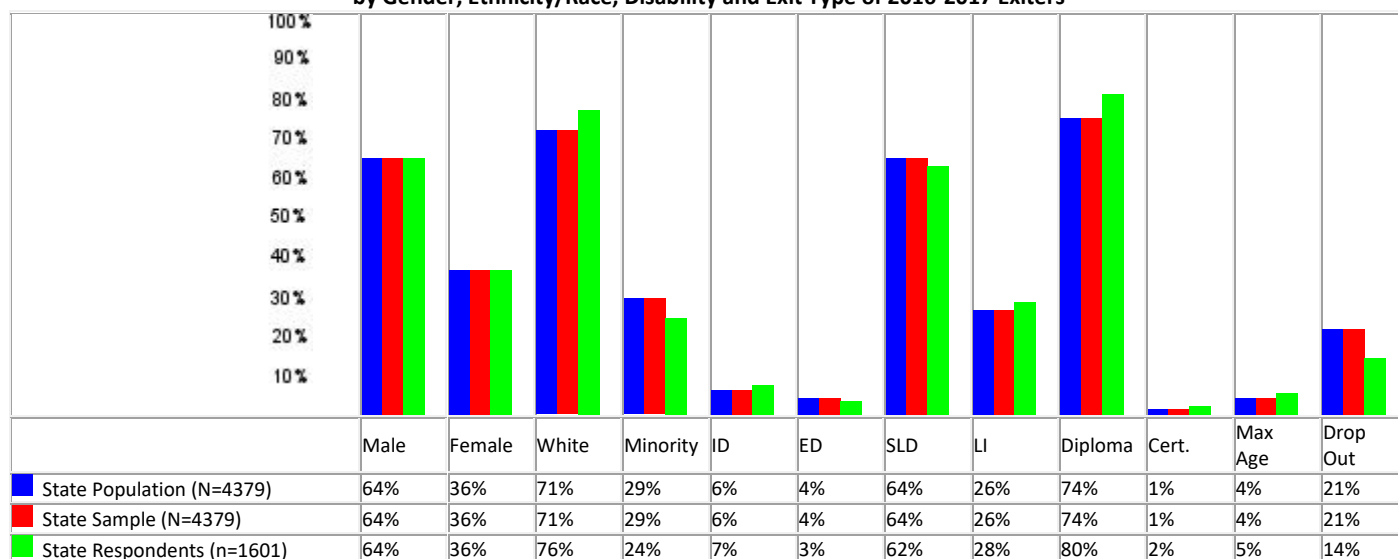# 2018 Utah Statewide Report of the Post School Outcomes Survey
of 2016-17 Exiters with Disabilities

This is the status report of the Utah Post School Outcomes Survey of Individuals with Disabilities. This report focuses on youth with disabilities who exited high school during the 2016-17 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.

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 2016-2017 Exiters**

	Male	Female	White	Minority	ID	ED	SLD	LI	Diploma	Cert.	Max Age	Drop Out
State Population (N=4379)	64%	36%	71%	29%	6%	4%	64%	26%	74%	1%	4%	21%
State Sample (N=4379)	64%	36%	71%	29%	6%	4%	64%	26%	74%	1%	4%	21%
State Respondents (n=1601)	64%	36%	76%	24%	7%	3%	62%	28%	80%	2%	5%	14%

Attempts were made to contact all former students in the sample who exited their educational placement during the 2016-17 school year. Of the eligible former students, 1601 interviews were successfully completed representing 37% of exiters.

Another 2778 surveys were not successfully completed. Data reported here are based on the responses of the successfully completed interviews.

