

# ND Transition Follow-Up Project

**2003 Student Exit Interview Data Report  
1999 – 2003 Exit Data Comparison Report**

**One & Three Year Telephone Follow-Up Interviews  
of the 1999- 2002 Student Cohorts  
*And*  
Comparison of 1999- 2000 Cohorts**

**Fall 2004**

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Available in Alternative Format

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## *Introduction*

Over the past several years the special education field has begun to pay close attention to the outcomes of special education services. In fact, the U.S. Department of Education has established outcome standards in accordance with the Government Performance and Results Act (GPRA). These GPRA standards are used to measure the impact of Department of Education (including special education) services to children and youth throughout the country.

One area of study in special education has been that of the transition period for students with disabilities as they begin and continue through the process of exiting schools. The Department of Education, Office of Special Education (OSEP) GPRA standards require the measurement of high school graduation rates, dropout rates, and student performance on state and local assessments (22<sup>nd</sup> Annual Report to Congress). To that end, this report assists North Dakota in meeting certain federal reporting requirements.

Recent data show that nationally from 1994-1995 to 1997-1998, the percentage of students with disabilities graduating from high school with a standard diploma has risen slightly. However, just over one fourth (25.5%) of the students accomplish this. On the other hand, students with disabilities represent the largest grouping of students who drop out of high school.

These findings are important when paired with the research on school completers. Students who complete high school have a higher probability for employment and entry into post-secondary institutions. Also, these students earn higher wages than those who drop out of school (Wagner, Blackorby, Cameto, & Newman, 1993).

In 1998, staff from the North Dakota Department of Public Instruction (DPI) conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study is a longitudinal project that examines student status at exit from

high school, and then at one and three year intervals after school. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post-school involvement in employment, living, and social arrangements. The two phases of the study are to gather school exit data from students with disabilities, and then gather follow-up data from these students and/or their families through telephone interviews. School personnel complete the exit interviews, and NDCPD students and staff conduct the follow-up telephone interviews.

Section One is a summary of the data and analyses of the 2003 exit interviews of North Dakota (ND) students with disabilities. Educators in 28 special education units collected the raw data across the state. This is the fifth cohort of a longitudinal, cross sectional study of special education students who leave the school system due to graduation, aging out of services or dropping out. First, we present the 2003 cohort data. Second, we compare the data across all five cohort groups, 1999 – 2003. In each case we attempt to draw comparisons and point out interesting features of the data in relation to the published national school exiters' data. For a more in-depth analysis of ND trends, the reader is encouraged to compare these results to those presented in a companion report, the Follow-up Interview Data Report, found in Section Two. Finally, Section Three offers a comparison of data gathered three years after completing school.

## **Section One**

### **2003 Exit Interview Data**

#### **Data Collection Method**

The data for this report were collected through a process established by DPI. Special education unit staff were supported by DPI to collect the information on students who were leaving school due to graduation, aging out of services, or who were dropping out of school. Written directions (see Appendix A) were provided to the staff regarding the data collection process. School staff were instructed to conduct personal interviews with each student who was exiting the program. Additional information was available in the student's school file or on the IEP. Data from all students in a school were collated on school report forms, one per school (see Appendix B). These school report forms were then sent to DPI. In some situations, special education units had not completed the forms, and NDCPD staff contacted those units and obtained the missing forms.

Once the data forms were obtained, all information was entered into two data files. The first data file contained the numerical responses to the demographic information and the 10 survey questions. Numerical codes were attached to maintain student confidentiality. The second file contained the compiled anecdotal responses to questions 3, 4 and 6.

#### **Results**

*Participating special education units.* Twenty-eight special education units participated in the 2003 exit interview process, resulting in usable 457 exit interviews. Numbers of students and percentages of the total response set are shown in Table 1.

Table 1  
*Student Numbers for Participating Special Education Units*

<u>Special Education Unit</u>	<u>No. Students</u>	<u>Percentage *</u>
Bismarck	21	5%
Buffalo Valley	31	7%
Burleigh County	1	0%
Dickey/LaMoure	6	1%
Dickinson	16	4%
East Central	4	1%
Emmons	1	0%
Fargo	51	11%
Fort Totten	4	1%
Grand Forks	33	7%
GST	9	2%
Lake Region	26	6%
Lonetree	13	3%
Morton/Sioux	25	5%
Northern Plains	7	2%
Oliver/Mercer	20	4%
Peace Garden	26	6%
Pembina	8	2%
Rural Cass	1	0%
Sheyenne Valley	20	4%
Souris Valley	31	7%
South Central Prairie	8	2%
South Valley	11	2%
Upper Valley	17	4%
Wahpeton	4	1%
West Fargo	14	3%
West River	20	4%
Wilmac	29	6%
<b>TOTAL</b>	<b>457</b>	<b>100%</b>

\* *Percentage of 457 respondents, rounded to 1/10 of a percent.*

*Student demographic data.* There were 299 male (65.4%) and 153 female (33.5%) students, in the 2003 cohort. Five students (1.1%) did not have accompanying gender data on the

exit interview forms. Table 2 shows the racial background of the students. These data are similar to the percentages of students typically found in ND schools, except in two categories. The most recent North Dakota data (DPI 2000-2001) show 88.6% of all public school students were White/Caucasian, while 8.5% were American Indian. Thus, it appears our sample over-represents the white general school population, and is under-represented for American Indians.

Table 2  
*Racial Background of 2002 Exiters*

<u>Racial/Ethnic Group</u>	<u>Frequency</u>	<u>Percent</u>
White/Caucasian	410	89.7%
American Indian	27	5.9%
Hispanic	2	0.4%
Black/African American	6	1.3%
Asian/Pacific Islander	1	0.2%
Other/Not Reported	11	2.4%

Table 3 shows the disability categories of the exiting students. The most frequently listed primary disability was, by far, specific learning disabilities, followed by mental retardation and emotional disturbance. These three categories represent nearly 90% of all exiters reported.

Table 3  
*Disability Categories of Exiting Students*

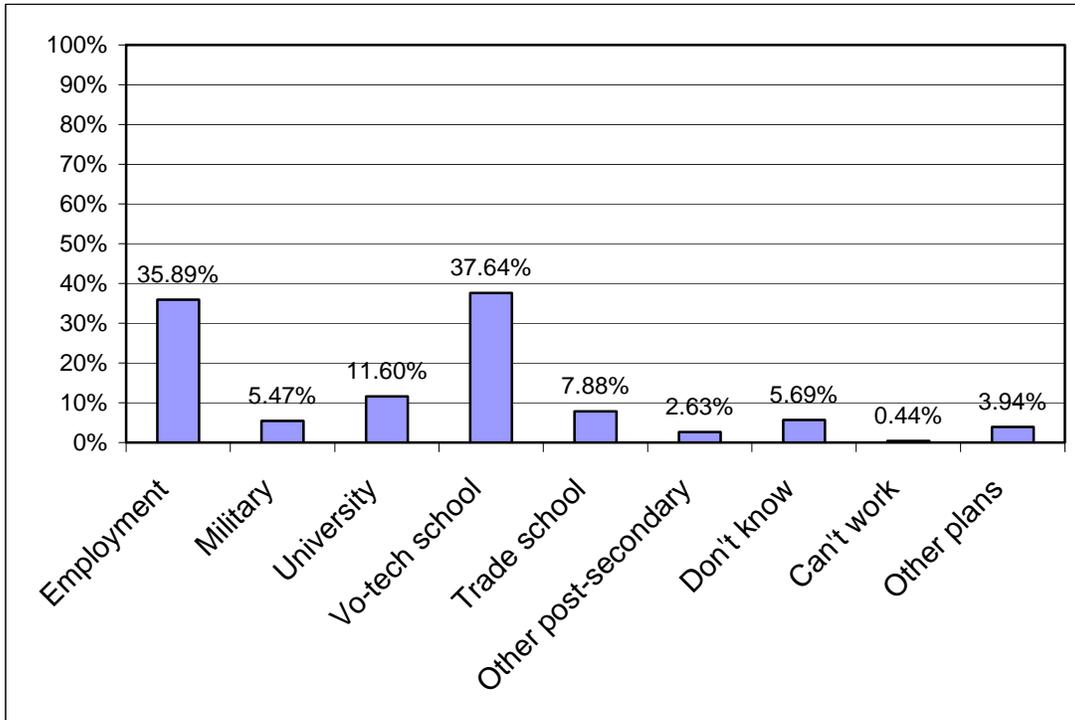
<u>Category Label</u>	<u>Frequency</u>	<u>Percentage</u>
Learning Disability	293	64.1%
Mental Retardation	51	11.2%
Emotional Disturbance	45	9.8%
Other Health Impaired	25	5.5%
Speech Impaired	17	3.7%
Autism	4	0.9%
Deafblind	0	0.0%
Orthopedically Impaired	3	0.7%
Hearing Impaired	4	0.9%
Deaf	0	0.0%
Traumatic Brain Injury	2	0.4%
Visually Impaired	0	0.0%
Not Reported	13	2.8%

*Student IEPs.* Two questions were asked regarding the exiting students' IEPs. The first question addressed whether or not the student's most recent IEP identified a career or post-school employment goal. Of the 457 respondents, 396 (86.7%) had such a goal, 50 (10.9%) did not, and 11 (2.4%) were not reported. Next, educators indicated the degree to which the exiters participated in their most recent IEP meetings. These data are shown in Table 4. Most students attended their IEP meetings and participated in them.

