

#1



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#2



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

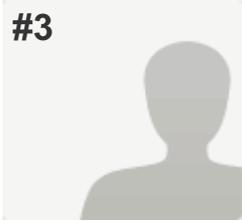
Independent living (finance management, accessing housing, etc)	Slightly Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Moderately Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Students with intellectual disabilities/developmental disabilities could access part-time work while in school and prior to age 21 (for adult services).

#3



**COMPLETE**

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**Started:** Monday, March 02, 2015 2:36:12 PM  
**Last Modified:** Monday, March 02, 2015 2:41:30 PM  
**Time Spent:** 00:05:17  
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#4



**COMPLETE**

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**Last Modified:** Monday, March 02, 2015 2:45:48 PM  
**Time Spent:** 00:04:03  
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<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

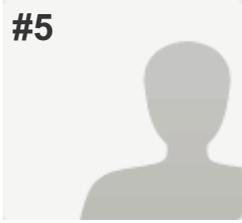
Transportation Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#5



**COMPLETE**

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<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#6



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 02, 2015 2:49:59 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior, Other (please specify) public schools should be working with 7th grader and up
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#7



**COMPLETE**

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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#8



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify) get their helicopter parents to back off	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Slightly Important

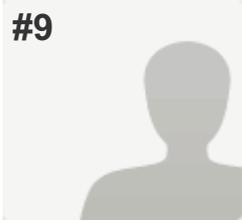
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#9



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify)	
<p>Informational resources that parents and youth can view together to support decision-making. Training for VR caseworkers on how to communicate successfully with clients with cognitive challenges by using visual supports during the interview process. Training for VR case workers on supporting customized employment using supported employment dollars. Transition resource packets for families that have information asked for and needed by parents. A year by year outline of steps to take by families starting at middle school. Summer job experiences THROUGHOUT High School for students with disabilities. Social skill training for youth with ASD - it does not happen in every school especially when youth are very bright and solidly into an academic track. Video resources that employers can use to learn how to provide direct supervision to youth with disabilities. Support for schools in creating job placements that are linked to likely sources of employment in the future. Less on disability pride and disclosure and more on self-confidence and how to do things to support your own employment.</p>	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman,
	Other (please specify) Actually middle school - it would be nice if as a parent I could get ideas for pre-employment activities we could do at home to help our child gain more independence and learn responsibility.

**Q5: How important are each of the following work experiences in preparing students with disabilities for work?**

Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

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**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Extremely Important
Other (please specify) Joint curricula for high school classes (credit)	

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**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important
Other (please specify) Self regulation and social skills	

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Students who will graduate at age 18

Starting in Middle School one day a week of study hall would be used to teach social skills and pre-employment skills using a curricula developed jointly by VR and Schools.

Students would have an opportunity for summer employment beginning at age 16 and beyond.

Parents would receive monthly informational packets or handouts to support their role on every aspect of successfully supporting a teen with disabilities to transition.

More videos of potential jobs would be available for parents and youth to view together at home to increase family awareness of what is possible.

Any school-based work experience would be tied to an eventual job and not an enclave that may not reflect opportunities within the local job market.

VR would provide special education teachers at the secondary level with job opportunities that are available in RURAL communities and not just in larger cities so those opportunities could be sought while students are still in high school.

Online modules for youth would be designed so that when the module was completed the youth actually had a completed resource to support their transition.

For students graduating at age 21.

In addition to all of the above:

1. An online resource that combined still photos, videos and words (easy reading level) that helped the students learn the steps they need to take to:

- \* Understand the exchange that takes place in working for money.
- \* Understand employer expectations for all workers
- \* Understand the phases of looking for work, getting a job, doing the job and keeping the job and doing a better job.
- \* Having an if/then program that would guide decision-making and help students predict what happens next.

#10



**COMPLETE**

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**Time Spent:** 00:01:26  
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#11



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

Other (please specify)

Extremely important that student understand his/her disability, limitations and effective accommodations or Assistive Technology and is able to lead school IPE meeting.

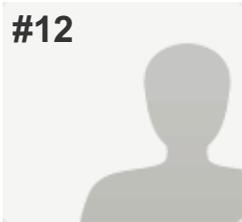
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#12



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Extremely Important



#13



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 02, 2015 3:47:51 PM  
**Last Modified:** Monday, March 02, 2015 4:02:41 PM  
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<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) **Fargo region is not noted in question 2. I am in the Fargo region. I had to mark a region for this to submit.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify) Any and all experiences are valuable and starting early as many individuals I have met with would benefit from graduated instruction over time to build on the skills and be able to apply in real situations what they have learned.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important

Other (please specify)

Opportunities should be offered in various ways as individuals learn differently. Again, repeated instruction as some information may stay with them, others may need to be learned differently for it to make an impact.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

Other (please specify)

Many of these areas adults I work with have struggles with, so repeated messages offered in varied formats to help them learn these tools would be beneficial.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

An understanding of their disability and how that may impact them at work, build up from classroom learning, hands on, role play, real work situation with support, a peer mentor or job coach assigned to them for set periods of time and ideally not changing frequently so as to build trust to discuss this learning process with. Instruction on how to communicate with a supervisor and about what their rights are as a person with a disability and how to ask for accommodations and when they can ask.

#14



**COMPLETE**

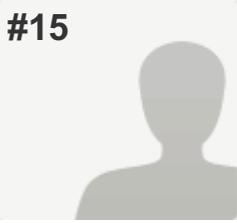
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<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore, Other (please specify) Jr or 2nd to the last year of ATP.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Not at all Important
Summer work experience	Moderately Important



#15



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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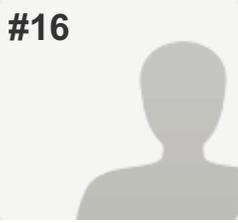
Transportation	Extremely Important
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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

You can't tell people how to do something and expect them to gain knowledge. The person must DO it and experience it and learn from trial and error. Real experience is the best teacher, so to be ready for work at graduation, the student must have had real experiences in filling out applications, interviewing, and doing a job of some kind. They must know that they need to be able to earn a living. As I think about this question, I think having an employer hire right from a pool of students would be interesting - much like how a college placement service operates. Of course, this would be much easier to do in the larger districts and it would have to be figured out for entry level jobs, etc. We need parent involvement and cooperation to make any model work.

#16



**COMPLETE**

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**Last Modified:** Monday, March 02, 2015 6:47:54 PM  
**Time Spent:** 00:02:14  
**IP Address:** 165.234.248.14

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#17



**COMPLETE**

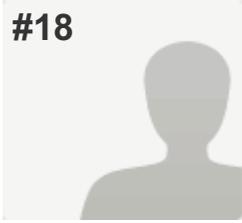
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Senior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#18



**COMPLETE**

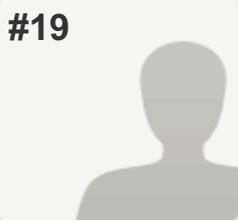
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**IP Address:** 63.224.232.136

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Slightly Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#19



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

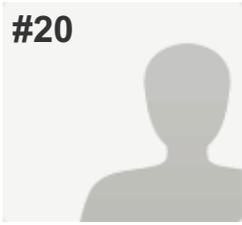
Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#20



**COMPLETE**

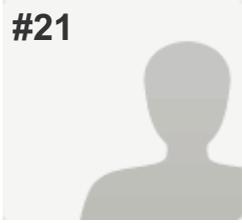
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#21



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 7:44:53 AM  
**Time Spent:** 00:01:42  
**IP Address:** 165.234.22.195

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#22



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 7:50:43 AM  
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**IP Address:** 165.234.252.30

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) The better prepared students are in these areas the more successful they are in finding employment, attending college or training, and being successful in employment.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
Other (please specify) Students should experience getting paid for working. It gives them motivation and an opportunity to develop money management skills.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

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**Q7: How important are each of the following activities for students with disabilities?**

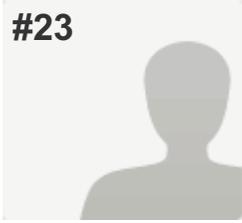
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

A money management course. Independent living instruction. Instruction in applying for jobs, interviews, applying for training or college after graduation.

#23



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#24



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 8:11:45 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)                      Extremely Important

Soft skills (hygiene, time management, communication, etc)                      Extremely Important

Transportation                      Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#25



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#26



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 8:21:57 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
Other (please specify) Velva school has a number of work experience during school hours and it appears that those kids have a heads up on what they want to do after high school.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Extremely Important

Other (please specify)

I think with the kids these day online instruction may appeal to the kids and reach more kids in the rural communities but it would be nice to back that online instruction up with a real teacher to follow up on what they have learned or what they may need more instruction with.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

It would include a course taught in the schools that provide kids with the online instruction for soft skills and independent living and then real life work experiences. We need more provides out in the rural areas to help with job seeking skills and help with transportation. Bring Drivers Ed back to the schools!

#27



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 8:23:52 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#28



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#29



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Tuesday, March 03, 2015 8:27:29 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#30



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Tuesday, March 03, 2015 8:29:49 AM  
**Time Spent:** 00:05:06  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#31



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:29:56 AM  
**Last Modified:** Tuesday, March 03, 2015 8:31:52 AM  
**Time Spent:** 00:01:56  
**IP Address:** 165.234.22.195

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#32



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:30:53 AM  
**Last Modified:** Tuesday, March 03, 2015 8:32:50 AM  
**Time Spent:** 00:01:56  
**IP Address:** 76.10.127.234

PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

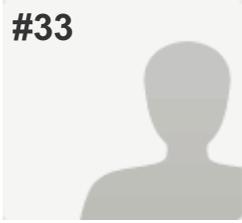
Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#33



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:36:07 AM  
**Last Modified:** Tuesday, March 03, 2015 8:41:11 AM  
**Time Spent:** 00:05:03  
**IP Address:** 165.234.100.95

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#34



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:14:44 AM  
**Last Modified:** Tuesday, March 03, 2015 8:44:37 AM  
**Time Spent:** 00:29:53  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) 7th grade
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

Other (please specify)

in public school. Many of the students need a lot of repetition over many years to learn and practice these skills.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

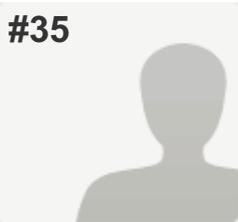
Other (please specify)

these skills are more important than most of the academic classes.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Begin interest inventories and pre employment and pre independent living skills at 7th grade. This would include how important it is to begin planning appropriate high school class schedules. Classroom instruction of soft skills and pre employment skills completing job apps etc. at 9th grade. Might include some job shadowing more interest inventories, learning style inventories, values inventories etc. 10th grade more independent living skill instruction if needed, self advocacy instruction or goals(this could start at 7th grade level) job training, may be independent competitive work or if needed job coach assisted work. Juniors should be aware of post school options, maybe earlier, tour schools and training options, become involved with Voc. Rehab. if not already. continue all of above including voc .assessments, interest inventories independent skills assessments etc. Continue all of the above for seniors. The student should at this time should be able to locate, apply for and maintain employment. Make application for post secondary training. complete plans with adult agencies DD, VR etc. complete plans for transition.

