disability.
- Having trouble deciding what further education to do.
- It was hard to find a job.
- He is developmentally challenged; low IQ. In special Ed.
- Has a learning disability and did not affect him in the work place.
- Math classes get in the way of completed his apprenticeship. Struggles with the math at the college they won't give him any accommodations. He grades in math have been low and the forcing him to take more math classes.
- Great worker.
- Finding another job.
- Needs to be part-time classes, full-time then she fall behind in schoolwork, not able do work and go to school at the same time. Has hard time getting all her class work done on time.
- I don't have the money for school.
- She has seizures, it affects her memory. She has to relearn everything after a seizure.
- I don't have time to go back to college, I have my trade as a welder but I was taking some classes for electric engineering.
- Hated school
- Had a child in high school and has had difficulty raising a child on her own.
- Health problems.
- Math was difficulty and needs to use a calculator.
- Not able to read or write. So she not able to get a job, no one wants someone who can't read or write.
- Can't get a good job because he has no education.
- Auditory processing disorder hampered his job performance in a restaurant setting but not in landscaping business.
- Finding another job has been difficult.
- I can't find a job and I have problems with reading and math. I am not able to get any program to help me with training or help with finding a job.
- Finding a job that matches my lifestyle because my dad is sick has been hard.
- Not able to get into college due to low level in reading. Needs to have a job coach at her job. Stressful problems get her very upset. Refuses to talk to stranger.
- Learns very slowly, reading is difficult.
- Needs help with note taking, she had a stroke and now needs to use her left side. Needs more money to pay for tech items so she can read books online. Takes twice as long since the stroke to do class room work.
- I would lose my SSI BENEFITS if I go to work and right now I take care of my mom who broke her hip so at this time college is out of the question.
- Struggles with cashiering; has a stutter; he is high functioning autistic and also has ADHD.
- Medical disabilities, DRC-Disability Resource center.
- Had trouble with one teacher who was discriminating against him, was not allowing for accommodations. Need a job coach to show him for the first few weeks how to do the job at Wal-Mart.
- Vision was a little impaired
- I had a hard time finding my first job. I have no job skills.
- He does not have a driver's license and the family lives in a remote area.
- Not able to get funding for college, and still has many problems with math. Not able to pass the ACT TEST. College is making her take placement test in order to go into college.
- Money prevents me from going to school. Also have fears of going to college.
- He has difficulty with organization and getting tasks done on time, so school and any job training can be difficult for him. His disability resource person at Salt Lake Community College refuses to help him in any way. He was told that he is in college and college students don't need this kind of help.
- Disability prevents work or school.
- Not focused in life.
- He will need accommodations when he starts school. He struggles with reading and writing. His boss is very helpful.
- He lacks desire to get a job.
- I don't have a car and my lack of transportation makes it tough to get to work or school on some days.
- Bad job market.
- He doesn't have a lot of money and he doesn't want to fall too far into debt.

- Just not looking for a job.
- I couldn't find a job in Sacramento where I was going to school, so I couldn't stay in school.
- He is non-verbal and severely mentally handicapped.
- He is working towards his GED. He also has speech problems.
- Has problems with vision and hearing
- Money and maturity prevented him from going to college until this upcoming fall.
- Not Tech. having high school diploma-disability in math, no business owner.
- Homework problems
- Had trouble with a college class
- Her job was put off then cancelled due to cutbacks.
- It is hard saving money for college because it's so expensive.
- Just a money thing
- He gives up easily-hears voices.
- I have had very little time to do much besides go to school and attend classes.
- Interviews are hard for me.
- Hard to stay focused on projects
- Long term relationships are difficult for him.
- Interview process a problem
- Has difficulties being a little slower worker
- Refuses to go college. Does not like living by rules, very stubborn.
- Doesn't have good people skills
- Doesn't have any money
- Struggle with testing
- Can't find a good job.
- Doesn't want to go school-due to medications.
- A learning disability does not take notes and has accommodations
- Getting job at hospital hard.
- He has no money for school.
- I'm a slow-learner so I will never have a really high-paying job but I can have a good job as a blue collar worker.
- Not doing either (employment or college) because of her disability.
- He dropped out of the community college because he didn't have transportation when his car quit working. He has had trouble keeping a job.
- I had baby and got married. Don't have time for both school and work my husband can take care of me.
- Hard time finding and keeping a job. Has had 1 job and he quit after 2 months. Has been unable to secure a job since. He has applied for several jobs but hasn't received a call back.
- Struggles with academics.
- The schedules conflict,
- Trouble with comprehending with the class homework in college.
- Lack of transportation has hindered employment opportunities and attending school.
- Hard to juggle class and work and track and field.
- He is autistic. He is unable to speak. His autism prevents him from working or going on to school.
- I have no income.
- Disability-Cerebral Palsy.
- Trouble finding jobs-no experience.
- He is severely autistic and has a low IQ.
- He has problems with insomnia where he is up all night and sleeps for days.
- Reading and comprehension is difficult in school.
- He does not show up to work.
- I lost my job and haven't been able to find work since. I have not gone on to school because I don't know what I want to get into.
- Needs to find the task that he can do repeatedly due to his disability.
- Very depressed, does not care to go to school. Keeps a job for about 3 months then quits. Very stressed out over her jobs. Then the boss gets rude to her to makes her quit. Refuses to see someone or talk to someone about the fact. She needs more education and needs to support herself in life. Acts as if she does not want to live.
- Staying focused.

- Does not have funding for college.
- Planning on going on mission.
- Didn't like welding
- Dyslexia was a minor challenge.
- He can't tie his own shoes and needs 24 hour a day care.
- Attention deficit disorder does not help him at work and he gets laid off very quick.
- Lack of motivation to go to work every day.
- Has Cerebral Palsy does nothing all day long and lives with her mom.
- Short attention span not able to adjust to college very overwhelmed. College not following thru with IEP. Not giving longer time for test. Not giving any accommodations to help Osama succeed in college life. Was told by Salt Lake we don't have to work with the IEP from college.
- Can't find a job.
- He has "people problems." Is on his second job and seems to get along with these people better.
- Reading and spelling are challenges.
- Dyslexia.
- Non-verbal and has behavior issues at times.
- Refuses to go to school, told me he does not need any more school.
- Being Self employed
- Does not have the money for college to go on to Weber State.
- Just reading.
- Lack of opportunities where he lives.
- He has a hard time comprehending what he is told to do and gets confused. He has been fired from 3 jobs since leaving high school.
- Does not want to go to school. Does not want to go into the Air Force either, has no ambition to do anything.
- Learning disability prevents him from getting and keeping a job on his own. He has been in touch with Voc Rehab but they don't seem to help him with getting employment and a job coach.
- I don't have the money for school. Not able to get my assistance to pay for school or book, per Vocational Rehabilitation.
- Has been working for 1 year.
- He has Asperger's and social anxiety disorder.
- At present is serving a mission and prior employment was a little over whelming for him.
- Was very hard to find a job due to the fact that he was going to be attending a mission.
- He has many mental health issues and is unable to find a job and really was not ready to work or go on to school per mother.
- She is pregnant and unable to work or go to school.
- My license has been suspended.
- Has ADHD and has problems with numbers. Is having difficulty finding another job. Does want to get his GED and is working with Voc Rehab at present.
- He tried to get help with school and math he did have trouble with.
- Studying and on line classes were difficult.
- ADD is a problem.
- High functioning autistic has trouble socializing.
- ADHD learning disability makes it very hard for him to find and keep a job and go on to school.
- Difficulties because of physical disabilities and School reading problems
- The pay is not enough
- I have had a hard time finding a good job. It took me 9 months after high school to get a good job.
- I have a legal record which may hurt me in getting jobs.
- Non-verbal mentally like a 2 yr old.
- Hard time finding a job.
- He has learning disabilities, cannot process information very quickly. Was disappointed with Vocational Rehab and did not follow through with what was promised.
- She had a 5th grade reading level and a 4th grade math level. Mother feels that she was just passed along and that the school district did not do what they promised in the IEPs.
- Lack of driver's license.
- He is disabled and unable to work or go on to school.
- Not very focused.
- He has health issues that have made it impossible for him to hold a job or go on to school.