Table 4  
*Degree of IEP Participation by Exiters*

<u>Participation Level</u>	<u>Frequency</u>	<u>Percentage</u>
Attended and participated	390	85.3%
Attended but didn't participate	21	4.6%
Did not attend	32	7.0%
Not reported	14	3.1%

*Post-school plans.* The next two questions on the exit interview dealt with the students' post-school plans. In particular, we were interested in their employment and/or education plans, and their need for adult services or supports. Figure 1 shows the data on the exiting students' post-school employment/education plans. Most students indicated a desire for attending a vocational-technical school, followed by employment. There was additional interest in attending a university or a trade school. (Note: Students could choose more than one option.)



*Figure 1.* Post-school option choices by students in 2003 cohort.

The next item on the interview had the teacher and student identify all adult service providers who might assist the student after leaving school. These data are shown in Table 5. Over half of the students indicated a possible future need for services from Vocational Rehabilitation, and just over one fourth might need supports through a university's disability services office. Of particular note here is that over 20% of these students were not anticipating a need for any services after high school.

Table 5  
*Potential Post-school Adult Service Providers*

<u>Service Provider</u>	<u>Percentage</u>
Vocational Rehabilitation	58.4%
University Disability Support	27.6%
Job Service	19.3%
Developmental Disabilities	8.1%
Social Security	6.8%
Adult Learning Center	0.4%
Other	5.0%
No Services Needed	20.4%

*Note: These are percentages of the total number of cases in the cohort. Students could select more than one provider.*

*Reason for school exit.* Figure 2 shows the breakdown of reasons for the students exiting school. For this cohort, 92.3% graduated from high school with a diploma, 2.6% graduated with a certificate of completion, 2.6% aged out, and 0.9% dropped out. Only 1.5% of the sample did not report a reason for school exit.

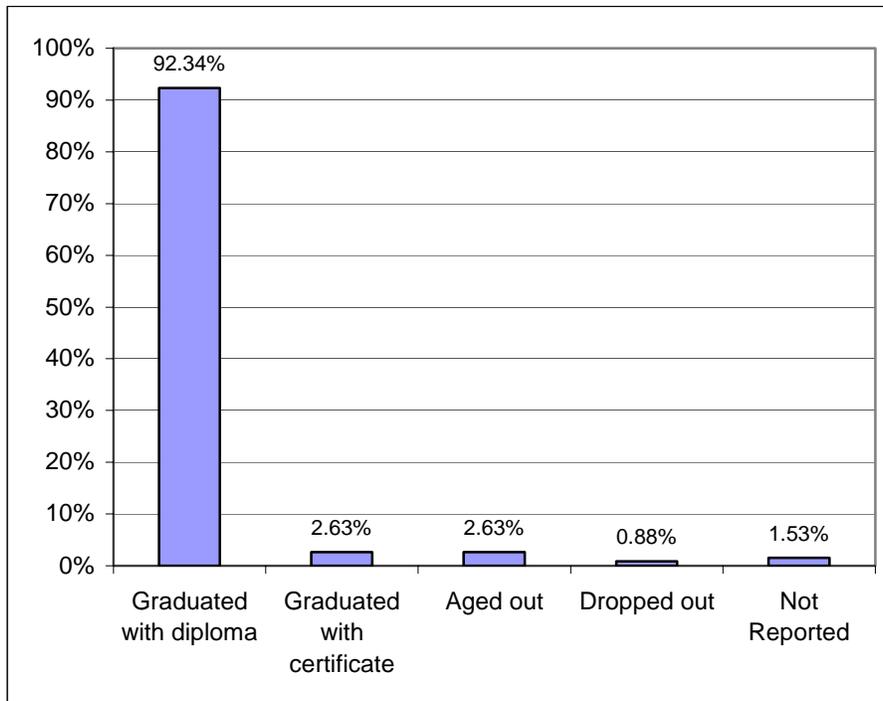


Figure 2. *Reasons for exiting school for the 2002 cohort.*

*Occupational skill attainment.* Item number 6 on the exit interview addressed the occupational skills that student attained during high school. Students could select more than one option here. Table 6 presents the data on skill attainment.

Table 6  
*Occupational Skills Attained in High School*

<u>Skill area</u>	<u>Percentage</u>
Employment	73.3%
Vocational course	75.9%
Work skills	36.1%
Social skills	34.8%
Daily living skills	36.5%
Community access	18.8%
Computer literacy/keyboard	65.9%
Work in teams/groups	54.3%
Other	12.3%

*Note: Percentages of total cases in the cohort. Students could select more than one response.*

Three fourths of the students indicated they attained employment skills, while a similar number said they took vocational courses that would be helpful in the future. When asked to indicate more specifically what types of work skill instruction they gained in high school, more than half indicated they attained computer literacy or keyboarding skills and competence in working in teams.

*Satisfaction with programs.* Students were asked three questions regarding their satisfaction with programs. The first question measured their satisfaction with the overall high school program, the next their vocational and transitional aspects of high school, and the final measured their satisfaction with special education in high school. For each item, the students rated their satisfaction from A – great to F – Failing. The results are shown in Table 7.

Table 7  
*Satisfaction with Various High School Programs*

<u>Rating</u>	<u>Overall program</u>	<u>Voc/Trans</u>	<u>SPED</u>
A	23.2%	38.3%	53.0%
B	38.1%	36.3%	31.5%
C	32.4%	20.6%	12.0%
D	3.3%	2.2%	0.9%
F	0.4%	0.2%	0.0%
No report	2.6%	2.1%	2.6%

The data suggest a generally high rating for the vocational and special education programs, with a slightly lower rating for the overall high school experience. When the data are converted to numerical forms, a rating grade point (similar to a school grade point average) can be obtained. Figure 3 shows the rating grade point averages for the three questions.

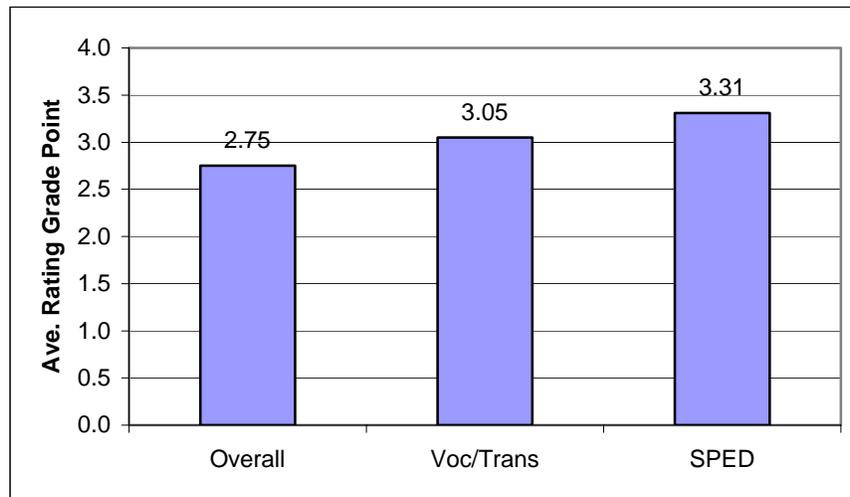


Figure 3. Average rating grade point scores for three satisfaction items.

*More coursework.* Finally, students were asked which course(s) they would take if they were in school for one more semester. They were allowed to choose more than one category for this item. The results (see Table 8) suggest that half of the students would take more courses in the functional and vocational areas, while few (11.8%) would take additional academic courses.