#35



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:39:17 AM  
**Last Modified:** Tuesday, March 03, 2015 8:44:53 AM  
**Time Spent:** 00:05:35  
**IP Address:** 165.234.252.30

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
Other (please specify) Best training is on the job, in the work environment. That would be extremely important. Training in a classroom setting would be moderately important concerning on the job social skills or developing independent living skills for students.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore,  Other (please specify) This question required me to pick a grade, but my real answer to question four is do pre employment transition services two to three years before expected conclusion of their school career.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

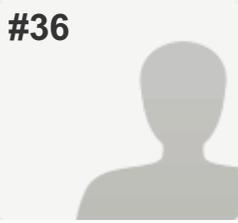
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#36



**COMPLETE**

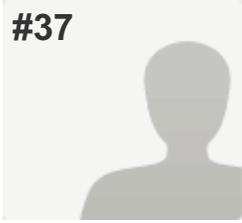
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**Last Modified:** Tuesday, March 03, 2015 8:45:16 AM  
**Time Spent:** 00:07:46  
**IP Address:** 63.155.210.3

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#37



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:31:13 AM  
**Last Modified:** Tuesday, March 03, 2015 8:49:09 AM  
**Time Spent:** 00:17:55  
**IP Address:** 165.234.251.84

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### Q7: How important are each of the following activities for students with disabilities?

Independent living (finance management, accessing housing, etc)	Moderately Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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Transportation	Extremely Important
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### Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?

I think the students should have a work experience in a desired field. Additionally they should have job shadowed the program or occupation they seek after high school. They should also apply, be accepted, complete FAFSA, and registered for college (if they plan to attend) prior to graduation. The ideal program would include hands on work, instruction on soft skills needed to be successful, good and honest feedback from employers and teachers, the student to do the initiation of services/work/etc. and not their parents. They need more opportunities to be exposed to alternate careers that are not as well known. It seems students know about occupations either seen on television or told about second hand. Also some form of a better assessment of a realistic goal. To have a student reflect upon themselves as to what could be accomplished as a first job/trade/vocation rather than the "dream job" coming out of high school.

#38



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Tuesday, March 03, 2015 9:00:34 AM  
**Time Spent:** 00:04:57  
**IP Address:** 76.10.106.208

PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important
Other (please specify) Modifications and accommodations are important	

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**Q7: How important are each of the following activities for students with disabilities?**

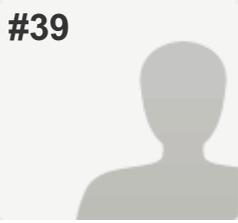
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Self-advocacy  
Modifications and accommodations for work/school  
Job Skills

#39



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:03:06 AM  
**Last Modified:** Tuesday, March 03, 2015 9:09:46 AM  
**Time Spent:** 00:06:40  
**IP Address:** 165.234.251.84

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
Other (please specify) Summer work experience should be at least 20 hours per week.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

several opportunities for volunteering, work experience, introduction to job coaching if the student will need that level of support, summer employment, Students should run their IPE's and write the transition components of that IPE

#40



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:09:27 AM  
**Last Modified:** Tuesday, March 03, 2015 9:12:49 AM  
**Time Spent:** 00:03:22  
**IP Address:** 96.3.136.71

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#41



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 8:42:59 AM  
**Last Modified:** Tuesday, March 03, 2015 9:20:19 AM  
**Time Spent:** 00:37:20  
**IP Address:** 24.111.23.42

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Not at all Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I think attention should be in the areas of the life skills around work: Knowing how to read a bus schedule; time management; money skills, communication, safety (!) . The work skills can be learned on the job, likely with a peer/job coach-but they need to be successful in their personal life in order to hold a job.

\*\*my son is soon to be 13 years old so I am learning as we go. One area that I would really like to explore is the school vacation days (during the school year). I would like to see these days used to start introducing these concepts. There is definitely a gap that can be filled for kids w/special needs from the ages 11 and up.....too old for day care; can't stay home alone. Not always possible for parents to take all these days off. I just think it would be a prime time to look at a social development during these days.

#42



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:36:47 AM  
**Last Modified:** Tuesday, March 03, 2015 9:38:52 AM  
**Time Spent:** 00:02:04  
**IP Address:** 24.111.18.42

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#43



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:36:14 AM  
**Last Modified:** Tuesday, March 03, 2015 9:41:55 AM  
**Time Spent:** 00:05:40  
**IP Address:** 165.234.218.188

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Senior, Other (please specify) as early as feasible. Once students develop bad habits, they are hard to change, even for students without disabilities who don't have such a learning curve
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Slightly Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

A lot of career counseling, realistic appraisal of skills, applied math lessons to see what type of income students need to be able to support the lifestyle they want to live, driver training, how to self-advocate, being able to communicate what their disability is and how it impacts them, understanding their paycheck, filing taxes, having a bank account and how to bounce back from failure or set backs.

#44



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:40:12 AM  
**Last Modified:** Tuesday, March 03, 2015 9:46:27 AM  
**Time Spent:** 00:06:14  
**IP Address:** 96.3.168.137

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
Other (please specify)	
Student's with disabilities should have access to the same work experiences as their peers.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Work experience during high school, with mentoring by peers, employers, and support staff. "Camp" where transition students experience work and independent living for extended periods, with needs identified and interventions designed to address those needs to facilitate increased levels of independence through progressive camp experiences so the student is ready for independent work and living at the end of high school.

#45



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 9:51:26 AM  
**Last Modified:** Tuesday, March 03, 2015 9:54:33 AM  
**Time Spent:** 00:03:07  
**IP Address:** 165.234.252.30

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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Transportation	Extremely Important
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---

### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Transition people in the schools preparing them for plan and the transition once they are out of high school. Something like the program we had through HIT. It was very helpful.

#46



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Tuesday, March 03, 2015 10:02:43 AM  
**Time Spent:** 00:02:21  
**IP Address:** 96.3.84.9

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Not at all Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#47



**COMPLETE**

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**IP Address:** 165.234.100.95

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Slightly Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#48



**COMPLETE**

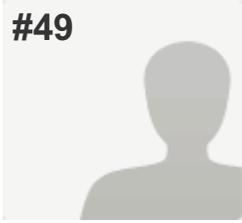
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**IP Address:** 165.234.251.3

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#49



**COMPLETE**

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**Time Spent:** 00:05:03  
**IP Address:** 165.234.22.195

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Not at all Important
Online Instruction	Not at all Important



#50



**COMPLETE**

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**IP Address:** 165.234.100.111

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#51



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 11:32:47 AM  
**Time Spent:** 00:02:45  
**IP Address:** 165.234.100.93

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#52



**COMPLETE**

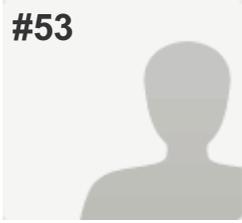
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#53



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#54



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 11:59:47 AM  
**Time Spent:** 00:01:40  
**IP Address:** 165.234.100.93

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Not at all Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#55



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
--	---------------------

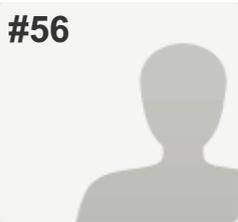
Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

On the job social communication skills are very important. Also, functional communication skills are necessary to prepare for communication within the community, i.e. post office, ion bank, store, gas station etc. Include school to work transition programs. Also include school to independent living centers transition programs.

#56



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Not at all Important



#57



**COMPLETE**

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**IP Address:** 165.234.100.95

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#58



**COMPLETE**

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**Time Spent:** 00:03:40  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)                      Extremely Important

Soft skills (hygiene, time management, communication, etc)                      Extremely Important

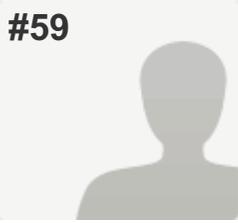
Transportation                      Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#59



**COMPLETE**

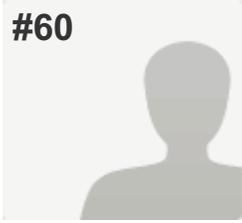
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**IP Address:** 165.234.248.169

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#60



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Not at all Important
Online Instruction	Not at all Important



#61



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#62



**COMPLETE**

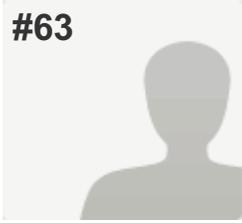
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**Time Spent:** 00:01:52  
**IP Address:** 165.234.252.30

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#63



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 1:51:22 PM  
**Last Modified:** Tuesday, March 03, 2015 1:54:48 PM  
**Time Spent:** 00:03:25  
**IP Address:** 165.234.100.25

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important



#64



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, March 03, 2015 2:41:27 PM  
**Last Modified:** Tuesday, March 03, 2015 2:43:35 PM  
**Time Spent:** 00:02:08  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#65



**COMPLETE**

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**Last Modified:** Tuesday, March 03, 2015 2:43:44 PM  
**Time Spent:** 01:48:31  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) Interest exploration and career counseling prior to graduation.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman,  Other (please specify) This is a tough question because each school determines grade level differently. I think the career exploration and interest activities, along with counseling needs to begin by age 15 with the other activities to come later.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

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**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important
Other (please specify) This is very person dependent.	

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Getting VR engaged earlier in the process instead of them making the student wait until their second semester of their senior year....this is too late. Schools and students need the guidance and counseling that should be provided earlier on to build the foundation for employment. That foundation can be so much stronger if done earlier.