- Not enough hours-hard to find employer that will teach me how to do jobs.
- I live in the mountains and everything is a great distance from me.
- School and jobs he has tried has been difficult due to his disability.
- She has no money for school and had previously had some difficulty with employment.
- Reluctance.
- Worked as a life-guard part-time in high school and when he left high school. He didn't get enough hours to make a living. He applied for several jobs and finally got hired and started the new job which is 40 hours a week.
- Limited financial situation.
- Not able to comprehend the job, not able to remember the duties for the job. Has had the job coach out to the job now twice to re-teach the job to her.
- Does not want to work or go to school. His dad supports him. Dad is very wealthy and takes his son traveling therefor he is unable to keep a job or go to school. He is never here.
- Can't do both work and school at the same time I tried to then fall behind in my homework. Suffering from too much stress per my Dr. says the stress is starting to take a toll on my body.
- Has a hard time to remembering the classroom work. Has a hard time following instructions at work. Not able to get his assignments in on time to his professors.
- Don't have money for school.
- Had surgery /Jaw surgery
- Would like to go back to school
- ADHD, bipolar
- Is in the military
- The fear of success
- Not motivated to go on to college. Has a job that makes him work night not getting benefits. Not able to live on his own; does not have enough money to be on his own.
- Does not want to go to college does not think he will remember what he needs to do for his class room work, and still has short term memory problems. His boss at Wal-Mart is now giving him a check list so that his daily tasks are completed at work.
- College is difficult for him. He needs extra help.
- The jobs I had were not salary jobs and I want more security.
- He has severe epilepsy. He has declined in his abilities since high school due to his disability.
- Organization is a challenge for him, non-verbal communication is difficult.
- Finances have made it difficult to go to school.
- I can't afford college on minimum wage. I am working on financial aid.
- I have medical illness that is not allowing me to go back to college at this time.
- I can't get a job because everyone in town knows me.
- He suffers from PTSD and ADHD. He had had legal problems.
- He has depression.
- Don't have time for work and school at the same time I can't juggle both at the same time.
- Had difficulty finding a job after high school.
- Finding another job.
- He was on a waiting list to get on with the agency he is working with, (IRIS). It took over a year.
- He has disabilities.
- The lack of opportunities and low wages has been difficult for him. He has moved out-of-state and been unable to find employment since he moved.
- Not able to focus on his work at college; does not do the work the college asked him to do.
- Finding a suitable job.
- I have bi-polar; makes me stressed out to work or even be around people.
- Have two kids, not able to find a sitter all the time so finding a job to work, around her husband work time not easy. Not able to afford college or to go on with schooling.
- Alex has a learning disorder with his attention span and has had problems with being tardy to work.
- Is going to postsecondary schooling after he completes a mission trip. He is waiting to hear where he will be sent.
- Transportation problems
- Can't get through the interview process
- I don't understand basic instruction. Don't do well with a lot of people around me. No money for school. I have a lot of anxiety. Don't have medical insurance so when not on meds or receiving help I get lost or very messed up. Not able to function as adult.
- ADHD problems

- No hearing in one ear. Wanted to go to army; won't take him.
- Before leaving on a mission trip Collin had been hired by Dollar store. Before he was to start the job he was called and told not to come to work. Others continue to be hired by the store so He wonders why he didn't get to work there.
- He lacks interest in anything; he doesn't know what he wants to do yet.
- Struggles with reading.
- I am having problems processing and remembering work.
- Dyslexia gets in the way of reading and memorization.
- College is expensive and the finances are difficult.
- Developing a work schedule that correlates with my school work.
- She cannot communicate other than saying 1 or 2 words.
- Life skills were very helpful.
- He is mentally ill. He has work place anxiety.
- He wishes he could make more money at his job.
- His challenges have not gone away just because he is out of school.
- The same problem I had in high school, concentrating.
- I have to get my head on straight and I can't do it while working and going to school.
- I am having problems paying some of my bills.
- I am not from here, so it is difficult to get a job.
- Her disability makes it hard for her to retain information and just to do the everyday things. She is struggling to live on her own with a roommate.
- Reading is still difficult for London.
- Does not talk. Can't work in the private sector. Needs very very simple tasks.
- Just has fear that he will not pass all his college classes. He can't use the word "test", otherwise he fails the test. His teachers have to call it an exam.
- Cannot afford it.
- Jared cannot drive and there is no bus service for him to use to get to a job. He has applied for a few jobs but hasn't been hired. With his disability he needs a job coach and he doesn't have the funds to pay for one right now.
- His PTSD is really bad and the medications are not working and of late he can't follow through with a task. And he not able to get into the national guard due to his PSTD AND he has skin cancer.
- Austin is behind the norm emotionally and socially.
- Not interested in going on for post education or training program. Many people have talked to him about programs and he just does not want to do any of the programs.
- Not able to get funding for college.
- Left high school at the end of 10th grade. Didn't think the school system helped student but made him miserable.
- Not able to find a job. not doing well in college has already dropped out of one school and is now trying a tech school; not focused on college or looking for work.
- Had hard time with the job interviews. Did not understand the questions.
- Does not have the funding for college. Is looking at maybe going into the military, for better pay and benefits.
- I have Asperger's.
- Right side of his body is paralyzed from stroke. Has problems with reading and comprehending is a problem. Can have petit mal seizures at any.
- Does not apply herself, to anything, no ambition to do anything.
- Her reading is difficult.
- I have had problems with Voc. Rehab. and the idiots I am surrounded by.
- Memory.
- I have had to take care of my sick mother.
- Difficult to find employment.
- Has been doing better up to speed at new job.
- School was too difficult (college) dropped out.
- Can't get a job or get into school
- Poor reading has held him back.
- She has autism and does not interview well at all. VR is not helpful at all. Not even helping with getting her into sheltered employment. She gets very depressed because no one will give her a chance. It's as if all doors have been slammed shut for any options, be it education or employment for her.
- Interviewing questions are hard for him.