Table 8  
*Choices of Additional Courses in High School*

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<u>Course topic/area</u>	<u>Percentage</u>
Academic	11.8%
Topical/Interest	26.3%
Functional/Vocational	54.5%
No report	7.4%

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*Note: Percentages are from total cases in the cohort. Students could select more than one option.*

### **1999 – 2003 Exit Data Comparison Report**

This section presents a comparison of the data from the 1999, 2000, 2001, 2002 and 2003 cohorts. Data from nearly 1,500 students is compiled and compared. We did not use any complicated statistical analyses, but rather present side-by-side graphical comparisons of the data. The purpose is to present the data in ways such that possible trends might be identified. Educators and policy-makers who might make necessary adjustments in the service delivery systems for students transitioning from special education programs into adult life should then discuss these trends.

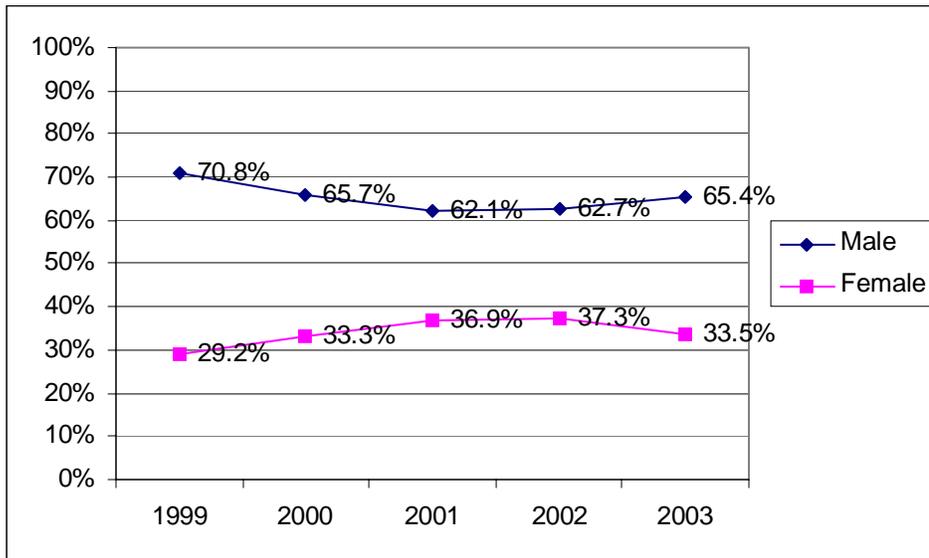
#### ***Results***

Data from nearly 1,500 students were available for our comparisons. Table 9 shows the number of cases in each yearly cohort. While these numbers were available for analysis, not all cases provided complete responses to all the questions. In fact, in several instances, the exit reports had many incomplete responses. However, whenever possible, we utilized any and all reasonable responses for analyses.

Table 9  
*Cohort Numbers for the Five Years of the Follow-up Study*

<b><u>Year</u></b>	<b><u>1999</u></b>	<b><u>2000</u></b>	<b><u>2001</u></b>	<b><u>2002</u></b>	<b><u>2003</u></b>
Count	120	201	314	397	457

*Student demographics.* We compiled data on the gender, disability label and race of the exiters for these four years. These data are presented in Figure 4, and Tables 10 and 11. These data show that, across the four years, nearly two thirds of the school exiters are male with the range from nearly 71% to about 62%.



*Figure 4.* Gender of school exiters over the five year span.

Table 10 presents the data on the disability categories of the students. The largest group represented is those students with learning disabilities, who account for nearly two thirds of all students in the five cohort groups. Most percentages are relatively stable around the average for the five years.

Table 10

*Disability Represented by Year (percent of total cases)*

<b>Disability</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Total</b>
<i>Autism</i>	0.0%	1.0%	0.6%	0.3%	0.9%	0.6%
<i>Deafblind</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Mental Retardation</i>	11.7%	13.4%	17.2%	12.1%	11.2%	13.0%
<i>Hearing Impaired</i>	0.8%	0.5%	0.3%	0.5%	0.9%	0.6%
<i>Other Health Impaired</i>	3.3%	1.0%	4.8%	3.8%	5.5%	4.1%
<i>Orthopedic Impaired</i>	0.0%	1.0%	0.6%	0.5%	0.7%	0.6%
<i>Emotional Disturbance</i>	15.8%	9.0%	8.6%	7.6%	9.8%	9.3%
<i>Speech Impaired</i>	3.3%	2.5%	4.1%	4.8%	3.7%	3.9%
<i>Learning Disability</i>	64.2%	70.6%	61.1%	67.8%	64.1%	65.3%
<i>Traumatic Brain Injury</i>	0.0%	0.5%	0.3%	0.8%	0.4%	0.5%
<i>Vision Impaired</i>	0.0%	0.5%	0.3%	1.0%	0.0%	0.4%
<i>Deaf</i>	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%

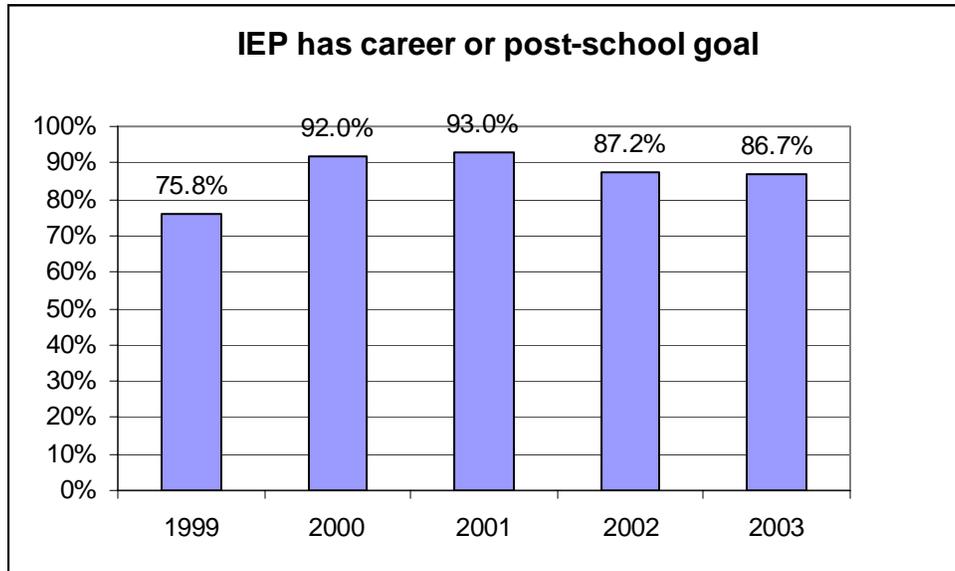
Table 11 presents the data on race of the exiters. These students are predominantly white, with the category of American Indian/Alaskan Native being the most prevalent minority category. These data, especially the combined totals across the five years, appear to mirror the North Dakota demographics as to race and minority representation in the schools. It appears that the variations in percentages of American Indian students might be accounted for by the participation of special education units on or near our reservations. In some years, those units did not report school exiters, thus influencing the results and data patterns.

Table 11

*Race of Exiters by Year (percent of total cases)*

<b>Race</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Total</b>
<i>White</i>	82.5%	87.1%	93.3%	92.7%	89.7%	90.3%
<i>American Indian/ Alaska Native</i>	10.0%	8.0%	2.9%	4.5%	5.9%	5.5%
<i>Hispanic</i>	0.8%	0.5%	1.0%	1.0%	0.4%	0.7%
<i>Black</i>	0.8%	2.5%	0.0%	0.0%	1.3%	0.8%
<i>Asian Pacific Islander</i>	0.8%	0.5%	1.3%	0.5%	0.2%	0.6%
<i>Other</i>	0.8%	0.5%	0.0%	0.0%	2.4%	0.9%

*IEP goals and participation.* Figures 5 and 6 show the patterns of IEP career goals and IEP meeting participation of the students in the four cohorts. Figure 5 shows that most students have a career or post-school goal on their IEPs, with a rather significant jump occurring between 1999 and 2000. However, the trend has been declining over the past three years.



*Figure 5.* Percent of students with at least one career or post-school goal on their last IEP.

Figure 6 shows the IEP attendance and participation rates of students just prior to leaving school. Overall, 80.5% of the students attend their IEPs and are active participants. It is encouraging to see that the trend has increased across all five years.