#66



**COMPLETE**

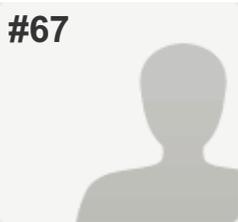
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#67



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

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**Last Modified:** Wednesday, March 04, 2015 7:58:54 AM

**Time Spent:** 00:01:20

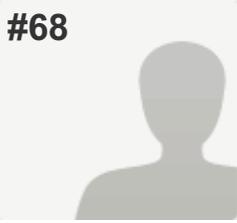
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Slightly Important



#68



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

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**Last Modified:** Wednesday, March 04, 2015 8:08:39 AM

**Time Spent:** 00:07:38

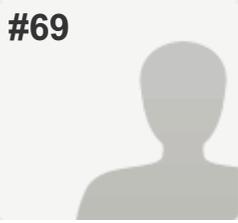
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#69



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Wednesday, March 04, 2015 8:51:17 AM  
**Time Spent:** 00:01:22  
**IP Address:** 165.234.100.95

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#70



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Wednesday, March 04, 2015 9:14:24 AM

**Last Modified:** Wednesday, March 04, 2015 9:18:37 AM

**Time Spent:** 00:04:13

**IP Address:** 165.234.100.47

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) Depends on severity of students needs.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Extremely Important

Other (please specify)  
again depends on the severity of the students needs

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

real time job experience. evening positions. in out area we would need to take our students to Bismarck or Mandan for experiences because of the lack of jobs in our community

#71



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Wednesday, March 04, 2015 9:09:40 AM

**Last Modified:** Wednesday, March 04, 2015 9:30:15 AM

**Time Spent:** 00:20:34

**IP Address:** 165.234.248.14

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

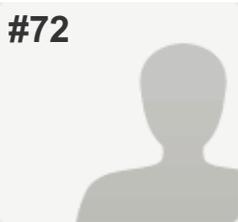
Soft skills (hygiene, time management, communication, etc) Moderately Important

Transportation Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Time in the classroom learning about the world of work would be limited to some social skills and soft skills training, learning how to develop resumes filling out applications and job search. The person should get REALISTIC career objectives, so many interest tests immediately suggest careers that require a lot of preparation and that is not realistic for many folks especially as an initial work experience. Work experiences should be in the community. Wiping tables and shredding papers in the school is only helpful for those with very limited abilities or for short periods of time. If in school activities are used to teach work skills generally that should only be used for about 2 weeks before transitioning into the community. Students should be able to work in the community at least one or two hours a day and the work experience should count for credit with the school. Pay is important because it helps teach daily life skills and is a good motivator. Also I believe that having people work for free encourages businesses to keep base wages low for everyone and reinforce the mindset that individuals with disabilities do not deserve equal wages. This belief is based on the comments I hear trying to place people in the communities I work in. I have heard comments like, why should we hire someone for minimum wage when we can get a student or "crew" for free. I've also heard stereotyping,... "that person has a disability so they should go work on a crew" or "where's their job coach" or "if they have a job coach, why do I need to pay them more than a crew?" It is unsettling to have to explain that not everyone needs a job coach and that having a disability doesn't automatically mean the person will need job carving. And even if a person does need job carving, why is the work they produce less valuable than someone who does more tasks?

#72



**COMPLETE**

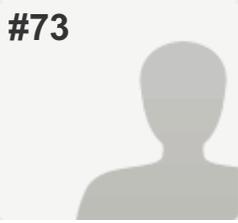
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**Last Modified:** Thursday, March 05, 2015 8:19:31 AM  
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**IP Address:** 165.234.249.52

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#73



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 8:22:06 AM  
**Time Spent:** 00:01:57  
**IP Address:** 165.234.104.33

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#74



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 10:10:01 AM  
**Time Spent:** 00:11:10  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) I have seen where there is an aide working with the student..and the aid is not working on independence with the student, which only hinders the students growth....may times this is the case as i have worked in the school system for many years. which is the reason for my next answer.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Senior, Other (please specify) should start as soon as child is in school..on the IEP...social skills, independence, following directions
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
Other (please specify) we all get paid.....there is a reward for working for us all, and pay is one of them.....	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important
Other (please specify) telephone skills	

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

would be written into initial IEP, first steps needed.....independence (at whatever level) needs to be stressed, and monitored by teacher, not leaving all tasks up to aide, which i have seen makes the student in some case MORE DEPENDENT..... the student also needs to be accountable (at whatever level they function) for their behavior.....have vocational classroom setup,

#75



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 05, 2015 11:31:14 AM  
**Last Modified:** Thursday, March 05, 2015 11:32:48 AM  
**Time Spent:** 00:01:34  
**IP Address:** 165.234.252.27

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Extremely Important



#76



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 12:26:03 PM  
**Time Spent:** 00:02:09  
**IP Address:** 24.230.77.162

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

The school taking a bigger role and individualizing it towards each student. My child has different needs than the next child.

#77



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Thursday, March 05, 2015 12:33:06 PM

**Last Modified:** Thursday, March 05, 2015 12:40:21 PM

**Time Spent:** 00:07:15

**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) 7th grade
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important
Other (please specify) In public schools so the students who need extended instruction can get it. Most of the students I serve need this training over years and years	

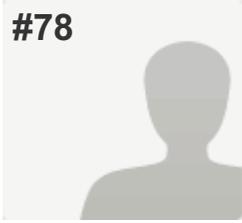
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

independent living skills, community skills taught at home as well in school. Classes for students to learn soft skills, basic job skills, job experience in school and in the community. A strong partnership with schools and adult service agencies to collaborate on providing the services necessary for a successful transition from school to adult life.

#78



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 12:40:53 PM  
**Time Spent:** 00:09:25  
**IP Address:** 165.234.251.87

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Slightly Important
Other (please specify) I recall being in school without a disability and summer was a time of being lazy not working. I see the benefit of working in the summer but "kids" also need the time to relax and consider the blessing of a long summer without the pressures that will face them once they graduate.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

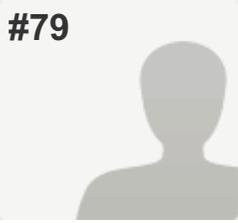
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I always told my children that thier work right now was to "run jump and play". The sociaety we live in now sometimes loses sight of this. I think we should give our studens options but not press the work aspect so much. After all the student will have their whole life to work. On the other hand giving students the most exposure to what the world of work is really like will only enhance thier decison making process.

The ideal program for me would include the room for exploration of not only work but also family, recreation, and spirituality as these all add up to who we are as a society and as individuals within that societal setting.

#79



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 12:41:48 PM  
**Time Spent:** 00:02:56  
**IP Address:** 96.3.60.49

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Person-centered planning to address individual areas of interest, develop a plan for building work-specific skills, and incorporate disability-specific methodologies (i.e. working with people who have autism is different from working with people who have intellectual disabilities or mental health issues, etc.)

#80



**COMPLETE**

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**Started:** Thursday, March 05, 2015 12:41:30 PM

**Last Modified:** Thursday, March 05, 2015 12:43:11 PM

**Time Spent:** 00:01:40

**IP Address:** 24.116.190.79

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<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#81



**COMPLETE**

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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#82



**COMPLETE**

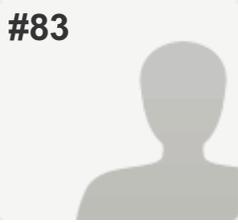
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Moderately Important



#83



**COMPLETE**

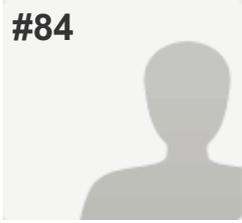
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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Slightly Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#84



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior, Other (please specify) depends on the needs of the student
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Slightly Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#85



**COMPLETE**

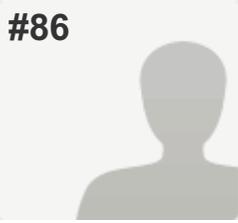
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) 5th grade is recommended
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#86



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#87



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

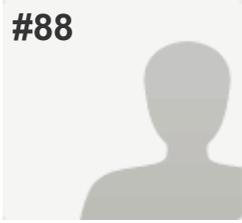
Transportation Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#88



**COMPLETE**

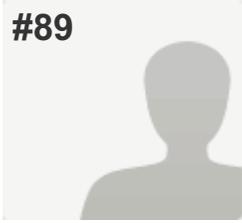
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#89



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 1:20:19 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Moderately Important
Online Instruction	Moderately Important



#90



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 1:21:54 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) all of the above in order from top to bottom	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

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### **Q7: How important are each of the following activities for students with disabilities?**

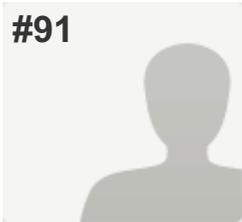
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

a paid work experience in the community before graduation from high school

#91



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify) In our situation, my child is not entering the workplace. She is volunteering. It would have been wonderful if she would have had more formal volunteer opportunities in coordination with her school experience. We have done many volunteer activities as a family, but it was always with our support. It would have been nice for her to have that experience while in school and with staff, most like her current situation now.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
Other (please specify) Again, in our situation it is a volunteer experience vs. work experience.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Not at all Important

Other (please specify)

My child has a very significant disability and required multiple supports. I have found that most conferences, courses and related activities are not geared toward my child's level of disability. It's like no one know how to address our population group and therefore we are left to work it out on our own. In our situation, that worked out quite well because of my level of involvement with different organizations within the community/state.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

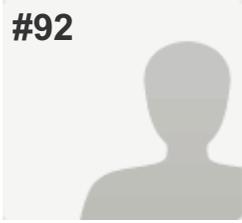
Other (please specify)

Please see comment in number 6.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I would include more detailed planning and activities for the students. Start when they are freshman. Give the parents/students some ideas or offer 'field trips' of what options are available for the students after high school. We created our child's program with the assistance of her day support coordinator, our DD case manager coordinated tours of the providers that I researched and felt were good options for my child. Also, what happens to the parent groups after the child turns 21? I have found that there's not a lot to connect families once our kiddos graduate. Pathfinders is no longer and option and most of the parent organizations basically stop services once the child turns 21 or graduates from school. The needs are still there, even more so when it comes to social activities with her peers after 5:00.

#92



**COMPLETE**

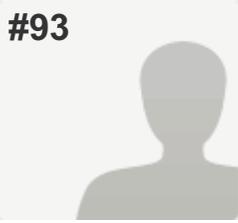
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#93



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 05, 2015 1:48:48 PM  
**Last Modified:** Thursday, March 05, 2015 1:53:04 PM  
**Time Spent:** 00:04:16  
**IP Address:** 165.234.251.10

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#94



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 1:59:17 PM  
**Time Spent:** 00:23:17  
**IP Address:** 165.234.250.18

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Not at all Important
Online Instruction	Slightly Important



#95



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 05, 2015 2:06:40 PM  
**Time Spent:** 00:04:17  
**IP Address:** 165.234.104.25

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Slightly Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#96



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 2:09:48 PM  
**Time Spent:** 00:02:52  
**IP Address:** 165.234.100.174

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) As soon as possible
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I don't these programs are "one-size-fits-all". I think each student should receive whatever training and services he/she will need to be successful in the future.

