

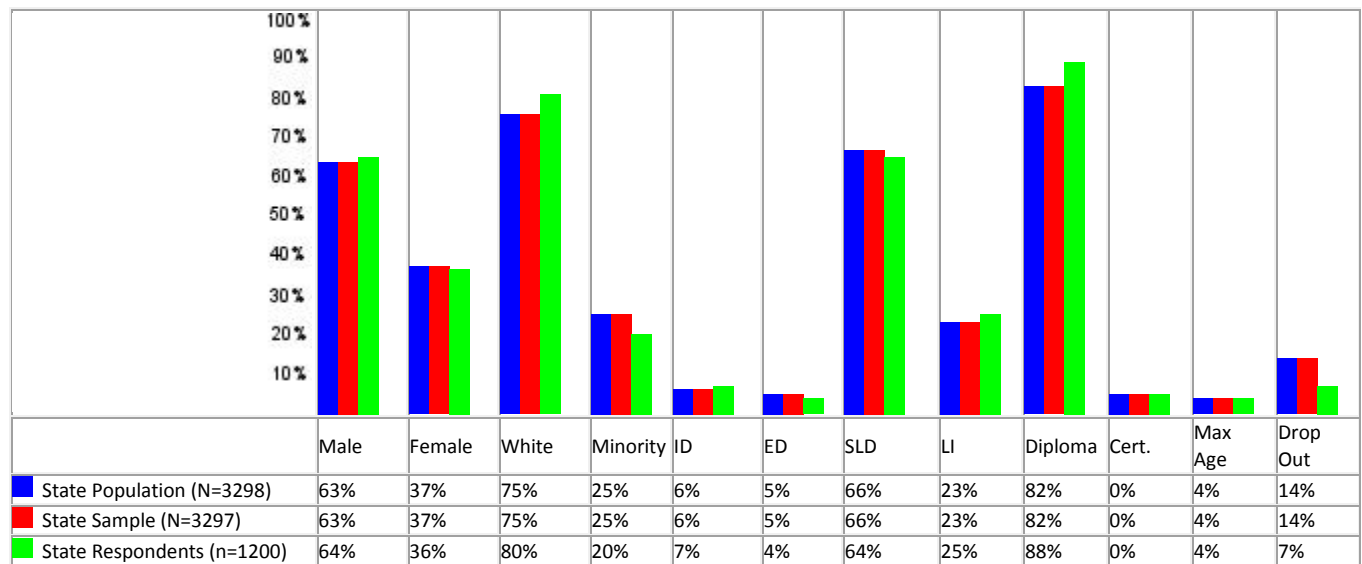
2014 Utah Statewide Post High School Outcomes Survey Report of 2012-2013 Exiters with Disabilities

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 2012-2013 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 2012-2013 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2012-2013 school year. Of the eligible former students, 1200 interviews were successfully completed representing 36% of exiters. Another 2092 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 44% were the former student
- 54% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 1% identified themselves as someone else

63% of youth in the sample could not be contacted for an interview because:

- 12% 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)
- 44% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 42% No contact: No Answer
- 1% Other

2% 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.

OUTCOMES BY SURVEY AREA

Summary of Postsecondary Education and Training Outcomes

"**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 reflects an "**Unduplicated**" count, or participation in one thing. For example, if the former student is attending a 4 year college, employment is not counted. On a district level, it is important to consider all of the postsecondary activities in which youth participate.