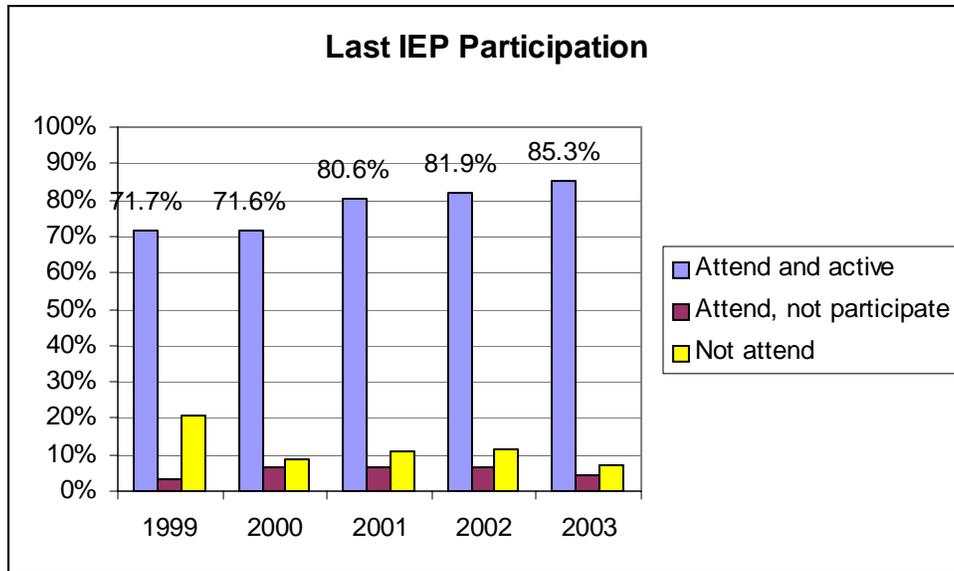


Figure 6. IEP attendance and participation rates of the cohort students.

*Post-school plans.* Students were asked about their post-school plans. Figure 7 shows that most students planned on getting a job. There appears to be an increase in 2001 and 2002 over the first two cohort samples; however the selection of the goal of employment after high school decreased in 2003. The second highest response was that the students would attend a vocational or technical school (students could choose more than one response on this question). Less than 20% of the students planned on attending a university or a trade school. Most responses tend to be stable across the five years. Also see Appendix C for individual comments.

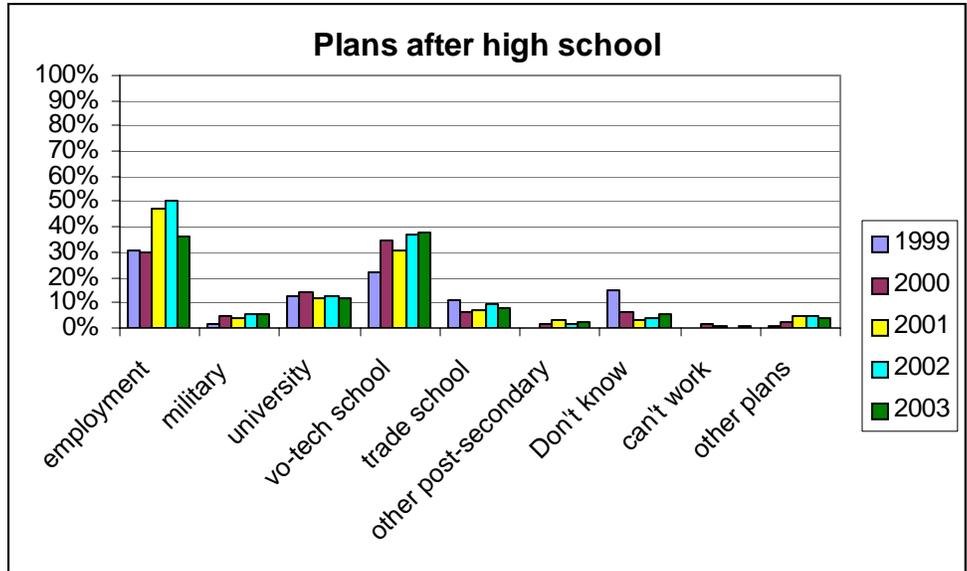


Figure 7. Post-school plans of school exiters.

*Adult service needs.* Students and teachers reported on possible adult services the students might require after leaving school. Table 12 shows the results across the five cohorts. It appears that important trends are present in these data. First, the overall percentage of students reporting no need for adult services has increased from 15% in 1999 to nearly 22% in 2002. In 2003 this stabilized at 20.4%, just slightly above the five-year average. Over the first four years, a larger number of students reported the likelihood of accessing vocational rehabilitation, job service and college disability supports. While showing a sharp increase from 1999 to 2000, less than 10% of the students suggest they will use developmental disabilities services. Less than 10% of the students say they will access social security services.

Table 12  
Possible Adult Services Needed

Services	1999	2000	2001	2002	2003	Total
No Services Needed	15.0%	16.9%	22.3%	21.7%	20.4%	20.2%
Vocational Rehabilitation	45.8%	55.2%	61.1%	61.2%	58.4%	58.3%
Developmental Disabilities	4.2%	8.5%	12.1%	9.8%	8.1%	9.1%
Job Service	9.2%	15.4%	15.6%	22.7%	19.3%	18.1%
Social Security	2.5%	9.0%	8.0%	6.0%	6.8%	6.8%
College Disability Supports	10.0%	24.4%	30.6%	29.7%	27.6%	26.9%
Adult Learning Center	0.0%	1.0%	1.6%	2.0%	0.4%	1.1%
Other	7.5%	1.5%	4.1%	5.3%	5.0%	4.6%

Note: (percent of total cases; could choose more than one)

Reason for exiting school. Figure 8 shows the reported reasons for the students leaving school. The majority are graduating with a diploma, even given the relatively low number reported in 1999. Also, the data suggest a declining trend in school dropouts among these students with disabilities.

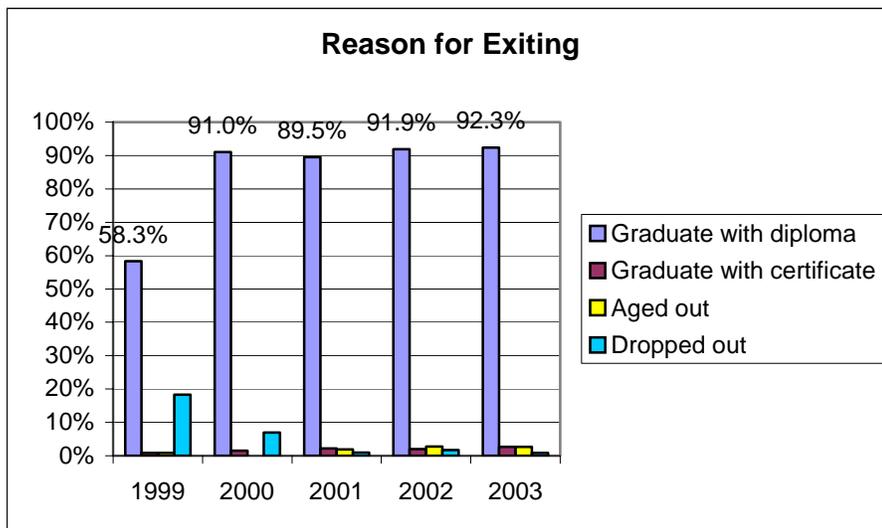


Figure 8. Exit reason (percent of total cases).

*Skill attainment.* Students and teachers reported on the skills attained during their high school years. Table 13 presents those data. Except for the 1999 cohort, in which there were relatively low responses to this question, the data suggest that students learned important employment skills, generally through vocational courses. There was considerable variability in student responses regarding all the other skills areas (i.e., work, social skills, daily living skills, community access, computer literacy, and team work). Additional data over the next several years may clarify patterns in these areas.