#97



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 2:11:00 PM  
**Time Spent:** 00:02:29  
**IP Address:** 165.234.248.85

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Not at all Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Slightly Important



#98



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 2:11:54 PM  
**Time Spent:** 00:01:47  
**IP Address:** 165.234.100.170

PAGE 1

<b>Q1: What is your current role in transition?</b>	School Social Worker/Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#99



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 2:20:35 PM  
**Time Spent:** 00:01:33  
**IP Address:** 165.234.100.171

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Slightly Important
Workplace readiness training to develop social skills	Not at all Important
Workplace readiness training to develop independent living skills	Not at all Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#100



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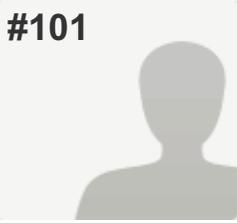
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**IP Address:** 165.234.248.85

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#101



**COMPLETE**

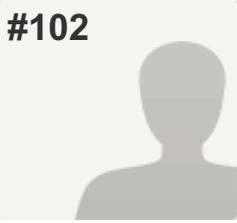
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#102



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Thursday, March 05, 2015 2:39:27 PM

**Last Modified:** Thursday, March 05, 2015 2:40:55 PM

**Time Spent:** 00:01:27

**IP Address:** 165.234.104.10

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Moderately Important



#103



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Thursday, March 05, 2015 2:49:30 PM

**Last Modified:** Thursday, March 05, 2015 2:52:01 PM

**Time Spent:** 00:02:31

**IP Address:** 165.234.100.170

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#104



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 05, 2015 2:53:12 PM  
**Last Modified:** Thursday, March 05, 2015 2:56:09 PM  
**Time Spent:** 00:02:57  
**IP Address:** 165.234.100.176

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Slightly Important
Workplace readiness training to develop independent living skills	Not at all Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Slightly Important

Soft skills (hygiene, time management, communication, etc)

Moderately Important

Transportation

Not at all Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#105



**COMPLETE**

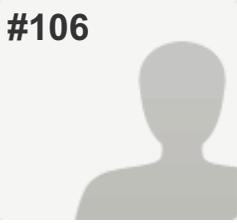
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**IP Address:** 165.234.184.46

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#106



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Thursday, March 05, 2015 3:20:34 PM

**Last Modified:** Thursday, March 05, 2015 3:33:11 PM

**Time Spent:** 00:12:36

**IP Address:** 63.155.216.56

PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) I believe that pre-employment social skills need to start day one- many students lack the social skills necessary to stay employed.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Not at all Important
Summer work experience	Extremely Important
Other (please specify) I believe that all students not just those with disabilities should learn the importance of volunteering- however if we do not expect this of our non- disabled students as a part of their school day then the expectation should not be given to those with disabilities. There should not be a different expectation simply because you have a disability. However if this is a family value then yes non-paid work experience,(aka volunteering) is very important and should be pursued.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Other (please specify)

all of these offerings are relevant to the students abilities, desires and what the course is offering. Since there is such a wide variety of disabilities this is difficult to answer with certainty. Students with cognitive disabilities are often left out in many f not all areas and need to be paid more close attention to.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

Other (please specify)

Interviewing, the importance of networking, that their 'volunteer activities" in high school can help land them the job career that they desire in adulthood. Self advocacy is KEY to all of this- and there is a difference between entitlement and self advocacy.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Partners in Policymaking, Classes at their local CIL, and quality mentored exposure to adults that are successful with disabilities who are disabled 2nd and people first.

#107



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 05, 2015 3:30:46 PM  
**Last Modified:** Thursday, March 05, 2015 3:35:54 PM  
**Time Spent:** 00:05:08  
**IP Address:** 96.3.122.152

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Not at all Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
--	---------------------

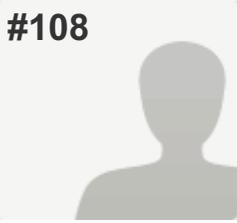
Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Students would be able to access supports at freshman age 14, as most of there peers are working. The student can have access to supports as needed, and that the student has a choice in what type of employment they would like to work at, and see if it would be a good fit for that student, that it would be a quality job and not just janitorial .

#108



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 05, 2015 3:38:19 PM  
**Last Modified:** Thursday, March 05, 2015 3:44:40 PM  
**Time Spent:** 00:06:21  
**IP Address:** 165.234.100.171

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
---	---------------------

Soft skills (hygiene, time management, communication, etc)	Extremely Important
--	---------------------

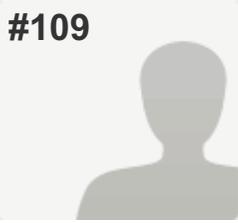
Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Opportunity to gain work experience, education to help in area of interest, getting student ready for job applications and interviews(practice), getting student to understand the importance of getting a job and working at a job.

#109



**COMPLETE**

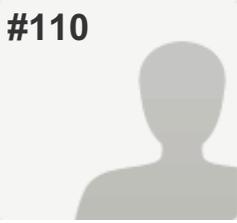
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Extremely Important



#110



**COMPLETE**

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**Started:** Thursday, March 05, 2015 4:03:24 PM

**Last Modified:** Thursday, March 05, 2015 4:04:34 PM

**Time Spent:** 00:01:10

**IP Address:** 165.234.100.171

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

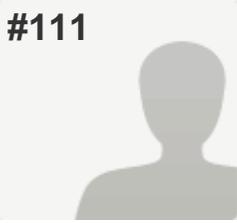
Transportation

Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#111



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 4:26:37 PM

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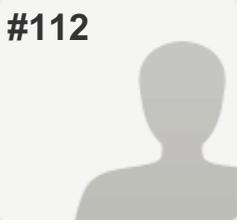
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#112



**COMPLETE**

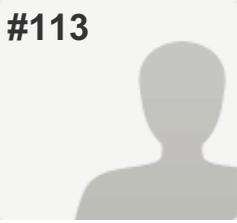
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#113



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#114



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 4:56:22 PM

**Time Spent:** 00:18:21

**IP Address:** 165.234.100.176

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior, Other (please specify) Depends to some extent on the needs of the student.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

Other (please specify)

Everything's "important". Issue often is, given only so many hrs in the day, or so much money to hire staff, for example, what floats to the top as priority. That's a student-specific issue.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

1. Active VR involvement (rather than passive, such as attending school or other agency meetings). The level of involvement, and services provided by VR match the level of need of the student. (Ex: greater needs = VR eligibility determination and involvement earlier, and services more intense). 2. Provide specific information to parents about what services VR provides. (Parents often do get clear information). 3. If VR funding or expertise is in short supply, consider finding a niche (rather than trying to do everything for everyone). For example, if a school district really needs help with job carving, focus on that. If a school says they are doing pretty well with job carving and job coaching, but transportation to/from job sites is difficult, focus on that. If a school says we'd like VR to co-teach classes for general ed and/or special ed students, focus on that. There are many opportunities for VR to collaborate!!

#115



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 5:27:55 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

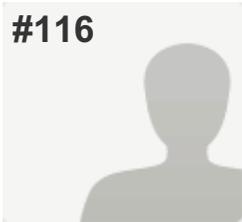
Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#116



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#117



**COMPLETE**

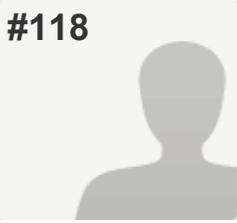
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#118



**COMPLETE**

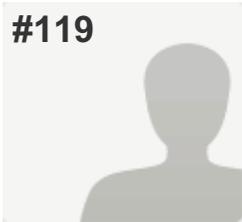
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**IP Address:** 96.3.143.202

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#119



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 7:37:48 PM

**Time Spent:** 00:17:06

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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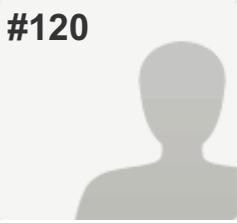
Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Opportunities for job shadowing to help with making career choices. Volunteer and or paid positions to teach job skills and responsibilities. Independent living skills to include how to use transportation and to interact appropriately in work and social situations. Training on self advocacy - how to communicate clearly and with confidence what they need on the job. Transition training begins in middle school and continues in earnest as a freshman in order to help with class choices.

#120



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Not at all Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Not at all Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

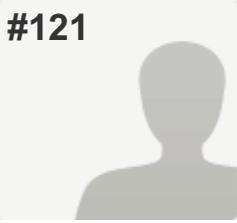
Transportation Slightly Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Self-advocacy, disability awareness, Disability pride, the expectation of Independence and employment

#121



**COMPLETE**

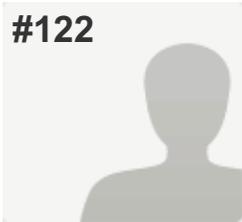
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Not at all Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Slightly Important



#122



**COMPLETE**

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**Started:** Thursday, March 05, 2015 10:08:27 PM

**Last Modified:** Thursday, March 05, 2015 10:18:22 PM

**Time Spent:** 00:09:55

**IP Address:** 24.119.207.147

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

Transportation Extremely Important

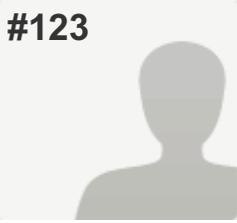
Other (please specify)  
Job related training, Work experience

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Transition from unpaid work experiences and job shadows 3-4 years before exiting school to a supported job with a job coach providing support 1-2 years before exiting school to an individualized competitive job supported by Voc Rehab either right at graduation or 6 months prior to exiting school.