Higher Education and Other Postsecondary Education or Training

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

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

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

40% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 25% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 16% 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 2014 Postsecondary Education and Training Outcomes By Gender, Ethnicity/Race, Disability and Exit Type (N=1200)							
	Any Postsecondary Education	2-Year/Community College	4-Year College/University	2-Year Technical College	High School Completion/GED or Other	Mission or Humanitarian Program	Short-term Ed. or Training, Apprenticeship
Total	40%	9%	10%	6%	3%	7%	6%
Male	36%	8%	8%	5%	3%	9%	5%
Female	46%	12%	14%	7%	4%	2%	10%
White	41%	10%	10%	6%	3%	8%	6%
Minority	34%	8%	8%	4%	2%	3%	8%
ID*	22%	0%	2%	2%	6%	6%	6%
ED*	23%	9%	0%	5%	2%	0%	7%
SLD*	41%	10%	10%	6%	2%	6%	7%
LI*	44%	10%	12%	6%	4%	10%	6%
Diploma	42%	10%	11%	7%	2%	7%	7%
Max. Age	17%	0%	0%	28%	11%	2%	4%
Drop-Out	21%	2%	0%	1%	11%	2%	3%

* 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
- 3% of respondents report attending a private Vocational School or short-term education program
- 3% of respondents participate in a job training program
- 7% of respondents report participating in a church mission or other humanitarian program
- 1% report participating in another type of postsecondary program

21% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 10% attend *part-time* (fewer than 12 credits or hours) and 5% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:

- Private college.
- Massage therapy classes.
- Art School
- DATC Math Program.
- U.S. Navy
- Computer classes A plus certification is the name of the program.

4% of respondents report they ***attended some*** time since leaving high school, but ***discontinued*** their postsecondary education or training for the following reasons:

- 19% Did not want to continue
- 9% Couldn't afford to continue / not enough financial aide
- 16% Working full-time
- 2% Family obligations / homemaker
- 16% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 12% Don't have the necessary skills
- 0% Unable to find transportation
- 0% Have not received necessary services / waiting list
- 26% cite another reason they discontinued their postsecondary program (*see comments at end of report*)

60% of respondents report they ***have not attended*** postsecondary education or training for the following reasons:

- 35% Working full-time
- 12% Did not plan or want to go
- 11% Couldn't afford to go / not enough financial aide
- 18% Health or disability-related reason
- 0% Unable to find transportation
- 4% Family obligations / homemaker
- 0% Have not received the necessary services
- 0% No postsecondary opportunities/none close to home
- 3% Don't have the necessary skills

16% cite another reason they have never attended a postsecondary education program (*see comments at end of report*)

Summary of Employment Outcomes

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 2014 Employment Outcomes By Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=1200)		Employed Respondents (n=936)			
	Paid Employment Over 90 Days	Worked Since HS but Less Than 90 Days	Work in a Community Setting	Worked 20+ Hrs/Wk	Earns Minimum Wage or Greater	Receives Benefits
Total	72%	6%	98%	83%	93%	23%
Male	74%	5%	98%	86%	93%	26%
Female	68%	8%	98%	76%	93%	18%
White	72%	7%	98%	82%	93%	22%
Minority	70%	5%	98%	86%	93%	28%
ID*	44%	10%	95%	45%	91%	11%
ED*	68%	20%	97%	82%	90%	23%
SLD*	80%	5%	99%	87%	94%	25%
LI*	58%	7%	96%	78%	92%	21%
Diploma	75%	6%	98%	84%	93%	24%
Max. Age	28%	6%	89%	39%	72%	0%
Drop-Out	55%	7%	100%	80%	96%	22%

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57% 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 4% 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

6% 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:

- 9% Does not want to work / not looking / volunteering
- 22% Enrolled in school / going to school / full-time student
- 18% Lack of employment opportunities in the local area / Unable to find work
- 1% 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)
- 4% Family obligations / Homemaker
- 16% Health issues preclude working / Health or disability-related problems prevent working
- 1% Would lose benefits (e.g. SSI / disability/ unemployment)
- 8% Laid off / recently dismissed
- 17% Cite another reason they are not currently working (*see comments at end of report*)

21% 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:

- 10% Does not want to work / not looking / volunteering
- 15% Enrolled in school / going to school / full-time student
- 9% Lack of employment opportunities in the local area / Unable to find work