Table 13  
*Occupational Skills Attained*

<b>Skill</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>Total</b>
<i>Employment</i>	40.8%	66.2%	78.3%	75.8%	73.3%	71.5%
<i>Vocational Courses</i>	32.5%	61.2%	72.3%	71.3%	75.9%	68.4%
<i>Work Skills</i>	21.7%	29.4%	1.9%	42.6%	36.1%	28.5%
<i>Social Skills</i>	17.5%	28.9%	1.9%	40.8%	34.8%	27.3%
<i>Daily Living Skills</i>	19.2%	23.4%	1.9%	37.8%	36.5%	26.4%
<i>Community Access Skills</i>	6.7%	18.4%	1.6%	30.7%	18.8%	17.3%
<i>Computer Literacy/Keyboarding</i>	20.0%	48.8%	2.9%	71.3%	65.9%	48.0%
<i>Work in Teams/Groups</i>	12.5%	38.3%	2.2%	56.9%	54.3%	38.5%
<i>Other Skills</i>	3.3%	3.0%	1.3%	1.1%	12.3%	7.9%

Note: (percent of total cases; could choose more than one)

*Satisfaction with school programs.* Students were asked to rate, from A to F, their satisfaction with several aspects of their high school experiences. First they rated their overall satisfaction with high school (see Figure 9). Then they rated their vocational/transition and special education program components (Figures 10 and 11). Overall, the students were relatively satisfied with their experiences with the majority of the ratings being As or Bs.

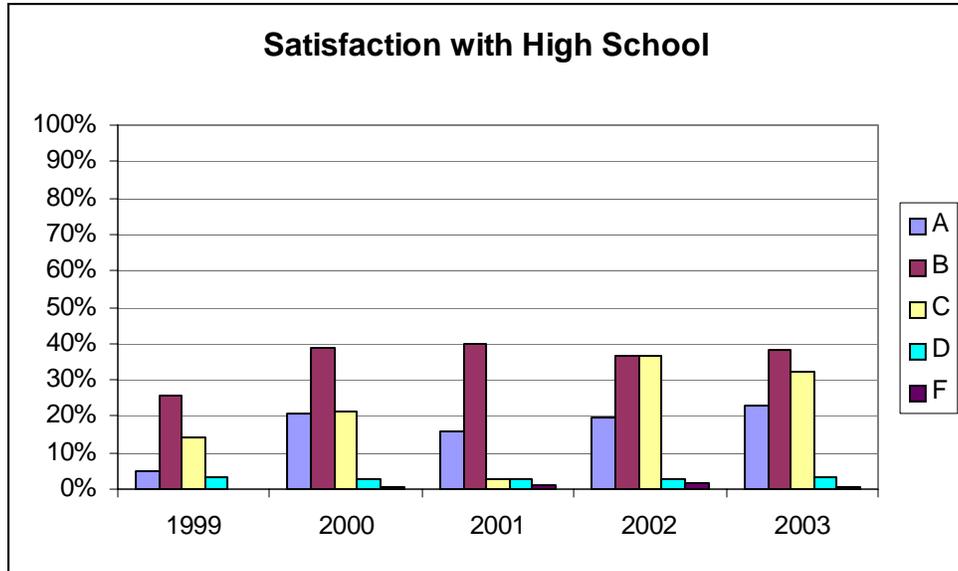


Figure 9. Overall satisfaction with high school (percent of total cases).

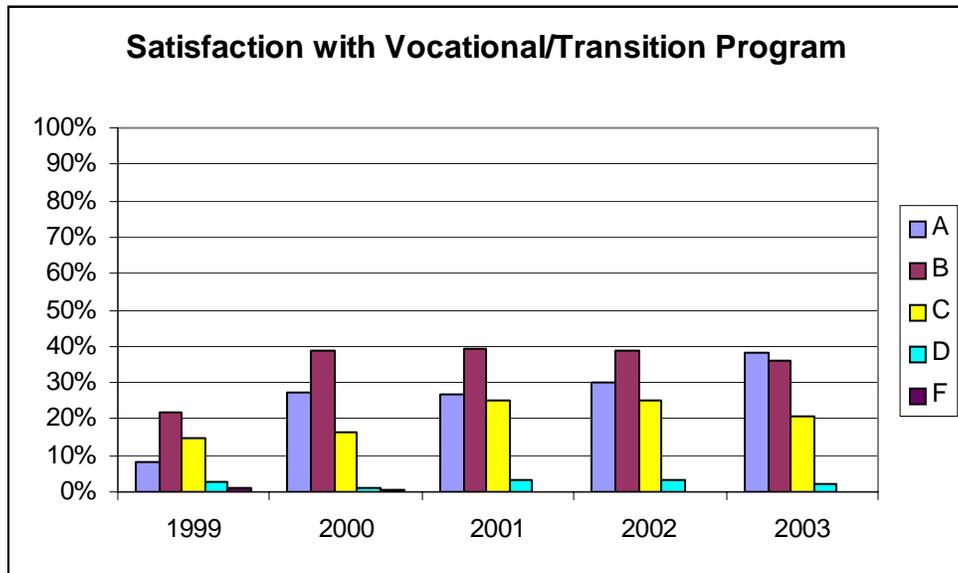


Figure 10. Satisfaction with vocational/transition programs (percent of total cases)

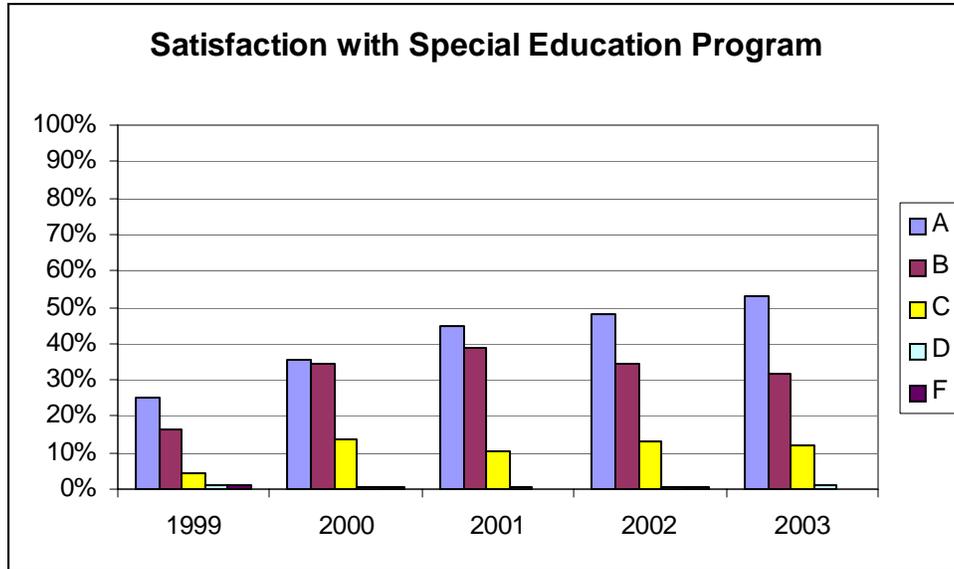


Figure 11. Satisfaction with special education program (percent of total cases)

We then converted these A through F ratings into numerical formats, and calculated a rating point average, much like a grade point average. Table 14 shows these rating point averages average for the various high school program components. The data suggest that the student ratings are relatively consistent across time, with the greatest variation in ratings on the overall high school program. The special education programs received the highest ratings.

Table 14  
*Rating Point Averages for High School Program Components Across Cohorts*

	1999	2000	2001	2002	2003	Total
Overall high school	2.67	2.92	3.08	2.73	2.75	2.84
Vocational/transition	2.71	3.09	2.95	2.98	3.05	3.03
Special Education	3.35	3.22	3.35	3.33	3.31	3.34

*Additional classes.* Finally, students were asked what type of classes they would have liked to take, if given the chance again. Their responses are shown in Figure 12.

Overwhelmingly, students report that they would take more functional and vocational courses.