- 33% (524) were the former student
- 64% (1029) were the parent(s) of the former student
- 2% (37) identified themselves as a guardian
- 1% (11) identified themselves as someone else

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

- 9% (254) Contacted: Declined to answer interview questions
- 0% (11) Contacted: Unresolved language or comprehension barrier
- 1% (27) Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 33% (889) No contact: Unable to find # / Lost # / No phone # / Moved and no forwarding #
- 56% (1554) No contact: No answer (5or more attempts)
- 2% (43) Other

2% of the state population was determined to be ineligible to participate in the survey because they either no longer received special ed services, exited from special education, exited the district, were still in high school, re-enrolled, were recorded in the wrong exiting class, or were deceased.

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 of the postsecondary activities in which youth participate.

Higher Education and Other Postsecondary Education or Training

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

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

41% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 20% 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.

	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	41%	8%	8%	5%	6%	4%	6%
Male	39%	6%	7%	5%	8%	5%	6%
Female	44%	10%	11%	6%	2%	4%	7%
White	42%	8%	9%	6%	7%	4%	6%
Minority	37%	8%	6%	4%	4%	5%	5%
ID*	29%	1%	1%	2%	2%	1%	15%
ED*	36%	9%	6%	2%	2%	6%	9%
SLD*	40%	8%	10%	6%	5%	4%	5%
LI*	46%	8%	8%	5%	10%	6%	7%
Diploma	43%	9%	10%	6%	7%	5%	4%
Certificate	28%	0%	0%	0%	0%	0%	8%
Max. Age	36%	0%	0%	31%	31%	31%	31%
Drop-Out	33%	4%	1%	3%	2%	5%	10%

Duplicated Percentage of 2018 Postsecondary Education and Training Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1601)

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

The Table above 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.

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

- 6% of respondents report earning a High School Completion certificate
- 4% of respondents report attending a public or private Vocational School or short-term education program
- 4% of respondents participate in a job training program
- 6% of respondents report participating in a church mission or other humanitarian program
- 0% report participating in another type of postsecondary program

20% 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:

- Just for Kids and the program is Hives
- Computer certification with Microsoft
- 2 week interest course

4% of respondents report they _attended some_ time since leaving high school, but _discontinued_ their postsecondary education of training for the following reasons:

- 17% Did not want to continue their education
- 10% Couldn't afford to continue their education
- 10% Plan to go in the future
- 4% Family obligations
- 17% Health or disability-related problems
- 0% No postsecondary opportunities / None close to home
- 7% Doesn't have the necessary skills
- 1% No transportation
- 0% On waiting list for services
- 30% cite another reason they discontinued their postsecondary program

58% of respondents report they _have not attended_ postsecondary education or training for the following reasons:

- 29% Plan to go in the future
- 24% Did not want to continue their education
- 11% Couldn't afford to continue their education
- 10% Health or disability-related problems
- 1% No transportation
- 3% Family obligations
- 0% On waiting list for services
- 1% No postsecondary opportunities / None close to home
- 5% Don't have the necessary skills
- 14% 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.

	Respondents (N=1601)		Employed Respondents (n=1303)			
Duplicated Percentage of 2018 Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1601)						
	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%	7%	97%	84%	93%	24%
Male	76%	7%	99%	85%	94%	28%
Female	71%	8%	95%	82%	92%	18%
White	74%	7%	97%	83%	94%	23%
Minority	74%	6%	97%	87%	92%	27%
ID*	48%	5%	93%	41%	93%	12%
ED*	74%	11%	100%	95%	90%	23%
SLD*	82%	7%	98%	89%	94%	28%
LI*	63%	7%	96%	78%	92%	15%
Diploma	80%	7%	98%	87%	94%	26%
Certificate	52%	4%	86%	50%	86%	14%
Max. Age	31%	4%	89%	14%	96%	0%
Drop-Out	59%	11%	95%	79%	87%	19%

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

61% 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

7% 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:

- 9% Did not plan to work after high school
- 11% Full-time student / Going to school
- 11% Unable to find work
- 10% Doesn't have the necessary skills or qualifications
- 1% No transportation to work
- 1% On waiting list for services
- 4% Family obligations
- 16% Health or disability-related problems
- 3% Would lose SSI benefits if they worked more
- 6% Laid off / Fired
- 28% 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:

- 9% Did not plan to work after high school
- 17% Full-time student / Going to school

- 8% Unable to find work
- 6% Doesn't have the necessary skills or qualifications
- 0% No transportation to work
- 1% On waiting list for services
- 0% Laid off / Fired
- 4% Family obligations
- 31% Health or disability-related problems
- 1% Would lose SSI benefits if they worked
- 18% 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).
- 30% of respondents report living independently. Of the respondents who live independently, 3% live alone, 7% 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)
- 1% 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:
- 17% Vocational Rehabilitation (VR)
- 13% Social Security Administration
- 11% Department of Workforce Services (DWS)
- 9% College or university student assistance center
- 8% 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
- 4% 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.
1. Learning how to work and staying off electronic devices.
2. Getting back into socializing. Interviewing was a challenge was hard too.
3. More vocational help and did not know there was help with education.
4. Not able to keep a job because she does not work fast enough.
5. Sometimes has a hard time asking for help with his class work but has received help from the university. He has a peer mentor program that helps him stay organized and helps him complete his coursework on time.
6. I don't have the money for college or schooling. Not able to keep a job for any amount of time.
7. Unable to find local employment because his mom has to drive him.
8. Has had great difficulty in finding a job, not in keeping a job. Not getting calls back

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.
1. Having a positive attitude with all of his schooling and having support to achieve his goals.
2. Always wanted to work, so did what he needed. Set goals and followed through. Researches things to understand how to do it.
3. Just graduating was a positive experience and loved teachers.
4. Helped me to be self-motivated. Helps with college and everything.
5. o learn the ability to manage his time and work independently and has prepared him to be a college student and even online classes because so much is online nowadays.

Post High School Outcomes Summary
The tables below present a summary view of the 2018 post school outcomes of 2016-2017 statewide exiters with disabilities in Utah.

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, 15% 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 2018 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1601)				
	Higher Education	**Competitive Employment**	**Other Postsecondary Education**	**Other Employment**
Total	20%	61%	19%	14%
Male	17%	64%	20%	12%
Female	25%	55%	18%	16%
White	21%	60%	20%	14%
Minority	18%	62%	17%	12%
ID	4%	21%	21%	27%
ED	17%	66%	15%	9%
SLD	22%	70%	17%	12%
LI	20%	48%	24%	15%
Diploma	24%	67%	18%	13%
Certificate	0%	20%	16%	32%
Max. Age	0%	5%	35%	26%
Drop-out	7%	46%	18%	13%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2018 Post High School Outcomes 2016-17 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.** 20% (324) have been enrolled in higher education within one year of leaving high school.
- **B.** 69% (1104) have been enrolled in higher education or competitively employed within one year of leaving high school.
- **C.** 84% (1353) 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.

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2018 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1601)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	20%	49%	7%	8%
Male	17%	52%	8%	8%
Female	25%	42%	5%	9%
White	21%	48%	7%	9%
Minority	18%	51%	6%	8%
ED	17%	53%	2%	9%
ID	4%	19%	18%	20%
SLD	22%	57%	5%	7%
LI	20%	37%	10%	9%
Diploma	24%	53%	5%	8%
Certificate	0%	20%	12%	28%
Max. Age	0%	5%	34%	15%
Drop-out	7%	42%	10%	9%
* 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 2018 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1601)				
	A.	B.	C.	Not Engaged
Total	20%	69%	84%	16%
Male	17%	69%	86%	14%
Female	25%	67%	82%	18%
White	21%	69%	85%	15%
Minority	18%	69%	83%	17%
ED	17%	70%	81%	19%
ID	4%	23%	61%	39%
SLD	22%	79%	91%	9%
LI	20%	57%	76%	24%
Diploma	24%	77%	90%	10%
Certificate	0%	20%	60%	40%
Max. Age	0%	5%	54%	46%
Drop-out	7%	49%	68%	32%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				