#123



**COMPLETE**

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**Last Modified:** Thursday, March 05, 2015 11:01:50 PM

**Time Spent:** 00:02:51

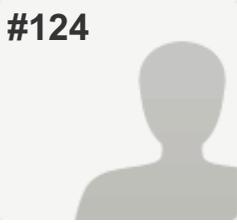
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#124



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, March 06, 2015 6:42:04 AM  
**Last Modified:** Friday, March 06, 2015 6:44:03 AM  
**Time Spent:** 00:01:59  
**IP Address:** 76.10.92.233

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Not at all Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

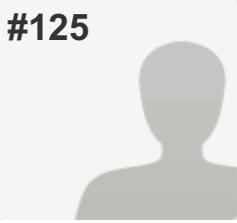
Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#125



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, March 06, 2015 7:24:36 AM  
**Last Modified:** Friday, March 06, 2015 7:29:21 AM  
**Time Spent:** 00:04:45  
**IP Address:** 165.234.100.170

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Moderately Important
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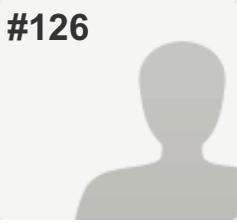
Transportation	Moderately Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I think the students should have an overall understanding of college and career and how their disabilities and decisions affect their future. I also think students should also have a good understanding of options for post secondary training including costs and accommodations available.

#126



**COMPLETE**

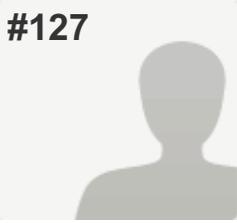
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**Last Modified:** Friday, March 06, 2015 7:49:36 AM  
**Time Spent:** 00:01:15  
**IP Address:** 165.234.100.170

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#127



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 06, 2015 7:57:54 AM  
**Time Spent:** 00:02:19  
**IP Address:** 165.234.251.87

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Administrator
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

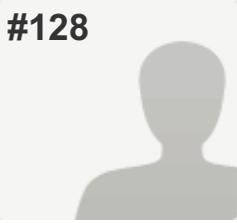
Transportation

Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#128



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 06, 2015 8:07:14 AM  
**Time Spent:** 00:06:31  
**IP Address:** 165.234.100.167

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#129



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 06, 2015 8:26:10 AM  
**Time Spent:** 00:02:00  
**IP Address:** 165.234.100.93

PAGE 1

<b>Q1: What is your current role in transition?</b>	School Social Worker/Counselor
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#130



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 06, 2015 8:54:54 AM  
**Time Spent:** 00:03:09  
**IP Address:** 174.225.193.9

PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

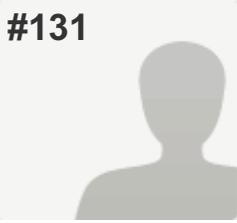
Transportation

Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#131



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, March 06, 2015 8:53:48 AM  
**Last Modified:** Friday, March 06, 2015 9:23:19 AM  
**Time Spent:** 00:29:31  
**IP Address:** 216.70.21.222

PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
Other (please specify) Depending on thier disability, a youth might need to be in class more so then learning job skills where as others may not be able to get the information they need to learn in class and depend more on work experience during school.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

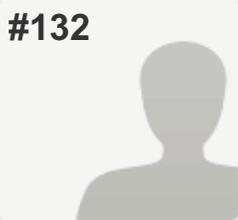
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

A one stop shop where they can get all their needs and questions met. A center that helps with computer skills, banking/budgeting skills, housing/cleaning/cooking skills, working with co-workers skills, as well as knowing the signs of healthy supervision so they can protect themselves from exploitation/abuse.

#132



**COMPLETE**

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**Last Modified:** Friday, March 06, 2015 9:36:06 AM  
**Time Spent:** 00:11:21  
**IP Address:** 76.10.114.157

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) or later for some-individual needs
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify) All are important, again depends on individual needs for each student	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important

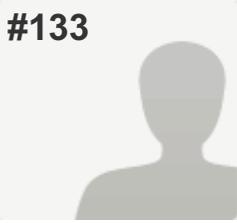
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Hands on and work at their own pace based. The schools that I work in are small and rural so don't have the FACS course offerings. Students with learning disabilities have to keep up with the rest of the students in classes of this nature. Would be great if there could be some way for some classes to slow down and still allow for peer mentoring to take place as well. Would be great if the summer employment opportunities didn't have all the "fiscal" cumbersome guidelines. To my knowledge the special ed unit I currently work in participated in this one summer and didn't want to do a repeat the following summer. I do agree there needs to be a summer work experience for a lot of kiddos that need some supports to be successful and maintain employment.

#133



**COMPLETE**

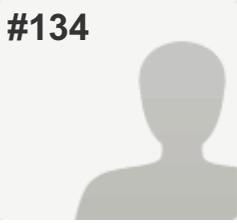
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**Last Modified:** Friday, March 06, 2015 10:12:55 AM  
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**IP Address:** 69.55.46.226

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#134



**COMPLETE**

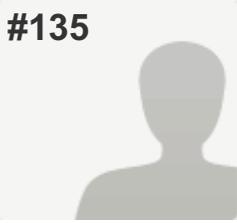
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**IP Address:** 165.234.100.104

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#135



**COMPLETE**

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**Last Modified:** Friday, March 06, 2015 11:54:12 AM  
**Time Spent:** 00:06:54  
**IP Address:** 209.243.7.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) Middle School
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#136



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Saturday, March 07, 2015 8:19:05 AM  
**Time Spent:** 00:01:02  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#137



**COMPLETE**

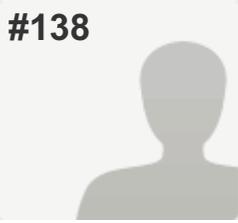
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**Last Modified:** Saturday, March 07, 2015 11:11:14 AM  
**Time Spent:** 00:01:38  
**IP Address:** 209.188.66.166

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#138



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Saturday, March 07, 2015 12:45:02 PM  
**Time Spent:** 00:03:18  
**IP Address:** 165.234.209.236

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#139



**COMPLETE**

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**Last Modified:** Saturday, March 07, 2015 6:08:55 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Slightly Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Slightly Important
Conference	Moderately Important
Online Instruction	Slightly Important



#140



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Sunday, March 08, 2015 9:40:19 AM  
**Last Modified:** Sunday, March 08, 2015 9:41:49 AM  
**Time Spent:** 00:01:30  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#141



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) Training on work retention skills	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman,  Other (please specify) middle school would be an even better time to start
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Slightly Important

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**Q7: How important are each of the following activities for students with disabilities?**

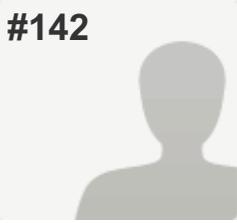
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Independent living skills  
employability/soft skills  
self advocacy skills

#142



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Moderately Important

---

### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Work experience in the community to include on-site social and soft skill training. Self-Advocacy classes during the school day taught by Independent Living Centers at the school and reinforced by School staff and parents.

#143



**COMPLETE**

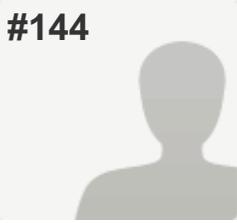
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) Should be an integrated process and life long
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#144



**COMPLETE**

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**Last Modified:** Monday, March 09, 2015 8:10:36 AM  
**Time Spent:** 00:06:00  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Not at all Important
Conference	Slightly Important
Online Instruction	Moderately Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Moderately Important

Transportation

Extremely Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

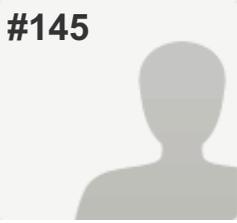
Job experience

Work place ethics

Communication skills

Budgeting

#145



**COMPLETE**

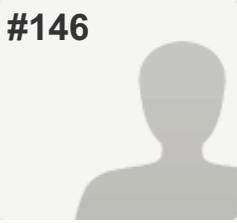
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#146



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#147



**COMPLETE**

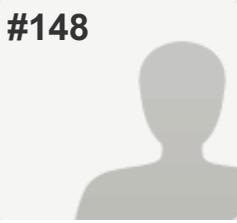
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#148



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)                      Extremely Important

Soft skills (hygiene, time management, communication, etc)                      Extremely Important

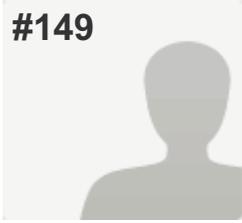
Transportation                      Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#149



**COMPLETE**

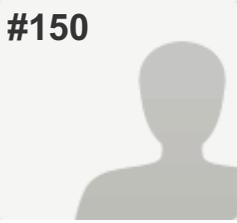
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**IP Address:** 165.234.180.39

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important



#150



**COMPLETE**

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**Last Modified:** Monday, March 09, 2015 9:06:04 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

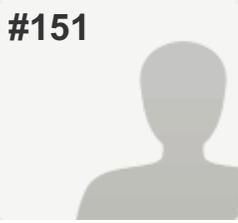
Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#151



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	School Social Worker/Counselor
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

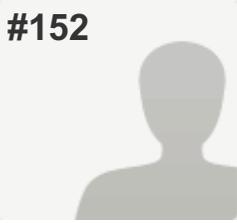
### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Preteaching of skills, guided and supervised work experience combined with problem solving groups/peer mentoring. Lots of communication and feedback related to the skills taught. Having interest and ability exploration opportunities is also important. Work readiness needs to be built into the educational programming of students with disabilities in the same way other classes are taught, not just when there is extra time or in an undefined way. A curriculum should be followed.