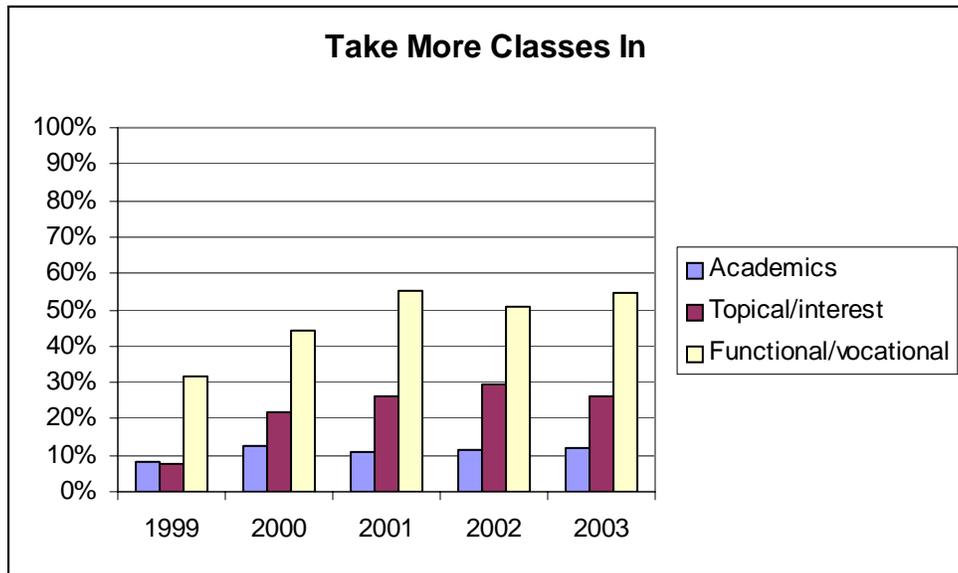


Figure 12. Take more classes in following areas (could choose more than one)

## Significant Findings

- Nearly two thirds of students exiting special education programs in North Dakota are male. These data are consistent with the national trends suggesting higher rates of males than females in special education programs.
- Most students leaving special education programs have learning disabilities, mental retardation, or emotional disturbance. About two thirds of all students have learning disabilities.
- The race of students in these cohorts mirrors the state statistics on race.
- Nearly 90% of the students have a career or post-school goal on their last IEP, and over three fourths attended and were active participants in these IEP meetings.
- The largest percentage of students exiting special education programs plan on getting a job and/or attending a vocational/technical school.
- Over one half of the students state they will likely access vocational rehabilitation services after high school; however, over 20% believe they will not need adult services after exiting school. Much of the data regarding post-school adult services are variable at this time.
- Nearly 90% of the school exiters leave due to graduation with a diploma. Overall, the drop out rate appears to be declining.
- Students report learning valuable work skills through their vocational courses. An increasing number are reporting gains in various work skills; however, the data here are somewhat variable.
- Students are generally satisfied with their high school programs, with the greatest satisfaction in the special education programs.

**Section Two**

**One and Three Year Telephone**

**Follow-up Interviews**

**of the 1999 through 2002 Student Cohorts and**

**Comparison of 1999 – 2000 Cohorts**

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This is another report in the series of technical reports on the ND Transition Follow-up Project. Funded by ND Department of Public Instruction, Office of Special Education, the ND Transition Follow-up Project examines the status of students as they exit high school and enter society as young adults. This particular report is a summary of the data and analyses of the 1999, 2000, 2001, and 2002 cohorts of students with disabilities who exited from North Dakota (ND) high schools. These students' initial school exit data were presented in our previous reports and are available from NDCPD or from the ND DPI office in Bismarck. ND special education unit directors may request specific unit reports by contacting Dr. Brent A. Askvig at NDCPD.

### **Methodology**

The general procedure for this study was to survey family members of the 1999, 2000, 2001 and 2002 school year exiters from the participating special education units. Once contacted, the family members were interviewed using the NDCPD Transition Follow-up Project Interview Questionnaire (see Appendix A). This instrument and the contact protocol are described below.

*Instrument.* The Interview Questionnaire was developed after an extensive review of many materials. DPI staff provided NDCPD staff with an initial outline of some questionnaire items based on their earlier work on the project. In addition, we obtained several examples of transition questionnaires from the literature, including samples from the Idaho follow-up study, samples from Dr. Eugene Edgar in Washington State, and items from the National Secondary Transition Longitudinal study.

Items from these materials were analyzed and useful structural features were selected. The authors then designed initial drafts that included items on education, employment, living arrangements, and social activities. These drafts were revised several times with input from DPI staff and other NDCPD colleagues. The final version (Appendix C) incorporated the most salient

items of interest and provided an efficient instrument for gathering data via a telephone interview.

*Contact protocol.* The protocol for contacting participants was developed by staff with the assistance of several student assistants. However, the first big step was to compile the call list. Initially, we used the exit interview reports provided by the participating special education units. Unfortunately, not all the reports had been sent to us, nor were several of them complete. NDCPD staff contacted all special education unit staff, who provided updated copies of information including family names, addresses, and telephone numbers. This information continues to be kept in locked file cabinets at NDCPD. Student assistants then constructed computer data files with this information. All student information was organized by identification codes rather than names to insure greater confidentiality. These data files were then used to generate call logs for the interviews.

The authors trained the student assistants in the procedures for conducting the telephone interviews using the protocol shown on the questionnaire along with an Introduction Script to help initiate the survey. The students were also given a list of possible frequently asked questions (FAQs) that might arise from the interview during the survey. Both the Introduction Script and the FAQs are found in Appendix D.

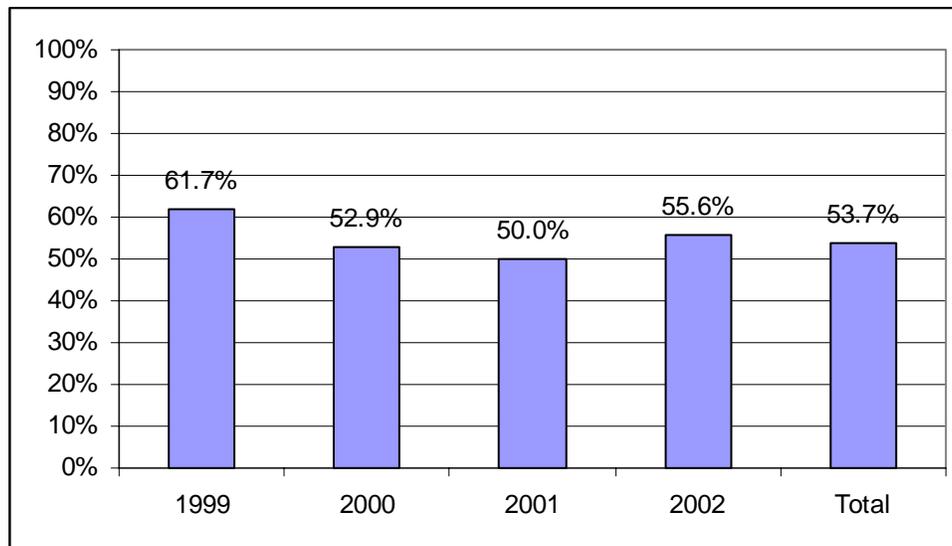
Students practiced interviewing face-to-face and on the telephone with staff and with each other until they were comfortable with the process and the materials. The students were coached on how to handle participant questions about the study such as requests for more information or services as well as on refusals to participate. Students were instructed to make minimally three attempts to contact each of the participants. These attempts were to occur at least two hours apart or on separate days.

## Results

### Education and Training

Parents were asked if the exiting students had attended or were attending a post-secondary or training institute. Just over half of the students had or were currently attending school (see Figure 13). Although there is seen a slight decline, this rate has stayed fairly consistent over the four year period.

Parents' anecdotal reports (Appendix E ) indicate that students were attending four-year (e.g, NDSU, MSU Bottineau, Jamestown) and two-year (Williston State College, Bismarck State College, Mayville) colleges and universities both in North Dakota and out of state. Several students also attended trade or technical training programs such as Joseph's School of Cosmetology, Aaker's Business College, and Burdick Job Corps Center.



*Figure 13. Percent of students attending/attended school after high school.*

## Employment

When parents were asked about the work situation of the students, results indicate about two thirds (68.5%) of the students were employed (Figure 14). Approximately one-third (32.5%) of the unemployed students were actively seeking employment (Figure 15). Results shown on Figure 16 also indicate that 63.7% of this student population had other or additional jobs.

