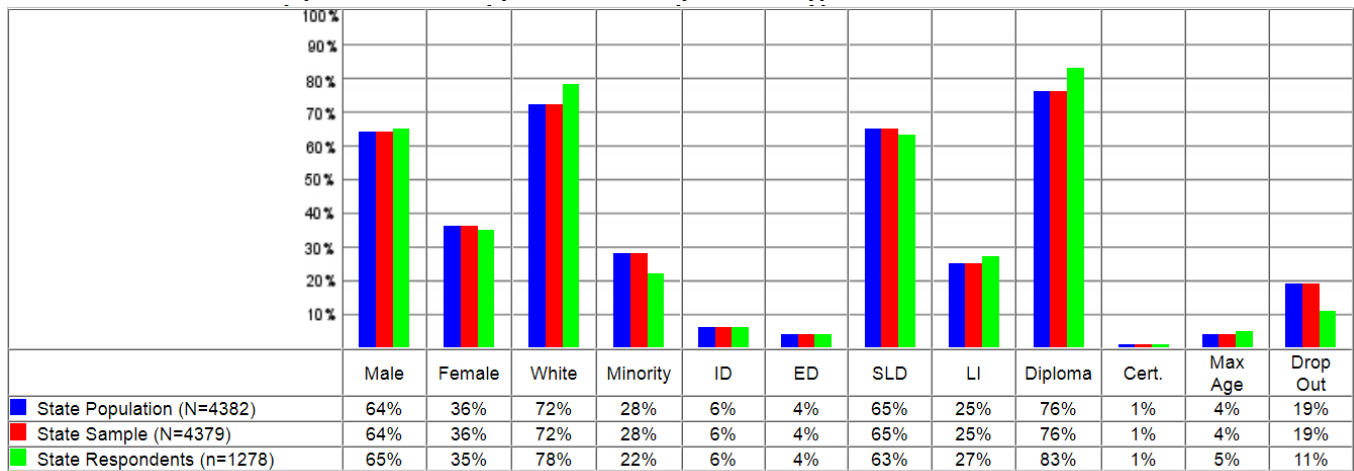# 2017 Utah Statewide Post High School Outcomes Survey Report
of 2015-2016 Exiters with Disabilities

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 2015-2016 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 2015-2016 Exiters

	Male	Female	White	Minority	ID	ED	SLD	LI	Diploma	Cert.	Max Age	Drop Out
State Population (N=4382)	64%	36%	72%	28%	6%	4%	65%	25%	76%	1%	4%	19%
State Sample (N=4379)	64%	36%	72%	28%	6%	4%	65%	25%	76%	1%	4%	19%
State Respondents (n=1278)	65%	35%	78%	22%	6%	4%	63%	27%	83%	1%	5%	11%

Attempts were made to contact all former students in the sample who exited their educational placement during the 2015-2016 school year. Of the eligible former students, 1278 interviews were successfully completed representing 29% of exiters. Another 3099 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 30% were the former student
- 68% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 0% identified themselves as someone else

71% of youth in the sample could not be contacted for an interview because:

- 10% 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)
- 36% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 52% No contact: No Answer
- 1% Other

3% 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 <u>and</u> working full-time. Indicator 14 only considers an **"Unduplicated"** count, or participation in one thing. For example, if the former student is attending a 4- year college, employment is not counted. On a district level, it is important to consider all the postsecondary activities in which youth participate.

Higher Education and Other Postsecondary Education or Training

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

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

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.
- 21% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 22% 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 2017 Postsecondary Education and Training Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1278)							
	Any Postsecondary Education	2-Year / Community College	4-Year College / University	Technical College	Mission or Humanitarian Program	Short-term Ed. or Training, Apprenticeship	High School Completion/GED or Other
Total	**40%**	**8%**	**9%**	**6%**	**4%**	**6%**	**5%**
Male	38%	6%	8%	6%	5%	6%	5%
Female	44%	10%	10%	5%	2%	5%	5%
White	40%	7%	9%	6%	5%	6%	5%
Minority	41%	9%	9%	5%	1%	5%	6%
ID*	43%	3%	1%	3%	4%	22%	20%
ED*	36%	11%	9%	9%	4%	0%	2%
SLD*	40%	8%	8%	6%	5%	4%	4%
LI*	41%	7%	11%	5%	2%	9%	5%
Diploma	43%	9%	10%	7%	5%	5%	3%
Certificate	23%	8%	0%	0%	0%	0%	15%
Max. Age	32%	0%	0%	34%	34%	34%	34%
Drop-Out	26%	0%	1%	1%	1%	5%	9%
* 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:
- 5% of respondents report earning a High School Completion certificate
- 6% of respondents report attending a public or private Vocational School or short-term education program
- 6% of respondents participate in a job training program
- 4% of respondents report participating in a church mission or other humanitarian program
- 1% report participating in another type of postsecondary program