#152



**COMPLETE**

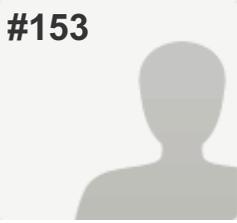
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important



#153



**COMPLETE**

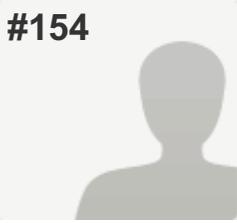
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Not at all Important
Online Instruction	Slightly Important



#154



**COMPLETE**

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**IP Address:** 165.234.180.15

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Not at all Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Slightly Important

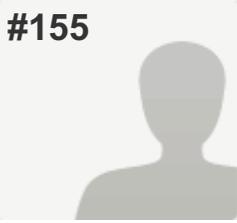
Transportation Slightly Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#155



**COMPLETE**

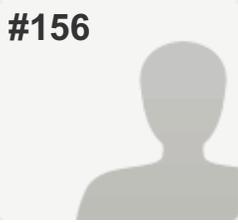
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**Last Modified:** Monday, March 09, 2015 9:26:41 AM  
**Time Spent:** 00:01:17  
**IP Address:** 165.234.102.177

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Not at all Important



#156



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 9:28:25 AM  
**Time Spent:** 00:16:23  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify) Students are trainable when it comes to job tasks, but social skills and navigating the culture(s) that exists on jobs is also important.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
Other (please specify) paid employment should be based the level job readiness.....start with volunteering, but after job skills and independence improve it turns to paid employment.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

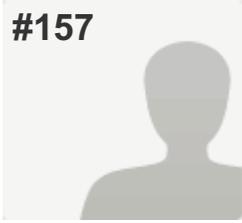
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

appearance/grooming  
getting along with others  
initiative, energy, drive  
complete work in a given amount of time  
performing quality work  
is on time and prepared for work  
follows directions and policies  
dependability  
responds appropriately to authority figures and redirection

#157



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 9:37:39 AM  
**Time Spent:** 00:02:00  
**IP Address:** 165.234.180.23

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#158



**COMPLETE**

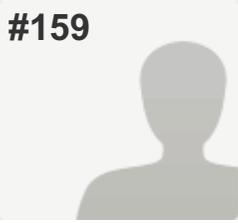
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#159



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#160



**COMPLETE**

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**Last Modified:** Monday, March 09, 2015 10:39:57 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
Other (please specify) investigating careers realistically	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify) I think getting the students to first have a nonpaid experience when they are freshman/sophomores and then transitioning into a paid work experience	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Extremely Important

Other (please specify)

I think being able to have more availability of conferences with VR and student/parents at there freshman year since our VR counselor have such a large area to cover. They could begin with an introduction their freshman year with only minimum conferences and then every year they could have more conferences.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Moderately Important

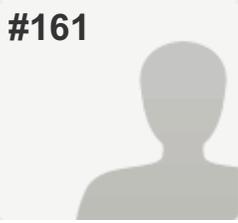
Other (please specify)

Most of my students independently are able to get their licenses through the school or support from resource room and parents.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

as I stated above in number 5 and 6

#161



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 10:46:18 AM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

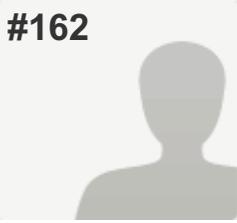
Independent living (finance management, accessing housing, etc)	Slightly Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

More specific information about stages of transition - what is to be expected; Information could be more consistent and informative

#162



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Slightly Important
Workplace readiness training to develop independent living skills	Slightly Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

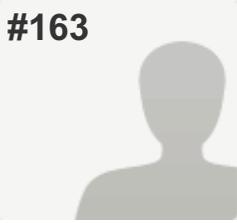
Transportation Slightly Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Actual work experience in the real world, along with classroom activities related to consumer math and real-world English skills.

#163



**COMPLETE**

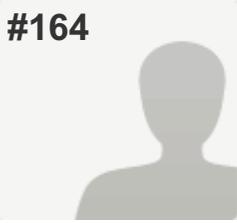
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#164



**COMPLETE**

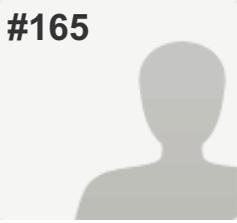
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**IP Address:** 165.234.252.30

PAGE 1

<b>Q1: What is your current role in transition?</b>	DVR Counselor
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#165



**COMPLETE**

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**Last Modified:** Monday, March 09, 2015 11:54:26 AM  
**Time Spent:** 00:02:13  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

Transportation

Moderately Important

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#166



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 09, 2015 11:54:32 AM  
**Last Modified:** Monday, March 09, 2015 11:57:49 AM  
**Time Spent:** 00:03:17  
**IP Address:** 165.234.180.26

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) Developing Job specific skills	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

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**Q7: How important are each of the following activities for students with disabilities?**

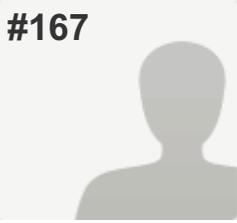
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important
Other (please specify) Career Decision making skills	

---

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Cooperation of school and community services; on-the job training; skill development; family education; opportunities for paid employment during school year; structured summer paid employment

#167



**COMPLETE**

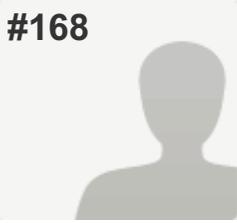
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**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important



#168



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 12:05:17 PM  
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**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Moderately Important



#169



**COMPLETE**

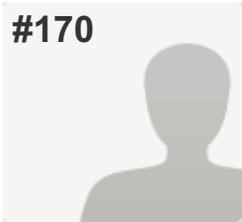
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Not at all Important



#170



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 09, 2015 12:10:20 PM  
**Last Modified:** Monday, March 09, 2015 12:13:43 PM  
**Time Spent:** 00:03:23  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#171



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 09, 2015 12:15:55 PM  
**Last Modified:** Monday, March 09, 2015 12:17:30 PM  
**Time Spent:** 00:01:34  
**IP Address:** 165.234.100.4

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Extremely Important

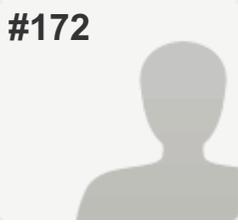
Transportation

Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#172



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 12:20:40 PM  
**Time Spent:** 00:04:33  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Not at all Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
Other (please specify) The way I read "work experience during school hours" is that the kids are at their job during school hours. I would not agree that is when they should be working. However, after school and weekends are much better for that. If students are learning work and independent skills during school hours, then I would say that experience is very important.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important

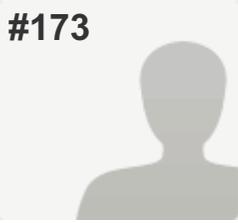
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I think the one area that is not taught, because it is an easy thing to forget, is what we would call common sense. There are some things that we take for granted we know that students with disabilities may not. For example, when a 16-year old student that is high functioning but also vulnerable is asked to stay past midnight to work and then has to walk home, they are unaware that they should decline that offer for safety reasons.

#173



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 12:26:51 PM  
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**IP Address:** 134.129.229.10

PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	Northwest (Williston area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
Other (please specify) depending on situation	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important

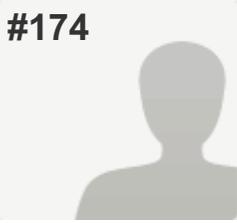
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

In my personal experience, I have a son with Aspergers (he is 17) and the hardest thing for him, I feel is social skills, obviously, but not only how to deal or interact effectively with others but to be able to realize that people can and are willing to help them learn and grow and accept it now while they are young, because they may not always get it. It would also have a person/mentor/liaison to guide help them for several weeks/month during their transition because it would be a HUGE transition....adaptation, social skills, taking instruction and orders, following instructions/rules, understanding people wont always be kind and may get frustrated and lose their tempers or cry easily, because again I know my son does not pick up very well on social cues, so teaching people some of these things may be very important. I don't know, some financial stuff, I guess the program would depend on the students interests and needs and have to be customized often!

#174



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 12:41:29 PM  
**Time Spent:** 00:02:23  
**IP Address:** 76.10.65.69

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Not at all Important
Peer mentoring	Not at all Important
Conference	Not at all Important
Online Instruction	Not at all Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Moderately Important

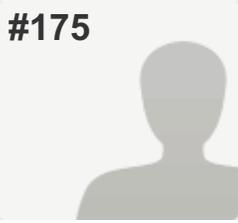
Transportation Moderately Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

9am to 3 pm schedule. Mornings focus on personal skills, social skills, and interpersonal skills. Afternoon focus on functional skills, job readiness, community outings.

#175



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 12:52:32 PM  
**Time Spent:** 00:02:14  
**IP Address:** 165.234.180.57

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#176



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 1:08:51 PM  
**Time Spent:** 00:03:57  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify) We work on self-advocacy here. We also work on independent living skills.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) Students need to start thinking about transition early.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
Other (please specify) We need to see if students have work skills to address those areas in school so they are ready for the work world after high school. We can't assume that they have those skills.	

Vocational Rehabilitation Pre-Employment Transition Services

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#177



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 09, 2015 9:44:44 AM  
**Last Modified:** Monday, March 09, 2015 1:16:59 PM  
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**IP Address:** 165.234.184.32

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Not at all Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Moderately Important

Transportation

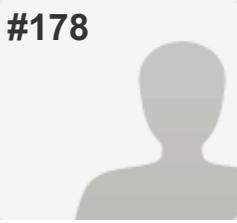
Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#178



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 1:34:28 PM  
**Time Spent:** 00:05:11  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Moderately Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#179



**COMPLETE**

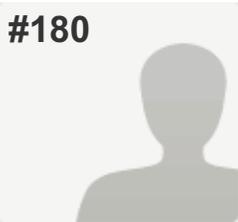
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**Last Modified:** Monday, March 09, 2015 1:40:20 PM  
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**IP Address:** 165.234.100.104

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Slightly Important
Conference	Not at all Important
Online Instruction	Not at all Important



#180



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 2:18:00 PM  
**Time Spent:** 00:01:34  
**IP Address:** 165.234.180.5

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Slightly Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

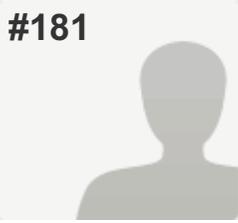
Transportation Slightly Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#181



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Monday, March 09, 2015 2:47:54 PM  
**Time Spent:** 00:02:00  
**IP Address:** 165.234.180.26

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#182



**COMPLETE**

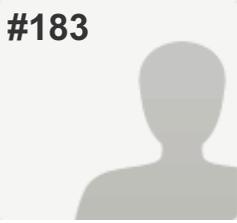
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**Last Modified:** Monday, March 09, 2015 3:31:44 PM  
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**IP Address:** 165.234.100.31

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#183



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, March 09, 2015 3:57:58 PM  
**Last Modified:** Monday, March 09, 2015 4:03:49 PM  
**Time Spent:** 00:05:51  
**IP Address:** 165.234.98.11

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Director
<b>Q2: In which North Dakota region do you live?</b>	Lake Region (Devils Lake area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Slightly Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important
Other (please specify) Haven't found a program that students buy into	

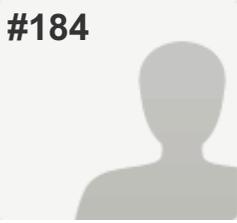
**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Students who are deaf need to believe they can be set sufficient.

#184



**COMPLETE**

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**Last Modified:** Monday, March 09, 2015 4:17:42 PM  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#185



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify) I think work experience is important, however, in our rural school setting it is almost impossible to provide staff or transportation to work sites.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Moderately Important

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**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important
Other (please specify) Exploring living or work situations outside of our rural environment.	