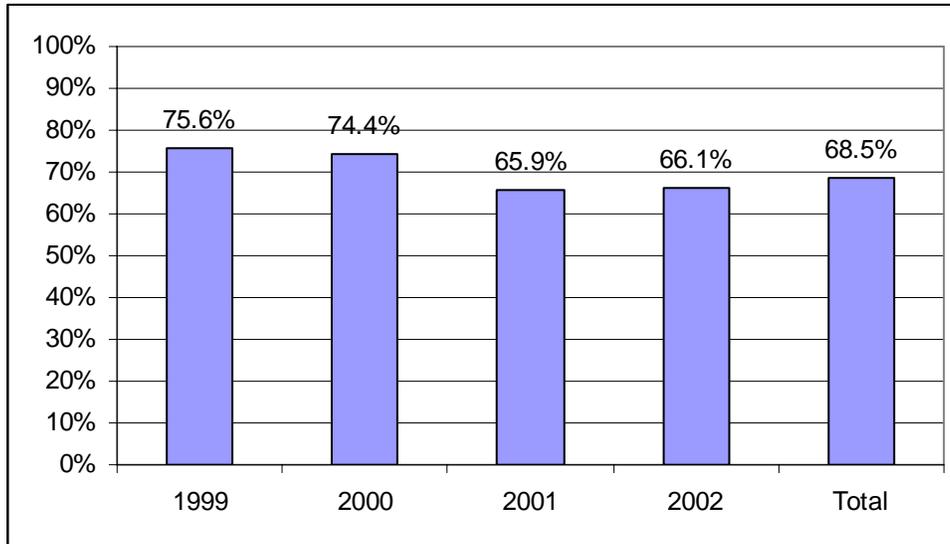


Figure 14. Percent of students currently employed

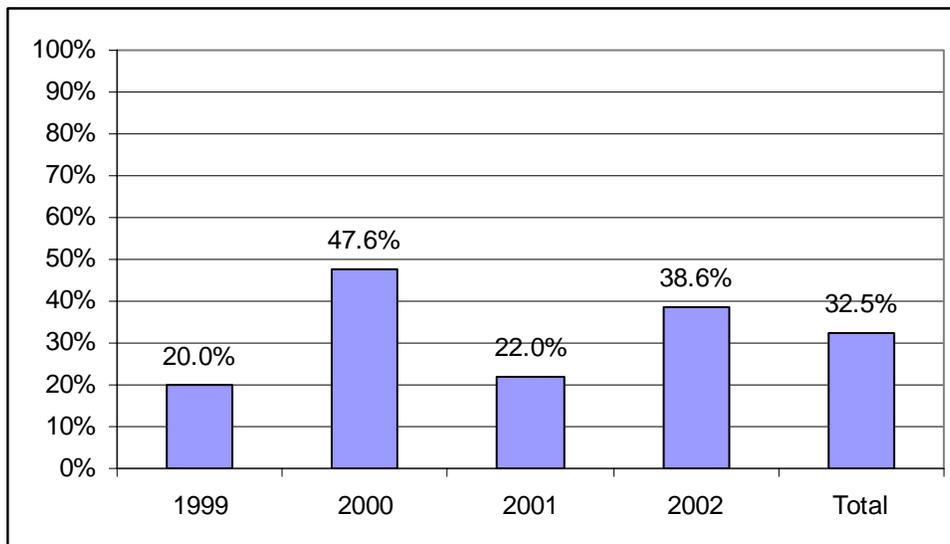
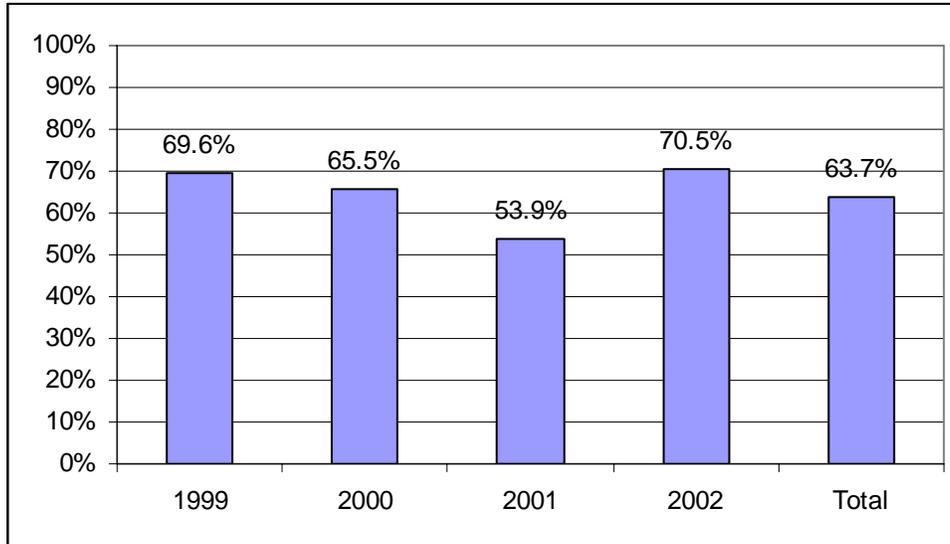


Figure 15. Percent of unemployed students currently looking for a job.



*Figure 16. Percent of students with other jobs.*

Data show that these students were employed in areas such as mechanics, construction, civil engineering, cable technicians, as well as daycares, restaurants, and grocery stores. As shown in Figure 17, the average wages declined from 1999 to 2000, but slowly increased since then. Hours of work have also declined but an overall average indicates that most students are working close to full time, and maintaining employment for just over one year.

When parents were asked to rate the students' satisfaction with their current jobs, on a scale from 1 (not satisfied) to 5 (very satisfied), Figure 18 shows that most students were satisfied with their present jobs.

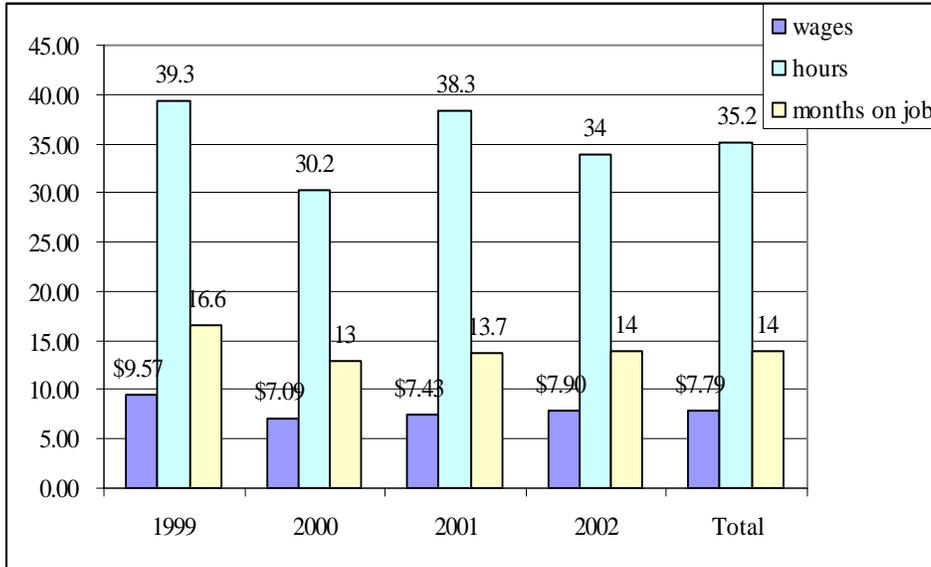


Figure 17. Average wages, hours, and time on job for students.

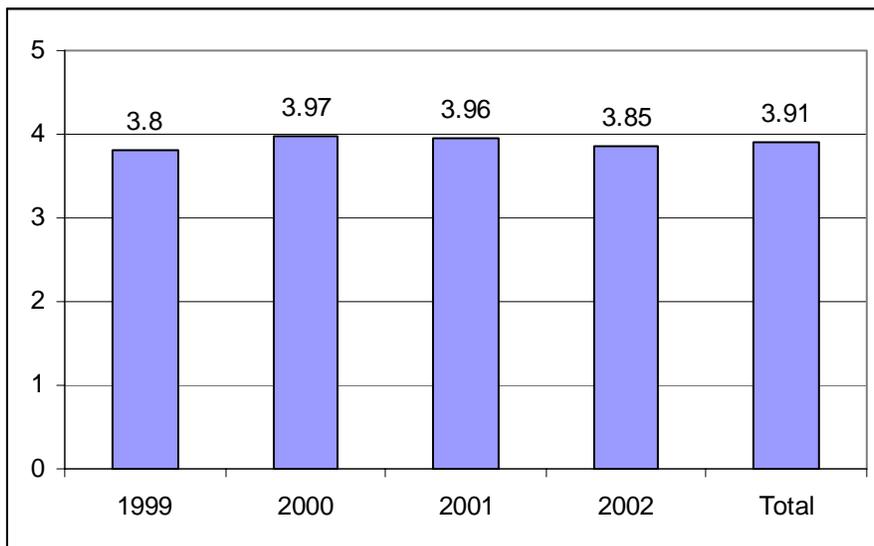


Figure 18. Average satisfaction rating of students with current job.

## Living Arrangements

Parents were then asked about the students' living arrangements. Figure 19 shows the current living arrangements, indicating that over one-third of the students live with their parents while another one-third live in apartments either by themselves or with others. Of the remaining students, 1.1% lived in a supervised apartment, 1.9% lived in a group home, and 1.9% lived with relatives.