- 2% Lacks necessary employment / lack of skills prevents working
- 2% Lacks transportation / no car / can't get to work
- 0% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 0% Laid off
- 2% Family obligations / Homemaker
- 37% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 21% Cite another reason they have not worked since leaving high school (*see comments at end of report*)

Summary of Independent Living

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, 71% of the respondents continue to live with their parent(s).
- 26% of respondents report living independently. Of the respondents who live independently, 4% live alone, 6% live with another family member, 15% respondents live with a spouse or roommate and 1% are in the military.
- 0% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 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:

- 19% Vocational Rehabilitation (VR)
- 12% Social Security Administration
- 10% Department of Workforce Services (DWS)
- 8% College or university student assistance center
- 7% Division of Services for Persons with Disabilities (DSPD)
- 1% Disability law center
- 0% Rehabilitation Services for the Deaf and Hard of Hearing
- 0% 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.*

- Wants to go to culinary school but can't afford to right now.
- A lot of social problems and anxiety.
- Needs extra help with college and will be getting that. He also has health issues that affect his work attendance.
- Very hard to focus, withstand pressure, remember instructions/Focusing.
- Having a very hard time with concentration in school and is doing well with his employment.
- Reading and math skills continue to be a challenge.

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.*

- High School helped her get more independent.

- Being pushed to do my work.
- Special Olympics
- Baseball team won the championship/Basketball very much motivated him.
- He learned on how to focus his energies to complete a task.
- He was part of Drama, helped him with his social anxiety.
- School accommodations were very good, the small classes were more inviting and helped him to achieve success in his classes.
- Mechanics class and wrestling/ Sports programs/football.
- The training in the post high program really helped him with his current job

POST HIGH SCHOOL OUTCOMES SUMMARY

The tables below present a summary view of the 2014 post school outcomes of 2012-13 statewide exiters with disabilities in Utah.

Duplicated Participation in Postsecondary Education or Training and Employment

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

Duplicated Percentage of 2014 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1200)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	25%	57%	15%	15%
Male	21%	61%	15%	12%
Female	32%	50%	14%	19%
White	26%	57%	16%	15%
Minority	19%	58%	12%	12%
ID	5%	19%	14%	26%
ED	14%	57%	9%	11%
SLD	26%	67%	14%	13%
LI	27%	43%	19%	15%
Diploma	27%	61%	15%	15%
Max. Age	0%	6%	13%	23%
Drop-out	3%	45%	15%	10%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

This duplicated view represents all the activities in which youth report being engaged within the year after exiting their secondary placement. In addition to the activities of engagement, 18% 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.

Unduplicated Indicator 14 Reporting of the 2014 Post High School Outcomes 2012-13 Exiters.

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

- A. 25% (294) have been enrolled in higher education within one year of leaving high school.
- B. 68% (812) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 82% (982) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

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. It represents the "rolled-up" reporting categories for Indicator 14

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2014 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1200)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	25%	43%	6%	9%
Male	21%	49%	6%	8%
Female	32%	33%	6%	10%
White	26%	43%	6%	9%
Minority	19%	45%	4%	8%
ED	14%	45%	7%	5%
ID	5%	16%	11%	22%
SLD	26%	50%	4%	8%
LI	27%	32%	7%	8%
Diploma	27%	45%	5%	8%
Max. Age	0%	6%	13%	21%
Drop-out	3%	43%	8%	7%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

2012/2013 Utah Exiters District Data Sort Comments

The following represents a sample of survey responses to the open-ended 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?

- Just got the job and in training.
- The job was temporary.
- Did not like the job.
- Was leaving for Mission service 2 months after graduation.
- Case worker would not help with her finding a job or a job coach.

- He works temp services for jobs.
- I do not like working.
- Does not want to work, quits about week later. No motivation.
- Is on a Mission.
- Did a mission and is going part time to school. Needs a tutor for a class he is taking at collage.
- Babysitting.
- Just got a job.
- Living at Job Corps.