- Not able to get funding for college and I have ADHD and I can't keep on track. I am not able to find a full time job due to having no skills.
- Has difficulties with reading
- Can't function to work or to go on to for any other schooling and training
- because of disability/and limited skills
- College was harder than he thought it would be.
- she has mental disability and hearing loss
- Not wanting to get a job and not wanting to get and education. Does not having money for a gas to get to a job; is not wanting to have to pay child support. Hates having homework does not like to read. Needs classes that are more hands on.
- Transportation difficulties
- I do not have the funding for college.
- Has MR (mental retardation) not able to hold down a job for any amount a time. Still working with a case worker to see if there is some type of further education for him.
- I have problems with reading; can only read a little bit and have trouble with taking tests. Not able to find help with reading or help with taking my test.
- Had a hard time finding a job, took a long time to get a job and now is just getting more hours.
- Not able to get more funding to go on to Weber state. Not able to keep a fulltime job. Was told I was not doing a good job, that I need a job coach.
- I have mental illness that does not allow me to finish school. Her IQ is 64 per mom. Mom helped with this survey half way through.
- Not able to get his GED; does not really like going to school. Not able to keep on task with taking his test. When we ask him about going back for his GED he said he will do it in the winter when he is laid off from his building job.
- Very afraid of people; has Asperger syndrome. Everything is very stressful for her. Thinks people are making fun out of her; won't take the bus because she thinks one man is out to get her. Gets so stressed out she can't think her way out of the problem, with school or work. Job coach tries talking her out of the problem, but most times needs to come home and retry the next day at work.
- Very lazy; does not really want to work.
- Has the mentality of a two year old; does not talk. Not able to be educated or trained to do a job. Goes to adult day care on weekday and weekends.
- Has many bills, child support and has horrible leaning disability; not able to comprehend the class work. Has a child that needs to be cared for and is working two jobs.
- Trying to balance going to work and going to school. Trying to find the time I need to do homework.
- I don't have my GED and no one wants to hire a 23 year old with no skills.
- Does not have the money for school.
- Not able hold down a job without a job coach.
- He quit welding school to take a job welding. He found he didn't like welding and didn't care for his coworkers.
- She refuses to go on to college or to a trade school. Takes one temp job after another but does not get far with keeping a job for any amount of time.
- Claims he is burned out and only works about 18 hours a week at a DVD rental store. Had a job at a call center full time; he lost it at work one day and went on a rampage at work and lost the job. Now is on meds for a mental break down. Does not take his illness seriously. Procrastinates on everything that he asked to do. Will not fill out application for Davis Tech School.
- I don't have my GED I can't pass the math class.
- Not able to keep a job for any amount of time. None of tech colleges would take her for their programs. Only a cosmetology college would take her. Chose not have a job as hair dresser only find work as a babysitter.
- Has heart valve problems, needed to be replace not able to work due to heart problems. Has chest pains all the time. Wants to go back in to the mission but, it's a wait and see game per doctors.
- Being late, has trouble with concentration.
- Anxiety in social situations very hard for her to handle a job.
- Not able to read, her disabilities prevent her from working, can't count change. Can't tell time. Not able to pass the daycare class in order to work as a daycare teacher.
- Has Asperger's syndrome.
- Lack of motivation, has ADHD and lacks concentration.
- Did not get a job yet.
- Has trouble focusing and maintaining consistency on the job.
- Severely disabled unable to work or go on to school.
- ADD is out of control has trouble focusing.
- Has no interested in going to a college or going to school for a trade.
- He has a hard time finding a full time position, has trouble reading and spelling.

- Cannot find a job/hates school
- At times getting this doing that he needs to complete
- Was in prison
- The college at salt lake they will not follow the IEP, Having problem comprehending my classes and I asked for help from the professor and there not willing to help me, mostly with my chemistry class
- No money for school and no work experience to get hired.
- Has mental retardation not able to hold down a job, is only ability to read to kids as a volunteer in a nursery school.
- She is her biggest difficulty. She holds herself back and thinks because she has a learning disability things will be harder. Once she gets over that and tries something it's fine.
- Don't have money for college and I, have too many bill I can't keep a job, for any length of time so then I fall behind with my bills. Then I am not able to save the money for college. The people at voc rehab will not help me they say my IEP is no longer valid since I am done with high school.
- Wants to work more hours and make more money.
- Reading is a problem has a 8th grade level and not able to comprehend what he is reading; not able to pass the entrance exam to salt lake. Will not able then, to be a skilled laborer.
- I'm still trying to find a job.
- Due disabilities cannot work or hold a job
- Not interested in going on to school/baby sits for brother
- It's hard to find part time job. No money for school.
- Has problem with math class and the teacher not willing to help as Salt Lake.
- Has a problem with concentration, needs more time to do things, and lacks confidence in himself.
- Waiting list at voc rehab (VR) is taking forever and his education at a standstill. Still waiting on test and if VR will pay for school
- Not working full time all the time, not able to keep a job for any length of time.
- Not able to keep a full time job and not having money for school.
- Disability prevents him from working or going to school.
- Boss problems
- Reading is a problem; not able to comprehend the work; skimmed the work and asked a lot of questions to get the answers.
- He has problems understanding Math.
- Trouble reading and typing.
- Autism
- She did not do well in college.
- Due high school trauma does not work
- Hard for him to work and attend college at the same time.
- Only had temporary jobs cannot find a full time job.
- Do not have the funding for school. Not able to get a grant.
- Very severe disability, Asperger's and bi polar and cannot function in the normal work world.
- Has problems with reading did not get into college at a four year or tech; might be lazy I think.
- Has social anxiety, bi-polar, severe learning disability; was turn down for SSI. Physicist from social security said his symptom were mild. My son's personal Dr. says he is a mess, not able to work or be around other people. He refuses to talk to any one at a college or go to work.
- He would like to work more hours and make more money.

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?

- Finished high school with his class.
- He had a good relationship with his counselor and English teacher. They helped develop his confidence.
- Graduating on time; family, teacher support, good social support
- Getting the help I need with my classes.
- "All of it was positive and helped me get to where I am today."
- She completed the packets thoroughly and efficiently.
- The IEP helped Brandon with his reading skills.
- The teachers helped me focus on my work and were able to finished high school.
- He can do his personal care. Fairly compliant and school helped him with that.
- Very good teachers who helped me with any problems.

- She has attended the Castle Valley Center since she was three years old. That helped her become more independent, communicate, and succeed in social situations.
- When in high school I had an awesome computer teacher
- Social skills being around others, helped with being able to now talk to others while working or going out in public.
- Reading teachers were very positive and also her counselor was very motivational.
- I got a lot of life experience.
- I am able to read and write. When I went in to high school I could not read or write.
- Radio broadcasting program was excellent; also his teacher in shop was.
- Teachers and sports activity helped her to keep her grades up and set her college goals.
- Best teacher in high school-Life Skills class.
- I don't know.
- High school sports were very positive.
- Strong support group from teachers to classmates
- English and reading skills teacher inspired him to complete high school.
- Had great person from the IEP program helped me with classes and made a plan for after high school; would ride get on my case if I tried to skip school, and told me I need to be in high school.
- The teachers kept her on tract with her needing to go on with further education. Teacher had her make a plan before leaving school on what she needed to do after leaving high school.
- Keeping up with her school work. She did not get help. She fell behind due to health problems and was able to catch up on her own.
- He liked going to high school like his teachers like having to talk to other people and playing in sports programs taught him to be interactive others.
- Resources helped very much. I graduated with a 3.8 grade point and would have had a grade point of 3. or so if I hadn't been served by the IEP.
- The IEP kept my child back; I took my child to another school for a better education and was able to finish school on time. IEP kids should not be graded with kids who are not disabled; stop the curve grade.
- He had a phy. Ed. teacher had a profound positive effect on him.
- It helped him to take college courses during high school. It helped him to find out what he likes and it boosted his confidence.
- Life skills teacher was very good.
- Nothing positive happened; that is why he dropped out and the teachers told him he would not make it on his own and never amount to anything.
- Reading more helped me out.
- Sports and really good coaches and a phenomenal teacher.
- "Having teachers that loved me for myself and helped me."
- I did a lot of sports which helped me make friends, and got me motivated in school.
- She learned how to study in school.
- P.E teacher pushed me into doing my homework.
- I took a lot of computer courses in high school that will help me when I go to college.
- Welding teacher helped him to be good and study.
- The ROTC program was very helpful and supportive.
- Excellent Resource teachers.
- He took a human biology course as a sophomore which is a direction he would like to go in college.
- He is working a lot better on his health problems.
- Met a boy in choir who got her to go to church. Now working at the church daycare.
- One special teacher had a positive affect with her.
- He had a good high school experience.
- My friends kept me going while I was in high school; I could talk with them if I have a problem.
- The IEP people held with goals and with testing; were able to then test much better and go on to college; even told her she was right for services and help when in college.
- I worked very hard. I was skilled in technology stuff.
- Taking the C-tech class and passing.
- I learned a lot of good things in school.
- Principal helped him; teachers were good role models in football.
- Nothing she fell through cracks and the system failed my child.
- I had a very frustrating time there because they didn't take the time to help.
- My teachers gave me more time on my tests and my teachers worked with me on my classes and took the time to work with me

and explained things so I could understand my class work and then I did much better in my classes. The last year of school I passed all my classes.