17% 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 7% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:
- Ski resort program from those who need assistance - completed the training program.
- Pathways online classes through the LDS church.
- Volunteer Fire Department; completed firefighter course and received certificate.
- Sore (Helping people understand disability and how to help people with them)
- W 3 schools.com
- Online program though BYU Idaho, Pathways program.
- Scenic View School
- Udemy Program
- College Preparation course
- Computer Tech, Home schooling, Ashworth College

% of respondents report they ***attended some*** time since leaving high school, but ***discontinued*** their postsecondary education of training for the following reasons:
- 6% Did not want to continue
- 11% Couldn't afford to continue / not enough financial aide
- 6% Working full-time
- 5% Family obligations / homemaker
- 33% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 16% Don't have the necessary skills
- 1% Unable to find transportation
- 1% Have not received necessary services / waiting list
- 3% Participating in humanitarian program or church mission
- 16% cite another reason they discontinued their postsecondary program

59% of respondents report they ***have not attended*** postsecondary education or training for the following reasons:
- 30% Working full-time
- 18% Did not plan or want to go
- 9% Couldn't afford to go / not enough financial aide
- 15% Health or disability-related reason
- 0% Unable to find transportation
- 3% Family obligations / homemaker
- 1% Have not received the necessary services
- 1% No postsecondary opportunities/none close to home
- 5% Don't have the necessary skills
- 8% Participating in humanitarian program or church mission
- 10% Cite another reason they have never attended a postsecondary education program

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 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).

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 2017 Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=1278)		Employed Respondents (n=1041)			
	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	**74%**	**8%**	**98%**	**81%**	**90%**	**22%**
Male	75%	8%	98%	85%	90%	26%
Female	72%	7%	97%	74%	91%	15%
White	74%	8%	98%	80%	91%	21%
Minority	72%	9%	96%	84%	89%	25%
ID*	45%	8%	93%	38%	85%	8%
ED*	70%	11%	97%	89%	95%	21%
SLD*	82%	7%	99%	86%	91%	24%
LI*	60%	10%	96%	72%	89%	18%
Diploma	78%	7%	98%	83%	91%	23%
Certificate	15%	0%	100%	100%	100%	50%
Max. Age	34%	9%	89%	18%	86%	4%
Drop-Out	65%	11%	95%	82%	89%	20%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence						

57% of respondents are <u>competitively employed</u>, 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 6% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment"

Unemployment

8% of respondents report that they **have worked** since leaving high school, but are *currently unemployed*. Respondents report that they are not working for the following reasons:

- 3% Does not want to work / not looking / volunteering
- 10% Enrolled in school / going to school / full-time student
- 10% Lack of employment opportunities in the local area / Unable to find work
- 6% Lacks necessary employment / lack of skills prevents working
- 1% Lacks transportation / no car / can't get to work
- 4% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)

- 4% Family obligations / Homemaker
- 24% Health issues preclude working / Health or disability-related problems prevent working
- 1% Would lose benefits (e.g. SSI / disability/ unemployment)
- 1% Laid off / recently dismissed
- 12% Participating in humanitarian program or church mission
- 20% Cite another reason they are not currently working

18% of respondents report that they **have not worked** since leaving high school and are currently ***unemployed***. Respondents report they are not working for the following reasons:
- 6% Does not want to work / not looking / volunteering
- 17% Enrolled in school / going to school / full-time student
- 6% Lack of employment opportunities in the local area / Unable to find work
- 9% Lacks necessary employment / lack of skills prevents working
- 0% Lacks transportation / no car / can't get to work
- 3% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 0% Laid off
- 5% Family obligations / Homemaker
- 37% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 8% Participating in humanitarian program or church mission
- 8% Cite another reason they have not worked since leaving high school