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

- Playing basketball at prep school.
- Went on a mission (27 responses).
- Caught selling drugs; been in and out of jail. No one in town will hire him after his crimes.
- Lack of responsibility.
- She is afraid to go to work.
- I have no insurance.
- Is in Vocational Rehabilitation.
- Was trying to get into the Army/now looking for a job.
- Did not know what I wanted to do.
- Doesn't have the work skills.
- Does not Social security Card.
- Too busy skateboarding.
- Voc Rehab not get a job while going to college.
- Turned 18 and would not listen to what, I had to say or what her case worker told her she need to do.
- She could have used better training for work while in high school. She has Down's syndrome and needed more training.
- She got pregnant.
- Been in and out of jail and his bi-polar and he thinks he can't do anything and the meds make the problems worse. Will not bathe.
- My dad passed, I was still 17 and I am having a hard time with his passing.
- Bipolar/Depression problems.
- He's working on the family farm for his room and board.

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

- Having troubles with the online courses/internet connections.
- Struggling with school and felt he needed to discontinue.
- There was a mix-up with grades and transcripts, and was not able to continue his enrollment UVU.
- No motivation, does not think he needs an education or job training.
- He went on a mission and plans to return to school when he finishes his mission.
- Did not understand the curriculum and want to do continue education of another career.
- I am going on a mission in the fall.
- I just do not know what I want to do with my life.
- Looking for work.
- Opened my own business.
- I couldn't just sit there and study.

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

- Will be moving to a different area in the state/Trying to move.
- Is on a mission (56 similar responses).
- Joined the National Guard/military/Marine Corps (8 similar responses).

- He had been employed as a farmhand. He plans to go to school in the future.
- Did not finish high school/ Dropped out/ Did not graduate from high school.
- Is attaining his diploma/ trying to get GED.
- Does not like sitting class/moving person and stay busy.
- Tried to go to school Dental Hygiene.
- Did not know what he wanted to do/ Do not know what I want to do with life.
- Has a drug problem, does not have a GED or HSED.
- I registered for job corps and they never got back to me/Waiting list for job corps (5 similar responses)
- Lazy does not want to grow up/ Refuses to grow up and thinks he does not need an education.
- Has a job (11 similar responses).
- No motivation/ Does not care to do anything with her life/Did not know what she wanted, to do with her life.
- She attended college part-time while in high school and received the certification necessary for her job while in high school.
- Got married and had a baby/She got married.
- Starting school in the fall term/Break from schooling.
- She didn't get the level of training to go on to college.
- I feel college is not worth it. I make more money than a person who has, gone on to college.
- I didn't think I needed college but found out I do and am entering college this fall.

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

- Slow learner/not a social person/anxiety attacks/Takes time when in school to process school work.
- He has autism and found it difficult to adapt; fell into depression t.
- He can't find classes anywhere that will help him advance at the company that he is employed by.
- Hard to find a job.
- Disability/Blind/CP
- Did like working/is having a baby
- His disability restricts his education and being employed.
- Disability causes her anxiety so she won't look for a job.
- Anxiety about schooling is very afraid to attend additional schooling Anxiety, difficulty on focusing.
- Accommodations for her disability in college were difficult to achieve but have been worked out.
- I hate working for people and would like to have my own business.
- He didn't tell his first boss about his learning disability and was fired. He didn't realize how severe his disability was till he was out in the community. He told his 2nd employer of his disability and they encourage him and have understanding for him.
- Early hours of work and long commute to the job.
- Motivation.
- Prioritize time did not pass classes, did not let teachers know of his disability. He thinks the disability is over. Mother stated he is learning by his mistakes.
- Not able to do the work for further schooling and work is difficult in that he can't get enough hours to live and he can't do the work fast.
- She isn't very confident about going to college. She doesn't know what kind of accommodations she could get at college.
- Just the night hours.
- He has trouble with job training because of his reading difficulties.
- Can't find a job/likes to be busy.
- Had to save up money for college/ No money for college.
- His interaction/social skills bad.
- Homework is difficult
- Family commitments
- Struggles w/reading and understanding.
- Just a few social skills/working with Vocational Rehabilitation.
- Not enough hours in the day for him/is working two jobs.
- No confidence/authority issues.