- The army recruiter helped with setting goals to finish high school and to stay on track. My wrestling coach was someone I could talk to if I had problems or if I need help with homework so I could pass my classes.
- Graduating and keeping good grades was very positive.
- Great teacher in resources center helped my son completed his school work so he could finish high school.
- Key to Success program. It helped him keep his grade point average up.
- His teacher would have him go to as many social activities as possible to get mike to talk and interacted with others.
- A positive learning environment.
- I learned the basics.
- My teachers were amazing.
- The teacher from wood working classes, I know have a job making cabinets.
- Marching Band; she really liked it.
- I took summer trips.
- Someone gave him a computer.
- She did like school/but needed more attention on skills that were lacking.
- Playing basketball kept me out of trouble in school.
- The social skills helped her to be able to talk to others.
- Graduation was the best.
- For Brooke it was the computer work and talent program.
- ATEC helped with life skills and learning how to travel in the transportation system and improving his communication skills.
- Soft ball improved her social skills and gave her positive reinforcement.
- The teacher worked with him to bring up his classes. School psychologist recommended different types of behavior modifications.
- The nursery program at high school helped her decide on a job.
- Help with stage crew taught me how to work and get along with others.
- He helped with the football team he felt part of a team. He gained self-esteem.
- Work release Program.
- I have a diploma.
- He learned how to study.
- Teachers helped me keep my GPA in good standing so I could go on to college.
- Changed from traditional high school to private specialized school that had smaller classes and worked individually with students.
- She had a lot of teacher assistance.
- Taking classes that had teachers who were encouraging, regardless of what was going on in my life.
- Teachers helped with homework and test so I would pass my classes.
- Lots of good experiences in high school. Special Ed teacher coaxed him to join the debate team and tennis team.
- IEP was a great help and Danna benefitted from the extra help.
- The teachers were very helpful.
- My speech teacher helped me with my speech, so now people can understand what I am saying sometimes. And not always asking me to re-say what I said before.
- It gave him confidence to think on his feet and express himself well.
- Teachers were very helpful.
- "I learned not to be a loser."
- The construction program in school helped a great deal.
- She had support from her teachers and family and was student of the week that made her feel good.
- Prepared me for the challenges in the workforce.
- The tech classes and computer classes helped with getting a job at Toshiba computers.
- Teachers were very good.
- The track and field coach kept me focused on my goal in order to graduate high school.
- Boyfriend was very supportive.
- Had a few good teachers who pushed her and cared what she was doing.
- Having an extra study hall helped him get his homework done.
- Influenced by teachers at school.
- I graduated.
- Able to go through MATC (Mountainland Applied Technical College) while in high school.

- Nothing; all we did was to have problems with teachers and they did not follow the IEP.
- Nothing positive happened in high school.
- Social skills were greatly improved when he was in school.
- I had a special teacher that helped me get the job I currently have.
- I had the opportunity to graduate high school and get accepted into a 4-year college.
- I met my girlfriend and we got married.
- Latinos in action was very motivating.
- His involvement in FFA and Rodeo helped him to hone his life skills.
- The school personal and counselors praised her and encouraged her and accommodated her disabilities.
- Drama class helped him socially and with creativity and he was able to be expressive.
- Support from friends and family really helped him graduate.
- The IEP system helped her to graduate.
- He graduated.
- Wonderful friends, teachers were very supportive and well trained.
- Liked computers.
- I finished high school before I had my baby.
- The teacher who helped with class work and home work followed the IEP to the letter. Was a happy student had social life was not depressed.
- I had a lot of help to keep my grades up and got a 4.0 two years in a row with the help I received.
- Had many good teachers kept him going, and the sports programs kept in in line and how to get along with others.
- Just barely passed the test for entrance to Salt lake Community College while in high school.
- She developed her social skills.
- The class he took CAD (computer) class that lead to a job.
- I took the day care class in high school that lead to my job in child care.
- I failed two years of high school and made up all three years of school in one year so I know how to buckle down when I need to.
- Social skills program, He is able to be social with other people now.
- He participated in student government which has helped him with his mission. He participated in swimming and was a class officer which helped him with his self-discipline.
- I took a lot of educational classes such as preschool program. So now I am a preschool teacher.
- Teachers showed him how to deal with his behavioral issues, and to talk out his problems instead of acting out and being rude in classes.
- My teachers told me not to drop out of high school and to finish my homework on time.
- The teacher gave her verbal test instead of a paper test so she would not fail or freak out before the test.
- Getting my driver's license; the teacher helped me with reading the questions and I passed the test.
- The day she was told she no longer needed to go to high school anymore. She hated high school.
- I took a medical assisting class and it really interested me and that is what I am going to school for.
- Nothing I can think of.
- My friends and my family helped me get through high school. I took tougher classes than what was expected of me.
- I passed high school.
- Teachers helped him able to point and try to communicate what he needs.
- I took an Anatomy/Physiology course which inspired me to go into EMT and nursing work.
- She had a terrific resource teacher in grades 9-11 who helped her maintain a B average.
- Nothing; she started hanging around with the wrong crowd of people. Never really reached any goals.
- The part of the Jordan Area Tech College while in high school.
- I learned to show up on time.
- She was motivated by working with the day care. She likes taking care of kids.
- Working with my teacher to help me with my homework and take extra time to teach the class to me.
- IEP counselor was very helpful.
- He started working during high school and that gave him a sense of accomplishment which helped him succeed in school, and since high school.
- The track and field program and he received his Lettermen jacket. Received an award for having the highest score.
- I had a hard time reading and I developed some good reading skills in high school.
- The welding teacher was a huge positive for him.
- She was junior prom queen.