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Time for collaboration between school, VR, and adult services so students get an opportunity to learn about the services that could be available to them. This all takes time so students need to learn about life after high school and work before graduation so they can plan and get the experiences they need. Students in rural areas are very concerned about leaving their home community and need to be comfortable for those transitions. It is very fun to work with students to help them explore careers and post school training but I would like to offer hands on work experiences.

#186



**COMPLETE**

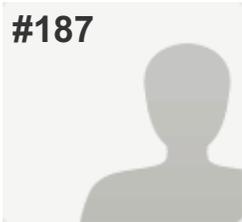
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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Slightly Important



#187



**COMPLETE**

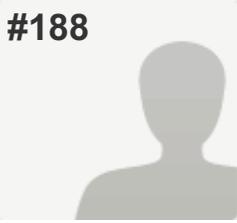
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<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Slightly Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Not at all Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Slightly Important



#188



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify)	
Every single area is important.. students need opportunities to learn in as many sites as possible!	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Not at all Important
Other (please specify) Students in the ID category of learning would not be able to take part in online instruction or take courses without support...	

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

All the above areas would be available to them, every single semester.. for 2 hour slots at a time. In addition, there would be suitable transportation for them - (a van reserved just for their program) in addition to accessible bus training. Job coaches (para's) would be prepared to implement plans no matter what the time slot (not just during school hours)>

Classrooms would be equipped with daily living activities (cooking, serving, laundry..) With proper long term training and dedication, it is possible to prepare learners for a life of successful, and satisfying employment, but they must not be expected to sit through classes that have nothing to do with what they are able to know and learn (the typical general ed classes..)

#189



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Independent Living Representative
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important



#190



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Slightly Important
Workplace readiness training to develop independent living skills	Slightly Important
Self-advocacy instruction	Slightly Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Not at all Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Slightly Important

Transportation Moderately Important

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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

1/2 a semester of paid work experience with active review and partnership between supervisor and career education instructor. A Living on Your Own class that included basic electricity, plumbing, cooking, finance (bills, banking, and budgeting), consumer literacy, simulation of apartment acquisition, moving in, and living in. Ending with a comprehensive cumulative performance assessment - a show a go test; not a write and go.

#191



**COMPLETE**

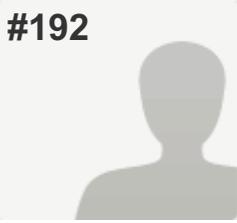
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<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#192



**COMPLETE**

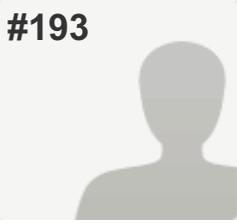
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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#193



**COMPLETE**

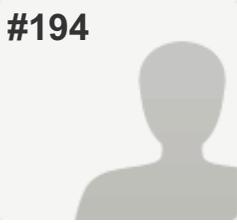
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<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#194



**COMPLETE**

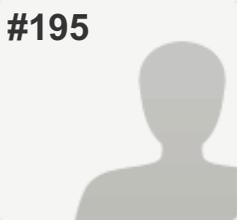
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<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#195



**COMPLETE**

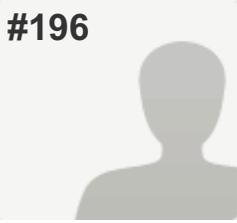
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<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	South Central (Jamestown area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#196



**COMPLETE**

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<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) Or even earlier
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#197



**COMPLETE**

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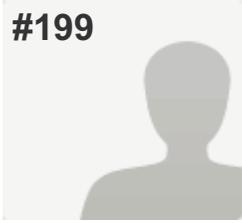
<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important







#199



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore, Other (please specify) Ultimately it depends on the person and their level of need.
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Moderately Important
Other (please specify) I think depending on the students ability and what they need. If a company is willing to pay the individual great but in my experience they are not always willing to. I think summer work experience is important for the individuals who need ESY.	

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Not at all Important

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### **Q7: How important are each of the following activities for students with disabilities?**

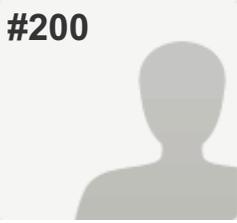
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

---

### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I think, if appropriate, there should be programs that we can put students in all day or even a half day. I believe this would benefit those students who it may not be appropriate for them to be in school all day.

#200



**COMPLETE**

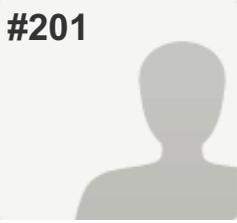
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PAGE 1

<b>Q1: What is your current role in transition?</b>	School Social Worker/Counselor
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#201



**COMPLETE**

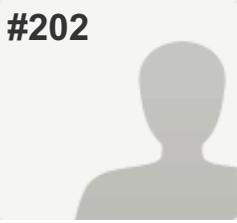
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Moderately Important
Online Instruction	Moderately Important



#202



**COMPLETE**

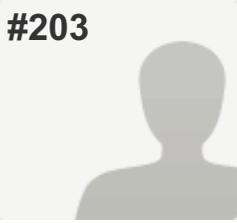
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#203



**COMPLETE**

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**Last Modified:** Tuesday, March 10, 2015 12:25:45 PM  
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**IP Address:** 165.234.248.49

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southwest (Dickinson area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) Our students need the readiness training which will provide them with real life experiences that instill the confidence they need to go out in to the world of work.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman,  Other (please specify) Depending on the skills to be taught, one could work with younger students, but for most students with disabilities, a goal or even a dream of employment isn't usually on their radar.

**Q5: How important are each of the following work experiences in preparing students with disabilities for work?**

Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important

Other (please specify)

In the past, we have been able to place students in the community on work sites during school hours with credit being given for the work experience. I like this because it is an opportunity for students with disabilities to get real life experience, while in school, and a chance to feel successful while earning credit.

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

Other (please specify)

Self advocacy, in my opinion, is best taught by the teachers that know the students and in a small classroom setting. I am referring to students with moderate to severe disabilities. Those with mild disabilities could very much benefit from the above options.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

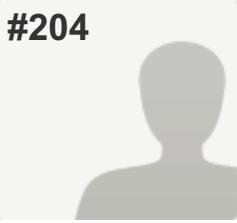
Other (please specify)

Each of these activities are equally important for ALL students, not just those with disabilities. However;, the transportation issue is a dire need in Dickinson specifically. Many of my students will not be drivers and the price of public transportation is not an option for most because of their financial situations.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

1. It would include a partnering between Voc. Rehab and the high school.
2. It would include a VR person stationed in the high school on a regular basis.
3. It would include the VR person being the link to the community for the students at the high school level.
4. It would include the VR person teaching or co-teaching classes or lessons to students.
5. It would include the special services staff working with VR to develop a firm relationship with students, parents and guardians.
6. It would include a 'buy in' at all levels to partnering in order to guarantee success of the program.

#204



**COMPLETE**

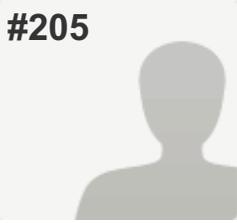
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Moderately Important
Conference	Extremely Important
Online Instruction	Slightly Important



#205



**COMPLETE**

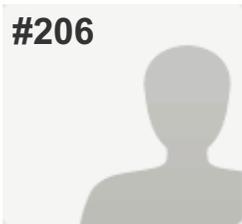
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Slightly Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Not at all Important
Self-advocacy instruction	Not at all Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Not at all Important
Peer mentoring	Extremely Important
Conference	Not at all Important
Online Instruction	Extremely Important



#206



**COMPLETE**

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**Last Modified:** Tuesday, March 10, 2015 3:47:36 PM  
**Time Spent:** 00:17:10  
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PAGE 1

**Q1: What is your current role in transition?**

Other

**Q2: In which North Dakota region do you live?**

Northeast (Grand Forks area)

**Q3: How important are each of the following in assisting students with disabilities to prepare for work?**

Work-based learning experiences

Extremely Important

Workplace readiness training to develop social skills

Extremely Important

Workplace readiness training to develop independent living skills

Moderately Important

Self-advocacy instruction

Extremely Important

**Q4: Based on your experience, at what educational level should pre-employment transition services begin?**

Sophomore,

Other (please specify)

Other students this age typically have jobs. Even if they aren't ready to be in the work setting I think at this age they can begin work preparedness.

**Q5: How important are each of the following work experiences in preparing students with disabilities for work?**

Work experience during school hours

Extremely Important

Paid work experience in the community

Extremely Important

Non-paid work experience in the community

Slightly Important

Summer work experience

Extremely Important

Other (please specify)

Work experience should also be done during non-school hours. In rural settings people need to be flexible and willing to work evenings and weekends. Often jobs opportunities with these hours come up and people need to be prepared to say yes to these non-traditional hours.

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Work experience program that includes real work duties that anyone in the community would do. Ex. Working hours that other employees have to work completing duties that other employees complete. Often times we get referrals that think a job would be to work one hour a day rolling silverware because that's what they got to do in high school for work experience. While some busier companies in larger cities would hire someone to do this, in a rural setting we don't see people hired for this kind of work. Often times businesses see transition students coming in as "free work" and not completing duties that someone they would hire would complete. I think the school could branch out and have more options for students to see what jobs are available in their communities. Also something concrete that a student can put on their resumes. Letters of recommendations, list of places they worked, etc. There should be a packet for students with all this type of info so that when they get referred to a provider they can bring it with them with an employment goal in mind.

#207



**COMPLETE**

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**Time Spent:** 00:02:10

**IP Address:** 165.234.180.26

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important





**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Moderately Important

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Supports for the two years prior to graduation, with a focus on successful employment and the skills required to find and maintain a job. Coursework is also critical to development of the social skills and learning about employment. Not all students have time in their schedules to take the coursework. Supports for part-time jobs, facilitating the communications at the job and assisting with all the dynamics of a job, until students have transitioned into the job and can maintain.