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, 66% of the respondents continue to live with their parent(s).
- 29% of respondents report living independently. Of the respondents who live independently, 3% live alone, 6% live with another family member, 19% respondents live with a spouse or roommate and 1% are in the military.
- 1% 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:
- 21% Vocational Rehabilitation (VR)
- 15% Social Security Administration
- 13% Department of Workforce Services (DWS)
- 13% College or university student assistance center
- 10% 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
- 5% cite working with or receiving another type of service from an adult agency

Former Student Comments

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

1. Does not have the money for school. No one told me I can get help after leaving high school.
2. He's not able to drive and not able to get to and from work. Vocational Rehabilitation stopped the job coach, lack of funding. Division of Services for Persons with Disabilities has him on a waiting list - claims there are no funds to help.
3. On the waiting list for financial aid for college. Hope to have in college this fall of 2017.
4. Does not have transportation to get to college and does not have money for school.
5. Needs help organizing.

What Helped Youth Reach Their Goals

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

1. FFA and AG mechanics really assisted him in the career that he is now pursuing in the mechanical field.
2. Teacher would work one on one with me on school work if I did not understand it.
3. He had good teachers and friends.
4. She finished high school and no longer has to deal with unreasonable people, both teachers and students in school.
5. Lot of things he did like FFA (Future Farmers of America).

Post High School Outcomes Summary

Duplicated Participation in Postsecondary Education or Training and Employment

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, 17% respondents report they have not participated in any postsecondary education or training or employment in the year following high school, or report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program.

Duplicated Percentage of 2017 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1278)				
	Higher Education	**Competitive Employment**	**Other Postsecondary Education**	**Other Employment**
Total	21%	57%	18%	16%
Male	19%	61%	17%	14%
Female	24%	50%	19%	21%
White	20%	57%	19%	17%
Minority	22%	57%	13%	15%
ID	7%	13%	30%	32%
ED	23%	64%	11%	6%
SLD	22%	68%	17%	14%
LI	22%	41%	17%	19%
Diploma	25%	62%	17%	16%
Certificate	8%	15%	15%	0%
Max. Age	0%	6%	29%	28%
Drop-out	2%	51%	14%	14%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2017 Post High School Outcomes 2015-2016 Exiters

Indicator #14 reports the following three data points as an <u>unduplicated</u> 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.

A.   21% (265) have been enrolled in higher education within one year of leaving high school.
B.   67% (854) have been enrolled in higher education or competitively employed within one year of leaving high school.
C.   83% (1056) 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))

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2017 Respondents Engagement by Gender, Ethnicity/Race, Disability and Exit Type (N=1278)				
	1. Higher Education	**2. Competitive Employment**	**3. Other Postsecondary Education**	**4. Other Employment**
Total	**21%**	**46%**	**6%**	**9%**
Male	19%	50%	6%	8%
Female	24%	39%	7%	12%
White	20%	47%	7%	10%
Minority	22%	44%	6%	9%
ED	23%	45%	2%	6%
ID	7%	11%	26%	16%
SLD	22%	55%	4%	8%
LI	22%	33%	7%	11%
Diploma	25%	49%	5%	9%
Certificate	8%	8%	8%	0%
Max. Age	0%	6%	26%	17%
Drop-out	2%	49%	8%	11%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

INDICATOR 14 CATEGORIES: **Unduplicated** Percentage of 2017 Respondent Engagement by Gender, Ethnicity/Race, Disability and Exit Type (N=1278)				
	A.	**B.**	**C.**	**Not Engaged**
Total	**21%**	**67%**	**83%**	**17%**
Male	19%	69%	83%	17%
Female	24%	63%	82%	18%
White	20%	67%	83%	17%
Minority	22%	67%	81%	19%
ED	23%	68%	77%	23%
ID	7%	17%	59%	41%
SLD	22%	77%	89%	11%
LI	22%	55%	73%	27%
Diploma	25%	73%	87%	13%
Certificate	8%	15%	23%	77%
Max. Age	0%	6%	49%	51%
Drop-out	2%	51%	71%	29%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				