- I tried very hard to get good grades.
- I graduated.
- Social skills, the teachers would make her go to activities and socialize with others.
- The students picked on Rachel was called names, was kicked around was spit on. I moved my child to four different high schools and all four schools was told she needs to deal with it. The most positive thing to happen for Rachel was the day she no longer had to go, to high school.
- I learned good work ethics.
- Having teachers help me learn.
- P.T. dept. at school was able to get him to started walking with braces.
- I had a good Counselor she is trying to help me with trying to find funding for college.
- The sports program kept in line and made him keep up with grades and home work.
- Was on the high school baseball team, was one of the better players and received a scholarship to pay for college and to be on the college's baseball team.
- While in school he got a better attitude and decided to make something of himself.
- Good relationships with teachers above and beyond to help him bond with employer.
- I was in Choir for 4 years and what I learned from that has helped me.
- High school advisor was very helpful. Also the IEP was a useful tool as it taught Joshua to think about his future and plan for it. From the time he was a freshman he wanted to join the military after high school.
- Nothing, she dropout of school.
- It helped to be given tests individually-"I could be where it was quiet."
- The teachers were very helpful with his homework with the extra help was able to pass all his classes.
- The IEP served him well as he received individual help instead of being passed over.
- Able to be part of stage tech.
- The special ed teacher helped her meet her goals and pass her test and keep her grades up to go on to college, The teacher took extra time to help her study for the ACT test as well.
- Web teacher kept him focused on something he liked doing and now he is going to school for web design
- He can talk now, to other people. So he has some social skills.
- The school helped Swastika get her diploma.
- Extra help with homework and helping her passes her classes so she would graduate.
- Jared independently changed schools and finished out his schooling and received his diploma on his own.
- Taking college courses while still in high school helped a lot. I wish I had taken more.
- He hated school; the most positive thing for him was leaving school, and being treated like a human being.
- Changing schools helped a lot and taught her how to read.
- The teachers would try to get him involved with other students and sometime he would talk at some school events.
- Great teachers that were helping with the IEP and the resources classes were great.
- I had a quite a few teachers that genuinely cared about me. My instrumental music teacher pushed me to reach my potential as a musician.
- Resource teacher was very good and supportive.
- Teachers motivated him to finish his classes. So he would be able to finish high school on time and be able to go on to work.
- ATECH was very beneficial.
- School was a good experience for Carl. He liked his teacher's.
- My teachers helped me with what I should do after leaving high school and were I should go for classes.
- School was a positive experience for him.
- Teachers and counselors helped her with her studies.
- The sports program taught him sportsmanship and to deal with other types of people. How to get along with others, and learn to how to just walk away from trouble.
- He did the welding program at school and now has a job in welding. and in the mission dose welding as well
- I graduated early. I took mechanic classes.
- Few teachers were amazing and were very supportive and cared about you learning.
- Nothing, high school was a big waist of my time. I don't think being a cook was worth me going to high school.
- I graduated from high school.
- He learned his address, phone number, and different street signs.
- I graduated.
- My teachers helped me with all my classes so I would pass and graduate high school. So I could go on to college.

- I learned to never give up while in school. I want my kids to better life than me.
- Was an Atheist when was in high school, but in her last year she joined the church and now believes in the Lord.
- She fell way behind her in credits and caught-up in alternative school. Just graduating helped her self-confidence.
- I graduated high school. I am on the path to college.
- The IEP and everyone connected with the program were a great help to Adam.
- He was helped by the IEP process and learned how to take notes.
- All the people liked him and the IEP process was very helpful. He took tests in a room by himself and was given a longer amount of time to complete them.
- The music program the marching band kept him out of trouble and were very supportive with his schooling.
- Working together with the teachers and parents helped him to graduate.
- The follow-through was most helpful.
- Nothing; the teachers were terrible were not willing to make arrangements for test or homework, almost did not graduate. Did not know till three hours before graduation, if she would get her diploma.
- Just keep doing hard work.
- Some work training was very useful for him.
- Been able to put myself out there to look for jobs.
- I liked the support of my friends. I like the feeling of accomplishment.
- The career and technical courses taught me a lot. My sports helped me learn that you have to work as a team to be successful.
- Going to class and staying focused.
- My Math, Language Arts, Gym, and Art classes helped prepare me for what I have done in the work place.
- She got her CNA while in high school and is now working as a CNA.
- Counseling office was an excellent help for her.
- She had several teachers that really helped her and she loved to work with.
- I liked serving lunch in high school.
- Job training was very good.
- Wrestling was very good for him. He would ask questions and he never quit... just kept trying.
- Internship was very beneficial was working with kids and plans to do that in the future.
- Good teachers that helped him to graduate.
- Working on social skill and activities for daily living.
- Teachers helped him with the basic skills.
- The environment was very friendly and helpful in high school.
- He was involved in TSA technical program and helped him to be more interested in school.
- The IEP helped with getting extra help with passing his classes and getting him tested for ADD and he is now on medication to help him focus.
- His teachers were very supportive and kind to Matthew.
- Marching band kept in focused and how to work with a group of people.
- Outstanding achievement for math class two years in a row. Made honor role she made four times.
- Nice teachers I had one teacher who never gave me home work.
- The special ed teacher who would re-explain test to her then she would not fail her classes.
- My teachers were positive people in my life.
- The teachers were there when he need extra help with class room work and helped with preparing for test; was able to keep his grades up with the extra help.
- She finished high school so now she knows she can do anything if she puts her mind to it.
- I graduated and I got my diploma.
- I toured colleges and I learned a lot about college that way.
- Teacher was very helpful and was a good teacher.
- The teachers helped me understand how life works, it is not always easy. They stopped me from giving up.
- The experience of school was very positive the students and teachers loved him and he loved school.
- Math classes
- The marching band kept him going. That led to a job with music.
- The best buddies program was very beneficial. He had an excellent special ed. teacher his last two years.
- Teachers really helped to push college, they gave her a really good environment....personal finance class was the best class and helped her prepare for the college costs.
- having welding classes

- Vision specialists were very good...they truly care about him.
- Having friends and being able to talk to people.
- Excellent teachers especially at Junior High, ATEC teachers were great. Very positive experience with Alpine school district.
- He loved basketball. He still plays it. It is why he wants to go college.
- She graduated with good grades.
- Had a part time job at school when he finished school, the job at the school went full-time.
- High school was horrible.
- Best friend helped him thru high school.
- The special ed teachers help with my homework and explain things so I would understand the class room work.
- Teachers help him make decisions, IEP teacher
- Teachers and Tutors Service corps and Unified studies were his best classes. Scott Willis was a very good teacher. He had a very good teacher.
- He did not have a very good high school experience.
- School program helped to develop her life skills; that was very beneficial.
- All the support and help received in high and getting know other students and teachers.
- Help and support from teachers in high school.
- He stated he achieved his high school goals
- I transferred to Horizonte and I went on their packet program. I had an individualized program and I learned a lot during that time.
- I received a lot help from my teachers.
- Piano lessons, graduated with a b+ average
- Took an auto mechanics class.
- I like the science courses/better than some at the college level
- Cross country, woods, weights.
- My family helped me with getting the things that I needed, the after school tutoring program really helped me too.
- Taking college classes in high school.
- I tried out for football and afterwards I dedicated myself to get into shape. It taught me to really go after the things I want to do. I also had some really good teachers.
- Was in sport programs which helped her attain her goals
- Extra help, from the IEP helped her finish school on time.
- A class that helped me get back on track so I could finish high school. Vocational rehab helped me graduate from school and helped me with finding work.
- He had a high school ceramics teacher who pushed and encouraged him.
- Worked the stage crew
- Attending MATC helped me and also set high goals for myself despite my dyslexia.
- My communication skills
- He was on the hockey team, which helped him socially.
- He had a high grade point average. This boosted his confidence and helped him to realize that he is capable of doing good work.
- Special education teachers were excellent and he was given student of the week.
- Being in cross country and other activities helped me.
- He was homecoming king/a very popular person in high school
- He was a very hard worker, does not let the learning disability affect him at all.
- His English teacher helped him with all of his classes, even help with his math class. Were the math teacher would not give Colton any help and would not explain the work in other ways so he would be able to understand the work.
- cheerleader in high school and received a scholarship
- Had a really difficult time in school and needed a lot of parental help to graduate.
- Social activities and making friends having someone to talk to and not being bored.
- Distance learning was very good.
- Running track.
- Good friends in high school and some good teachers.
- Writing, I learn how to write better that helps me with writing a better resume and I had a classes on how to pay bills and save money. I now know how to pay my bills.
- A skills teaching for learning disabilities and she helped student to understand things better and prepare for life after school.
- Her resource teachers were very helpful.
- My teachers helped me choose what college classes I should take and what trade I would be good at.