#209



**COMPLETE**

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**Last Modified:** Wednesday, March 11, 2015 2:50:33 PM

**Time Spent:** 00:04:01

**IP Address:** 165.234.184.35

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Moderately Important

Transportation

Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#210



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

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**IP Address:** 165.234.184.53

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important



#211



**COMPLETE**

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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)

Extremely Important

Soft skills (hygiene, time management, communication, etc)

Moderately Important

Transportation

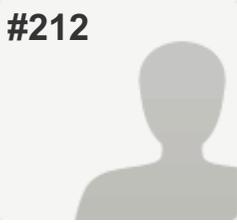
Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#212



**COMPLETE**

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**Last Modified:** Wednesday, March 11, 2015 4:35:35 PM

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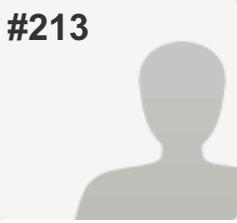
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Moderately Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Moderately Important



#213



**COMPLETE**

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**Last Modified:** Wednesday, March 11, 2015 6:16:57 PM

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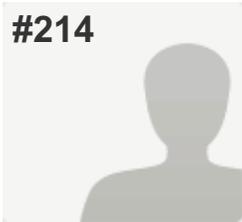
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Parent/Guardian
<b>Q2: In which North Dakota region do you live?</b>	North Central (Minot area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#214



**COMPLETE**

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**Started:** Thursday, March 12, 2015 9:21:54 AM

**Last Modified:** Thursday, March 12, 2015 9:24:34 AM

**Time Spent:** 00:02:40

**IP Address:** 165.234.248.49

PAGE 1

**Q1: What is your current role in transition?**

Special Education Teacher/Case Manager

**Q2: In which North Dakota region do you live?**

Southwest (Dickinson area)

**Q3: How important are each of the following in assisting students with disabilities to prepare for work?**

Work-based learning experiences

Extremely Important

Workplace readiness training to develop social skills

Extremely Important

Workplace readiness training to develop independent living skills

Extremely Important

Self-advocacy instruction

Extremely Important

**Q4: Based on your experience, at what educational level should pre-employment transition services begin?**

Sophomore

**Q5: How important are each of the following work experiences in preparing students with disabilities for work?**

Work experience during school hours

Moderately Important

Paid work experience in the community

Extremely Important

Non-paid work experience in the community

Moderately Important

Summer work experience

Extremely Important

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others

Extremely Important

Peer mentoring

Extremely Important

Conference

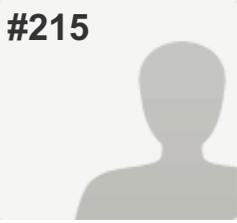
Slightly Important

Online Instruction

Slightly Important



#215



**COMPLETE**

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**Started:** Thursday, March 12, 2015 10:59:58 AM

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**Time Spent:** 00:07:35

**IP Address:** 165.234.184.21

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Slightly Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

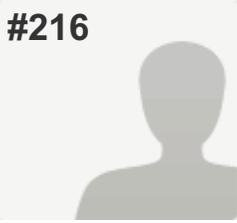
Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Moderately Important
Transportation	Extremely Important

### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

I would like to have a program that offers support all the way to 21. I would also like to see someone who works closely with helping the students through different expectations that the employer may have. Often the unspoken expectations are what ends up raises the frustration levels and results in the young adult changing jobs.

CW

#216



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, March 12, 2015 2:25:39 PM  
**Last Modified:** Thursday, March 12, 2015 2:49:05 PM  
**Time Spent:** 00:23:25  
**IP Address:** 165.234.100.176

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	West Central (Bismarck area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) just as important: job shadows, situational assessments, quality/area specific assessments MEANINGFUL for SEP individuals, VR Services at any point a student (Age 16-21) is offered employment and needs job coaching, VR counsellor based out of schools, etc.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman,  Other (please specify) earlier for job shadows, QUALITY assessments, time management, schedule management skills
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
Other (please specify) volunteering should be included and a spectrum of these options should ALL be available depending on the ability/experience of each student	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Slightly Important
Other (please specify) community rec leisure opportunities and exposure to choose what they like	

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Moderately Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

1-It would not specify "at Graduation" it would be-At the time of student being offered employment 2-Offer all inclusive "tiers" of work experience options for the least and most capable student's-(ex-job shadows, situational Assessments, volunteer experiences, work experiences in and out of school, enhanced summer options for all students-all of the various "tiers" but with the ability to increase student's times in their vocational experience-there is much much more than just this

#217



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Thursday, March 12, 2015 4:05:29 PM  
**Time Spent:** 01:09:49  
**IP Address:** 165.234.184.53

PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Slightly Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Slightly Important
Conference	Slightly Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc) Moderately Important

Soft skills (hygiene, time management, communication, etc) Extremely Important

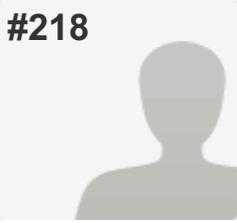
Transportation Moderately Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#218



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, March 13, 2015 9:12:27 AM  
**Last Modified:** Friday, March 13, 2015 9:49:44 AM  
**Time Spent:** 00:37:16  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Moderately Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
Other (please specify) Experiences should take place outside of the school to foster real life experiences.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Senior, Other (please specify) At age 16
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Slightly Important
Summer work experience	Extremely Important
Other (please specify) Work experience should also take place in the evenings and weekends. That is when their school aged peers are working. The work experiences should community based.	

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Moderately Important
Peer mentoring	Moderately Important
Conference	Slightly Important
Online Instruction	Extremely Important

Other (please specify)

Most employer how require online job applications for open positions in the larger communities. Include employment providers/VR at conferences and IEP meetings.

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Moderately Important

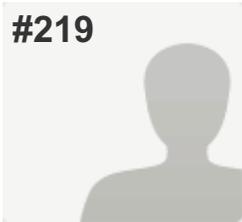
Other (please specify)

Transportation is a problem in the rural areas of the state, improved funding for transportation services. Assist with drivers education for those able to obtain a drivers license.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Partnerships between schools and providers to provide students with employment opportunities, allowing students to work outside of traditional school hours. Summer work experiences through VR with a payment scale at a payment level where providers are not going to have to take a loss to provide the service. Parnterships with the Schools, VR, Job Service and Employment Providers.

#219



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 10:13:03 AM  
**Time Spent:** 00:02:58  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Moderately Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Slightly Important

Vocational Rehabilitation Pre-Employment Transition Services

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)                      Extremely Important

Soft skills (hygiene, time management, communication, etc)                      Extremely Important

Transportation                      Extremely Important

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**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

*Respondent skipped this question*

#220



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 10:14:12 AM  
**Time Spent:** 00:03:37  
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PAGE 1

<b>Q1: What is your current role in transition?</b>	Special Education Teacher/Case Manager
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Moderately Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#221



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 11:13:25 AM  
**Time Spent:** 00:15:29  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) 6th grade
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Moderately Important



#222



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, March 13, 2015 11:35:24 AM  
**Last Modified:** Friday, March 13, 2015 11:54:28 AM  
**Time Spent:** 00:19:04  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
Other (please specify) A person needs to know what every type of work experience is like. From filing papers in a office, answering telephone, delivering newspapers or making their own crafts to sell. Everyone needs to learn how to interact with employers and other employees, how to handle stressful situations and problem solve.	
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman, Other (please specify) The longer a person has to work on their skills the more comfortable that they will feel when they actually have to go out into the work place.

**Q5: How important are each of the following work experiences in preparing students with disabilities for work?**

Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important

Other (please specify)

Having to work during school hours will better assist the person to learn how to time manage. To learn how to deal with schedules and time lines to complete tasks.

**Q6: How important are the following self-advocacy activities for students with disabilities?**

Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Extremely Important

Other (please specify)

The more knowledge a person holds for themselves the more empowered they become. We all could use a class in Self-Advocacy!

**Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
Soft skills (hygiene, time management, communication, etc)	Extremely Important
Transportation	Extremely Important

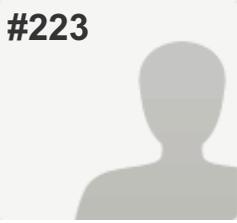
Other (please specify)

A person needs to know about all the rights given to them. To feel good about thier appearance and to know that they are capable of finding a ride to work and back home at the end of the day. To be able to go to the grocery store and know that they have the means and the skills to purchase the items to nourish their bodies.

**Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Money Management skills, cooking and cleaning skills. Time management, problem solving and personal care tutorials and life skills classes. They should know how to access their social networks to meet new people that could open doors for them. Self-Advocacy and Confidence training should also be a big part of the curriculum.

#223



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 12:27:27 PM  
**Time Spent:** 00:03:07  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Slightly Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Extremely Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important



#224



**COMPLETE**

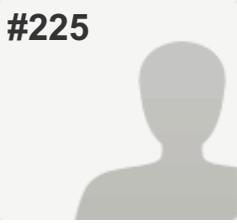
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**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Moderately Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Junior
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Slightly Important
Online Instruction	Moderately Important



#225



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 1:15:36 PM  
**Time Spent:** 00:04:35  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Northeast (Grand Forks area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Moderately Important
Workplace readiness training to develop independent living skills	Moderately Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Sophomore
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Moderately Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Extremely Important
Online Instruction	Slightly Important

## Vocational Rehabilitation Pre-Employment Transition Services

### **Q7: How important are each of the following activities for students with disabilities?**

Independent living (finance management, accessing housing, etc)	Extremely Important
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Soft skills (hygiene, time management, communication, etc)	Extremely Important
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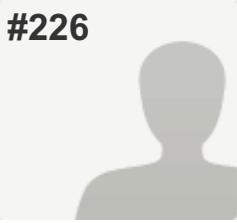
Transportation	Extremely Important
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### **Q8: If you could design the ideal program for transition students to be ready for work at graduation, what would it include?**

Actual experience in the workplace and making a paycheck. Also for the coworkers to be the main source of support if possible for a person and encouraging them to have confidence in their actions so that they do not need to rely on a job coach to know they are doing a good job.

#226



**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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**Last Modified:** Friday, March 13, 2015 4:49:23 PM  
**Time Spent:** 00:02:08  
**IP Address:** 199.34.4.20

PAGE 1

<b>Q1: What is your current role in transition?</b>	Other
<b>Q2: In which North Dakota region do you live?</b>	Southeast (Fargo area)
<b>Q3: How important are each of the following in assisting students with disabilities to prepare for work?</b>	
Work-based learning experiences	Extremely Important
Workplace readiness training to develop social skills	Extremely Important
Workplace readiness training to develop independent living skills	Extremely Important
Self-advocacy instruction	Extremely Important
<b>Q4: Based on your experience, at what educational level should pre-employment transition services begin?</b>	Freshman
<b>Q5: How important are each of the following work experiences in preparing students with disabilities for work?</b>	
Work experience during school hours	Extremely Important
Paid work experience in the community	Extremely Important
Non-paid work experience in the community	Extremely Important
Summer work experience	Extremely Important
<b>Q6: How important are the following self-advocacy activities for students with disabilities?</b>	
Courses taught by IL centers or others	Moderately Important
Peer mentoring	Extremely Important
Conference	Moderately Important
Online Instruction	Moderately Important