- He needs more computer skills that were not provide in high school.
- Talked to the college and it is really hard to get help for a person who has a disability...wanted more tests to be done and would not take the information from her high school information due to her disability.
- Not able to get funding to go to art school.
- I have trouble concentrating and controlling my emotions, which makes it tough to keep a job.
- Attention span is really not there is having difficulty at present.
- Just turned 18 and found employment. He couldn't get hired till he was of age. Is thinking about joining the military or going to school in the future.
- Takes her longer to complete course work.
- Would like to make more money than he is.
- Works for Dad and loves it.
- Has severe disability cannot worked or go to school.
- Keeping up with the course work in college.
- We can't get training, or transportation, or any other help in getting her a job. We can't seem to qualify for any services.
- Will never be able to work per Division of Services for Persons with Disabilities.
- Has a problem in focusing and needs help with continuing education.
- Has had many jobs gets upset then quits the job. Because of she has ADHD.
- He has difficulties reading and in basic mathematics. The district just pushed him through the system; he hasn't been able to keep a job because of it.
- Disability makes everything difficult for him. He has tried to get on SSI but was refused the first time. He has gotten himself into a situation now which is making everything more difficult for him.
- I wasn't accepted into school and I work too many hours now to go to school.
- Some problems with reading.

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?

- Media class was very helpful and can put a project together and won an award.
- Liberty Academy Administration was amazing.
- Entering into an Internship (cadet) program to be a Fireman/EMT.
- School was very helpful in dealing with his disability/The whole school experience in general/everyone was help/ IEP teachers were excellent and worked with him on a one to one basis and he excelled because of that and graduated due to their efforts/ The RIGHT teachers and focused on his needs/Teachers worked well with her in high school, were very supportive (many similar comments).
- Loved working in the music field.
- The whole high school program, helped turn his life around.
- Because she went to Fast Forward she graduated on time.
- Her seminary classes.
- Got Eagle Scout while in high school.
- Got Associated Degree when in High School.
- Wrestling helped me a lot with life lessons.
- Wood shop class helped me learn to build things.
- The school made him their assistant computer guy and he loved it so much he ended up graduating with honors.
- TA helped a lot, especially with Math.
- Making new friends every day/ He made friends and would talk to his friends.
- Woodworking class was beneficial.
- Principal and several teachers helped her way beyond what was required of them and is a testimony to the type of people that live in our little community.
- Getting off the IEP was the best thing for her. Off of it, she graduated with honors.
- He benefitted from the smaller environment provided by this Charter school.
- Leadership classes were very positive/Did well in Merit College Prep.
- Show choir developed skills.
- Won the Capella Award.

- The teacher's asked for Adam's help with computer issues and it made him feel worthwhile and that he could succeed in the community.
- The atmosphere was very supportive and programs and classes were very helpful.
- Digital programming was a great class. I learned a lot in school that has helped me with postsecondary schooling.
- Was very organized in high school/was taught this feature/has a two year scholarships which she will be using in the next year.
- Money Management Training.
- Art teacher helped with posting art work at local library.
- Junior Officer Training Course, Taught me how to be a man.
- IEP helped with allowing to graduate. Participated on the tennis team and that made all the difference in the world for him. Also, the special education teachers helped him so much.
- Nothing. High school was terrible.
- Having a job during high school.
- Helpful counselors and taking college classes in high school.
- Automotive classes helped me and I am currently employed using the skills I learned there.
- Everything was positive. I can't say enough positive about the teachers and other help. They all went way above what was expected of them and were so kind and loving to my son. Nothing was negative.
- The marching band provided a strong social outlet, a big group of friends.
- The CNA class was good for her.