- Sports
- Had a very helpful and caring teacher who helped her graduate.
- Special ed teacher positive approach.
- She is a very hard worker.
- Had made some really good friends that she still has to this date.
- Stated he graduated
- friends support
- ROTC led to job in the military.
- Good teacher relationship
- Creative writing class brought out creative talent and helped improved attitude.
- Being on her IEP got her through school.
- The teachers really helped me out.
- Had a lot of help in school for his dyslexia, had huge creative abilities.
- They sent my child out into the world not able to read.
- Very good school counselors
- His art teacher took a lot of interest in him and he felt he was successful at art. Thanks to the teacher's assistance and positive reinforcement it gave him an outlet to express his talent.
- IEP really helped her with her learning difference.
- Working with the speech therapist to help with getting back her speech after her stroke.
- Had awesome teachers and the swim team was great. Special Olympics entered.
- Had a great teacher and managed to get through pre-calculus.
- The teachers in the subjects helped her to graduate.
- Having teacher helped me learn to talk to others and to deal with the pros and cons of life.
- Resource teacher was very patient with him and allowed him to get things done.
- Teachers pushed to try hard in order to graduate.
- I found out what I wanted to do in high school.
- History teacher helped her with life, work and school questions.
- Working real hard to get a scholarship to salt lake college improve his grades in math to get into college.
- Her grandmother took excellent care of her after receiving custody of her.
- Good teachers.
- Choir was very beneficial.
- Positive reinforcement from my friends and my teachers told me to keep going no matter how hard things were. With hard work I would get into college.
- He has blossomed ever since he moved to Morgan from Phoenix. He is more outgoing and he doesn't divert his eyes from strangers any more.
- The Dance team, she now has a part time job teaching dance classes to kids.
- My parents were the positive influence during school.
- His resource teacher, math teacher, and guidance teacher did a great job of staying on top of Zach to make sure that he graduated.
- He received a lot of assistance from his teachers.
- School was a nightmare because they would not try to meet his needs.
- I graduated high school.
- Recruiter from the air force has my son going to basic training this fall.
- His resource teacher was very helpful. He is a great advocate and a terrific teacher. He makes the difference between success and failure.
- He learned how to read.
- He received a certification in Auto Tech.
- Learning to get to bed on time so I can get up in the morning.
- Learning and all the experiences I had in school.
- Great teachers support from family had the drive to push herself to succeed
- The vice-principal and close friends
- His transition instructor gave positive.
- Skills USA program really helped me out with scholarship money. The teachers in that program and the principal were very supportive of me.
- He had great experiences in school. He has lots of friends. His teachers and aides were great. He has great peer mentors.

- Technology courses, food services, maintenance services for the school
- A lot help from the teachers/gave motivation
- He really came out of his shell in high school when he got involved with friends who played guitar. He started performing and it really improved his self-esteem.
- Got black belt in Karate-set goals for herself, very competitive.
- Completed his pathway
- The drama department was good for me.
- Athletics.
- Was responsible person getting his homework done and class assignment
- She had older students that took her under their wing to help her.
- My psychology class was the best thing. I had a great teacher and it made me realize what I wanted to do.
- Being in orchestra helped him
- Interaction with mentors, teachers were helpful.
- Diagnosed autistic.
- Professional Mountain Biker.
- Getting a job was good for me.
- How to study for college
- She was able to do some internships to decide what she wanted to go into in college.
- Lucky to have good teachers to work with Brooks
- The teachers were awesome.
- I received a lot of support from teachers, students, and family and friends. It gave me a lot of confidence.
- Did not give up in school and trust in yourself.
- The nice teachers made sure I did the best I could and I still am.
- His relationship with teachers/well liked student.
- Had great teachers
- Learned to focus in last year of high school and accomplish tasks
- Took sign language
- Graduated when told she would not succeed
- Having good teachers.
- Landscaping class, welding class
- Help find a career goal.
- Special Education classes
- Playing football
- Took anatomy and science classes.
- Teacher telling me that I need to go on for further schooling, I see what they mean now, without my degree I will go no were in a job.
- I did my first play.
- Shop Classes
- Technical drama program.
- Learning that he has to maintain a job
- JROTC Program
- Mostly teachers helped him in school.
- Teachers were very helpful in encouraging me to go to college.
- I had a really good teacher that helped me with reading.
- Her communication skills.
- A lot of help for the teachers.
- He graduated.
- Really great teachers.
- Woodshop instructor was a positive influence on Stephen.
- He hated the IEP but it was a positive factor in Alex's graduating from high school. He had a low GPA in school. If not for the extra attention he probably wouldn't have graduated.
- He had a great teacher that inspired him.
- I had friendly teachers.
- The teachers in high school helped her with all of her work and help with getting into college.

- Taking college classes in high school.
- Teachers who really cared and really wanted to see student succeed and become better than the student was at the time.
- Received a full scholarship for college thru track and field. I was very good at track and field in high school.
- Everything was positive
- She enjoyed going to school to get out of house.
- Graduating.
- School was just a day care. Did not receive completion certificate.
- He served in leadership positions in Future Business Leaders of America.
- My parents and teachers helped me learn more and got me involved as a student.
- He discovered that going to school is easier then he thought.
- His speech therapy teacher was great.
- He learned social skills so that he wouldn't be so aggressive.
- High School did a good job of attending to his needs and making sure he graduated.
- Did job shadowing in high school.
- She was accepted into beauty school.
- Completion of making it through high school.
- I always kept my kept my grades up. I gave it my best effort. I had the best moments I will have in my life while in high school.
- I received a lot of help from my teachers.
- There was one particular teacher that Marcos had in Special Ed that he really liked and this teacher had a very positive affect on him.
- Special ed unit was a real caring environment.
- She left high school, but did graduate. Nothing good to say about high school.
- Teachers helping keep him focused on graduating.
- Positive learning experience for him.
- Resource Teacher helped him to complete his classes.
- Had a couple of teachers especially language arts help him to get his thing together head toward graduation.
- He went into the army to get direction in his life.
- Football helped him keep his grades up in order to graduate.
- Flexibility of his senior year to pursuing his snowboarding career.
- Teachers help was very good.
- He was a state champion of theater and was head of a stage crew. He was employed by the school district for technical support.
- Cross-country and ballroom dancing were positive experiences for Logan.
- Aaron had good teachers.
- Wrestling helped him to keep his grades up to graduate. Wrestling helped to keep him focused, the coaches and teachers were very helpful.
- When the teachers paid personal attention he did better and would achieve better.
- Resource teacher was very good and helped him with his math also.
- He stated that the school lacked giving him positive feedback.
- Reading classes helped him.
- He graduated.
- She had good friends.
- FAA was a positive experience.
- Once he got on an IEP it turned his life around. He gained self-confidence and felt better about himself.
- Terrance was on the track team in school and had to take a summer session to get his grades up. Also, a vice-principal encouraged Terrance.
- He went to a Tech School and became a fire fighter during high school.
- The last year and a half they figured out how to help him.
- His High School was very helpful in allowing him to proceed and achieve much to become successful.
- Resource teachers were very good.
- Ballroom dancing helped him come out of his shell.
- Participating with the swim team and ballroom dancing were positive experiences and helped him become more sure of himself and how to work as part of a team to accomplish his goals.
- His ag, mechanic, and reading teachers inspired him.
- Basketball was a positive experience for me.

- The IEP was very helpful for him. His teachers and caseworker were amazing.
- I learned a lot more.
- The teachers there.
- I took web design class. TSA-Technology Student Association helped me out.
- Focusing on graduating and getting his high school diploma.
- He finished high school.
- The teacher's related very well to Chelsea and helped her succeed in school.
- Automotive classes were helpful.
- Concurrent enrollment program was useful and Physics. program,
- One of special ed teachers he had made a difference.
- He has been doing a lot of networking.
- English helped a little bit and math.
- Everyone keeping on top of him was really helpful.
- He liked welding and agriculture in high school.
- He graduated high school is all I can think of.
- Consistency.
- Transferring schools halfway through junior year to a better school and getting to know new teachers and friends.
- Better math skills I can now do basic math, that now help with my current job as a cashier.
- Took classes at salt lake community for diesel mechanics.
- His teacher helped him in all of his class room work and helped him get into salt lake.
- Basketball Manager was a positive.
- Working with in his food service class the training and skills he acquired were very positive.
- Received special help with her reading comprehension which helped very much.
- My wood shop class was beneficial. I would help other students who were behind.
- The transitional academy did spark the flame for learning and there were several good teachers there.
- ROTC program prepared him for his career in the Marines.
- His resource program helped him to have time to do his homework and therefore made it easier for him to graduate.
- His teacher and counselor worked well with him.
- Art classes were a positive.
- He was able to go to the tech center and take web design which was his interest. His math teacher helped him meet his requirements to graduate. The school did give him accommodations and help that he needed.
- He was very determined to graduate. Counseling needed to be more attentive.
- I made good friends.
- Shop classes, and men's club president were extremely helpful for him with his socializing skills.
- Gym classes encouraged him.
- Athletic cross country sport was very beneficial to help Tyler reach his graduation.
- Auto and Wood shop they encouraged to graduate.
- There was one teacher positive effect on him.
- He graduated by the skin of his teeth, and angel for (teacher) gave good positive help
- I always had the support of my family.
- I was homeless in while in high school, so I have worked hard in order to get a good apartment and I keep working hard in order to get a better life.
- He loved high school per mother and had a lot of good instructors.
- Resource teacher helped him with his studies and graduate.
- Technical school was very helpful and learned some useful skill.
- Had a couple of really very helpful special ed teachers that helped him graduate.
- The programs before he was 16 yrs old they were amazing. He was able to read and write after Junior High.
- He was in a co-taught math class and that made him feel good to be in a regular ed. math class.
- Positive teachers.
- He received speech and occupational therapy programs.
- Photography with someone-very positive.
- Welding classes in high school helped me towards my future goal.
- I met supportive friends in high school.
- Special school for disabled children helped her function better and mature.

- There was one teacher and I wouldn't have graduated if it wasn't for her.
- Mother not impressed with school district.
- Doing good at math and writing classes helped me out writing books.
- The counselor that helped her was very positive. She listened and when she was having problems and helped.
- Social atmosphere was good for Kimberlee.
- He played sports.
- Taking AP classes in high school so he could take more advanced classes in college.
- Meeting a couple of nice friends and completing high school.
- I had really good teachers.
- The art classes I took helped me to be able to open up and talk to people.
- My mom helped me out a lot and encouraged me to finish.
- He did achieve many personal goals.
- My friends were great.
- Cooperating with students to learn better.
- Positive reinforcement from teachers to finish high school.
- The teachers were great.
- The teachers were great.
- I finally passed my math class and the last year of high school I had a teacher who explained my math class to me that I could understand.
- Sticking with it.
- The IEP got him the help he needed. The one-on-one training he needed.
- Was told if I work hard. I will get somewhere in life.
- The sports program kept me focused on goals for life, and how to work as a team player.
- Teachers were very supportive and graduating school to go on to getting CNA certification.
- I majored in 2 subjects while in school and received an honorable mention.
- Family support
- Just football
- A good support IEP program, success in drama program
- Guidance counselor, ROTC Program
- Actually getting a job, a counselor
- Social dance was a very positive experience for him.
- Interaction with other students was very positive for him.
- Found better friends who were not in a gang.
- Teachers were very supportive of my dreams and what I wanted to do after high school.
- The class that showed him how to bank and how to pay his bills, along with saving money. That class helps him now know what to do with his check every time he gets paid.
- He really enjoyed his resource teacher.
- She graduated and it is over.
- I graduated. My family was happy.
- The one-on-one attention he received from his teacher's helped him very much.
- High school helped me by teaching me to work for something.
- He attended the seminary and now understands the gospel. That now helps him with life goals and choices.
- He was able to make friends.
- Making furniture in wood shop.
- Excellent counselors that were very involved and attentive to accomplish graduation.
- I became interested in being a fireman after one spoke at our career day.
- He was in special classes that helped him for reading.
- High school was awesome. I really enjoyed my ceramics classes. It kept me in school as long as I was.
- He graduated high school and now is able to go on for higher education.
- He was on the wrestling team and this helped him get interested in martial arts. He was successful with martial arts.
- I played football in high school and it taught me motivation and working as a team player.
- He is doing what he likes.
- The drama teacher put him in the school musical and that gave him a great deal of confidence.
- Just having passing grades.

- MY IEP helped me get extra help with school work.
- A Resource teacher helped him a lot.
- She was Prom Queen.
- Band class.
- A lot of help from teachers helped him to graduate.
- Play tennis, varsity.
- Photography class
- He had a Resource teacher that helped him very much.
- A teacher was a good role model
- The opportunity to try different trades and hands on training helped him because he was better at it than the academic side of learning. He is enrolled in a Trade school and begins in a few days.
- The teacher made him make a plan for what he would be doing after he left high school and how to meet those goals.
- Setting goals with teachers, set goals with Vocational rehab., IEP goals, Pre-tutor.
- I had a teacher that really took an interest in me and encouraged me to further my education after high school.
- Learning center teacher was very helpful, took time out to help him...actually cared about him.
- The programs for disabilities
- Having two kids in high school made her more responsible and more aware of others' feelings.
- To do concurrent classes in high and vocational school
- The counselors helped a lot.
- Got his High School diploma
- Went to adult education and got his high school diploma
- I finished high school on time.
- Graduating
- Getting help from the counselors.
- Resource officer was a great support
- Special Needs Class
- More active in high school
- Auto mechanic program
- Teacher helped with homework and helped him feel good about himself.
- The whole IEP experience was positive as the staff kept close watch over his academic's and kept Collin on track.
- I was sent cosmetology school while in high school and finish it afterwards.
- I learned to work really hard.
- The support of the school social worker is the only reason he graduated.
- My teachers were my friends. They didn't let me fail. I also benefited from using a planner.
- He had a strong support network that helped him understand that it was up to him to make something of himself.
- My teachers cared about my learning. They put a lot of time into helping me achieve my goals.
- I developed a good attendance record and a 3.2 GPA in high school.
- She improved her social skills by going to school.
- Teachers were very helpful.
- The teachers were very helpful and supportive.
- He had a lot of encouragement from the staff and it enabled to graduate.
- Won the Athletic department award his senior year.
- He received a diploma.
- Involved in color guard which helped her learn to be a team player and she learned to discipline herself.
- I graduated.
- I took a lot of classes to help me with my jobs.
- Math really helped in me in my construction work.
- Her teacher was very good at motivating her and encouraging her not to give up.
- Resource room helped him learn ways to learn within his disability.
- Something that was positive for him was getting the ability to set a goal and work to achieve it.
- Great, wonderful teachers. Her teacher was an amazing teacher. She turned my son around and made all the difference in his life.
- I am sorry to say nothing; my son can't talk or read and functions as a seven or eight year old. His speech is so bad no one can understand a word he says.
- Took a lot of welding shop.

- Got his driver's license and the school told him he need to have a plan for life and that the military would be a good start to life.
- Special ed classes helped him with reading and math classes, and no longer failed theses classes; able to better comprehend what is being told to him in classes and at work.
- I learned skills that are currently helping me with my goals.
- I had a lot of good teachers who gave me confidence in myself.
- Learning skills were very helpful.
- Teachers helped her with test and how to study better for a test and how to take notes.
- Taking volunteer classes.
- I graduated.
- Teachers were helpful.
- Good teachers and counselors.
- The resource teacher told my son he could do anything he wants to do as long as he puts his mind to it. And he no longer stops trying, he just keeps going till he succeeds.
- Austin transferred from one school to another and it helped a lot because the stigma wasn't near as bad at the new school.
- Took welding classes in high school and went on for welding at the tech school and finish the program.
- Cayden liked playing football.
- Law enforcement officers who came to school had a big impact on him.
- A teacher was a mentor and was very supportive and made a positive impact on his life. He seemed more interested in school and received better grades through the years.
- I graduated. That was the best thing that happened.
- The teachers helped her with math and she was able to pass the class and finish high school and go on to college.
- The sports program taught him to be disciplined, so now he stays on focus with all task now.
- Excellent teachers who helped him with all of his homework and pass all classes was able to graduate high school on time.
- He gained a love for Forestry and Zoology, which is what he plans to go to school for after he completes his mission.
- His multi-media classes.
- Gained experience with working with others by playing in the school band.
- Playing sports taught to me to try and do better. I did better in the classroom as a result.
- Taking the CNA classes while going to school.
- She learned social skills.
- She had excellent teachers that helped her.
- The teachers who pushed me to do better in school and helped me finish high school.
- Taking Art Class was very helpful. It taught me how to draw and shade my characters.
- People were supported of him in all of his special needs. I think it has to do with that we live in small town. All the teachers at high school were very supportive and kept him on track to meet all of his goals.
- One particular teacher and the principal made her feel like she was special and could do anything she put her mind to.
- Great reading teacher and her CNA program was very helpful for her to find a job.
- They have the college program at the high school.
- He had a real good art teacher.
- He received the Sterling Scholar award.
- I got a truck in high school and I just paid it off.
- The extra assistance she received from the IEP helped her a lot.
- Went to high school and trade school at the same time; this way when I finished high school. I also finished my trade school at the same time, that lead to a decent paying job with benefits right out of high school.
- I took college classes in high school; that has helped me with college and prepared me for the college life.
- Personalized teaching based on his needs. The one on one that helped him.
- My teacher kicking me in the butt telling me I need to graduate for three years.
- Job Corp really is helping him at present, he has really improved.
- Football was a great experience for him.
- Being able to take a teachers aid class I was able to do my homework in.
- The extra help was vital to her education.
- Internship.
- I discovered my love for reading.
- He joined choir and was one of the best singers in the country. He won awards for being one of the best in the country. Had a 4.0 when he graduated from school.

- Public speaking, math
- High school did nothing to help her. They school did not even allow her to help in the library. Something positive about high school for her is that she no longer needs to be put up with hurtful students and teachers who did not care or want to help her succeed.
- Mainstreaming into classes was very beneficial.
- I got a girlfriend in high school and now she is my wife.
- Boss and other men help him in personal life /support structure
- Teachers were kind to him. Students would talk or try to do activities with him.
- Had stroke and can work on computer/shred paper
- Teacher's attention helped him.
- When he went to school he like the hands on in classes.
- Offered classes at a local College
- Made sure got her diploma, a lot help from teachers.
- I graduated three months before my class was to graduate.
- The social activities suck as did field trips he would go on; he loved when people would talk to him when he asks questions, or when he would get out of the house.
- The teachers who helped me study for tests.
- My welding teacher told me to take the welding classes at the tech school. That I would have a decent job, and I do have a decent job now.
- Athletic.
- My resource teacher helped me graduated from school so I was able to go on to a tech school.
- Was able to finish school on time to walk down the able with her friends at graduation time.
- The teachers helped with getting him through school and getting him graduated.
- Was able to be with friends who would play games with her.
- My teachers told me to keep going and not to drop out that school; work does get better.
- Special ed class helped her be able to finish school on time.
- The sports programs kept me focused and kept me wanting to go to school.
- Went to Davis Tech in his last year of high school and was able to get in to the auto classes to pursue this degree.
- The welding class was a positive experience for Jesse.
- Have very good experience with woodshop and auto shop classes; she seemed to enjoy the hands on classes then book work.
- I got a car and I passed the driver's ed class, so now I can driver where I want to.
- The smaller classes gave him a better understanding of classes; made him feel at easy being in a smaller class. There was more time with the special ed classes for my son to take time to answer questions (has a brain injury that takes longer to answer questions.
- For me it was learning about adult education and learning more about the adult world and how to operate in it.
- For him it was encouragement through family and friends. He is in a weird stage right now so he's not really done what he's wanted to yet. I think he's just taking time off.
- My friends and teachers were great.
- Close relationships with her teachers.
- Geometry teacher was helpful and positive influence in her school years.
- Worked as volunteer in the daycare center and helped with the babies, gave her self-esteem.
- Cheerleading was good for her-kept her in school.
- The Jones center helped him a lot.
- Teachers helped him and really cared about him to graduate.
- I learned communication skills.
- Had really good teachers that helped him and worked with him.
- Marching Band was very important and he was very successful in the music program.
- He graduated and made friends learned social skills and liked his teachers and enjoyed shop. Loved sports and loved math.
- Taking shop was the best for me.
- Worked the stage crew
- Getting all his credits out of the way
- Worked for center/for job experience
- Taking the assistant vet class in high school helped with getting into salt lake.
- I graduated high school
- I got help by teachers.
- Learned basic living skills and is now able to read basic books on her own.

- She took karate.
- Scholarship.
- Teachers helped me with homework, so i would pass my classes.
- The structure of school; managing and balancing it all was the best for her.
- My brother told me to keep going to high school and graduated.
- He graduated high school
- She graduated.
- Nothing to be honest (per mom)
- She had a good Guidance Counselor.
- I took a fashion class.
- I graduated high school.
- Learned to be a good employee, read, write
- She can read a little bit
- Community service, Eagle Scout Badge
- Internship was helpful-interacting with the elderly.
- Difficulty with reading. The teacher's helped him catch on to it.
- Gifts program was great.
- Good File Holder, resource person
- Started swimming in high school and now will be going to the 2016 Summer Olympics.
- Graduating high school.
- He had great teachers and counselors.
- Graduating high school and driving a car.
- Getting support on keeping positive and keep going forward
- His teachers help and being supportive
- I graduated that year. Credit recovery classes.
- She got married.
- Basketball coach
- The counselor
- Enjoyed school and he did not retain the information and needed more assistance.
- A lot support from the teachers
- Case worker help her
- Focused on graduating with support
- Had good tech teacher who helped him get a job as apprentice as an Electrician.
- Always have a positive attitude
- She received a IB degree.
- Graduating
- Getting my GED.
- The teachers were very supportive and help me finish my class room work on time also, I graduated from high school.
- Special Education
- Continuing Education
- Her sign language was a good class for her.
- School was positive, best buddy programs
- Special Education help him because of his disabilities
- Joining the debate team
- She did electronic high school for a year. She had someone she would see for an hour each day to keep her on track.
- He had a wonderful resource teacher, loves to read.
- Two teachers helped her a lot - the history and special ed teachers.
- Really like Granite Pikes high school that was a plus.
- Being part of the school's newspaper is leading to going to work at the local newspaper in town.
- Had good teachers who told me i need a high school diploma in order to have a better future.
- They did not have an appropriate programs for his disability per mother... high school was a waste of time for him.
- The programs at school helped her graduate high school.
- A firm foundation from the home.

- The resource teacher gave me extra time on test and spoke to my other teachers.
- Her reading skills improved. She loves to read.
- We practiced doing mock surveys in high school and I found that it helped a lot when I was actually applying for jobs.
- Was able to do his schooling at home.
- He was an Electrician's apprentice in high school and that helped him a lot. He is now training to be an electrician.