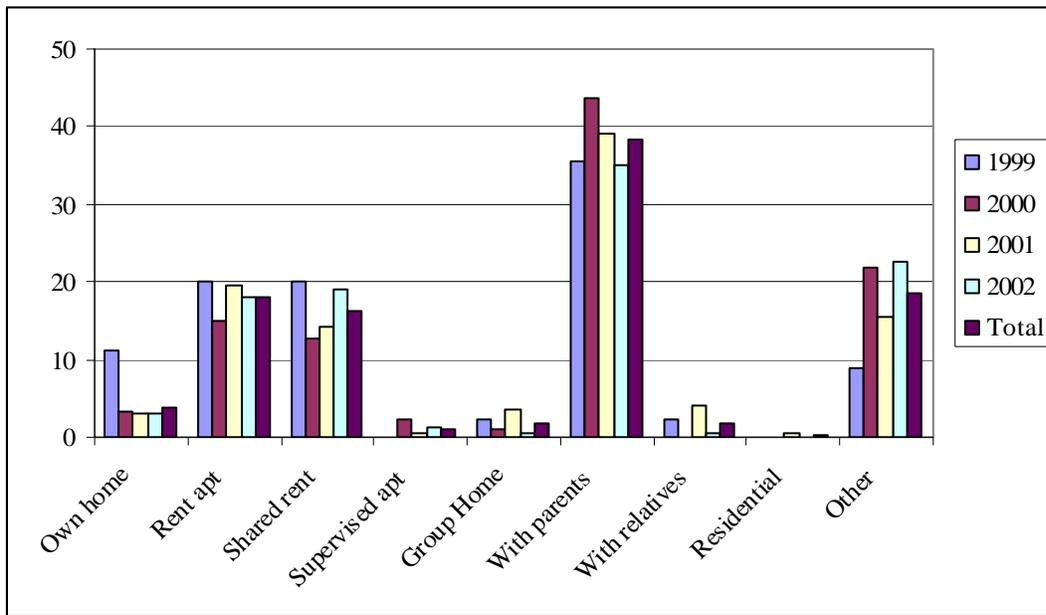


Figure 19. *Percent of students by living arrangements.*

Parents were also asked about the students' marital and family status. As shown on Figures 20 and 21 in 1999 8.7% of the students were married with 21.7% having children. This has decreased over time and in 2002 2.4% of the students were married with 8.3% having children.

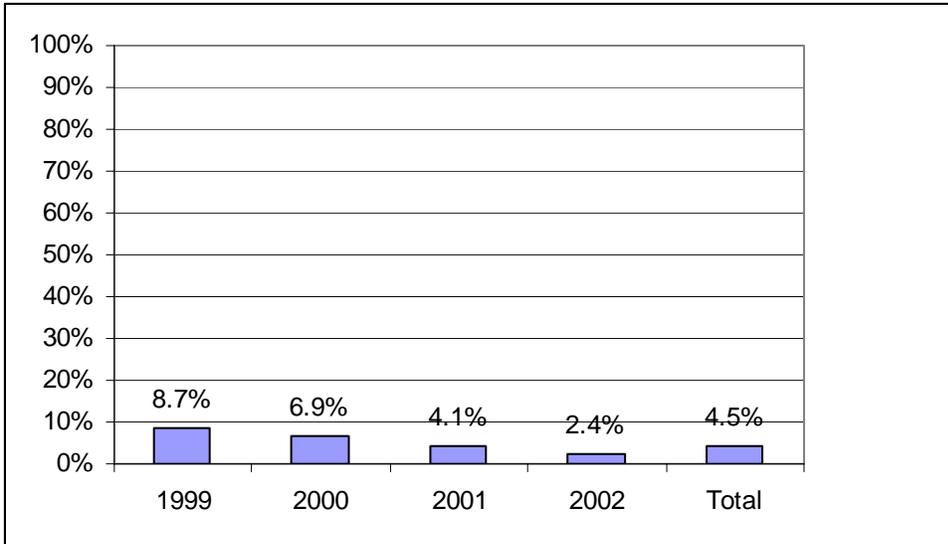


Figure 20. Percent of students who are married.

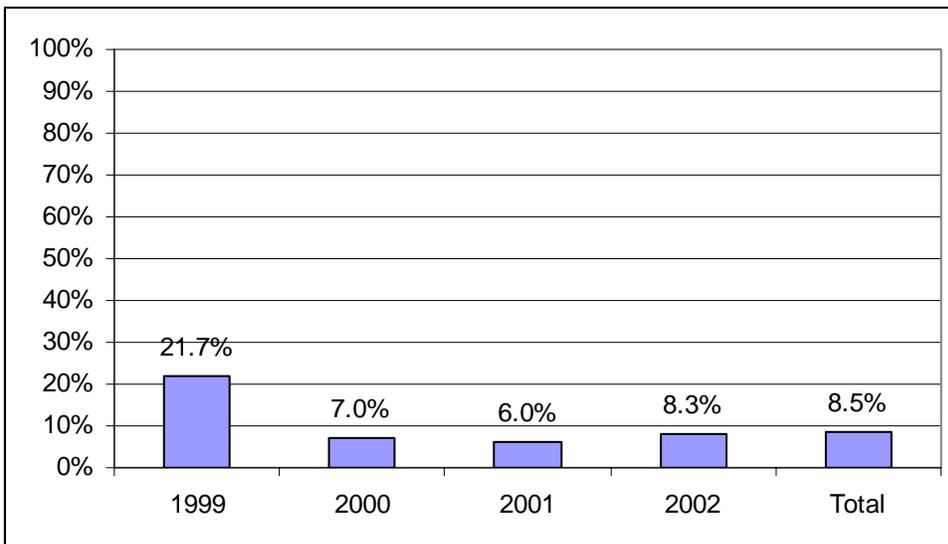


Figure 21. Percent of students who have children.

## Social Activities

Parents were asked about the social activities and community participation of the students. Figure 22 shows how often students went out with others each week. The trend continues to show that majority of the students surveyed go out between one to five times a week. Parents provided anecdotal data regarding the students' recreation activities (Appendix E). Based on parent responses, students participated in community activities such as 4-H, bowling leagues, wildlife clubs, racing, drama and art club, and a variety of sport organizations.

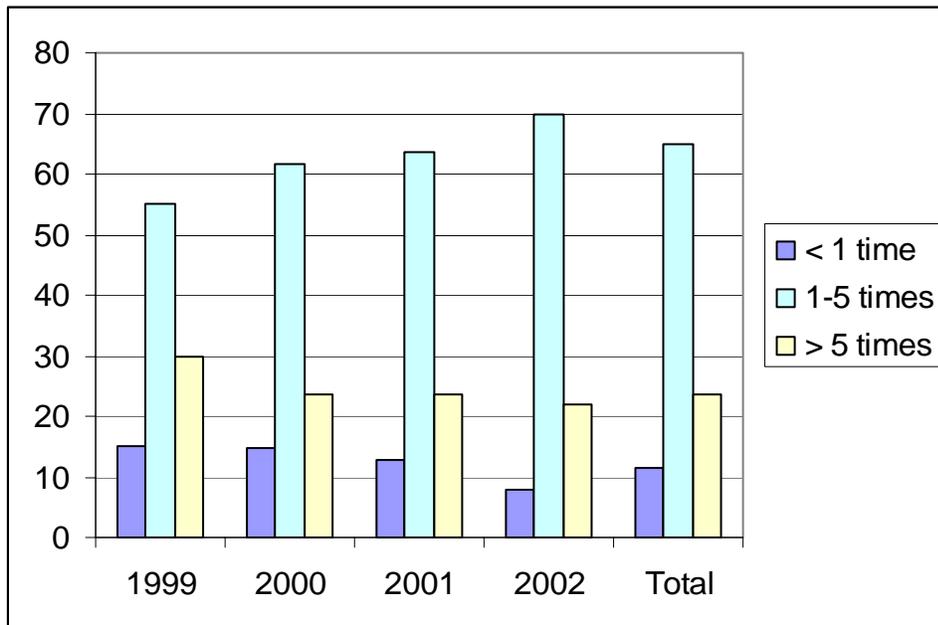


Figure 22. *Percent of times per week that students go out with others.*

Figure 23 indicates that in 2002, 33.5% of the students were involved in volunteer activities. Data indicate a steady annual increase from 21.7% in 1999. The majority of the parents listed their church as the most common place of volunteer work (n=14). Volunteering to help friends, neighbors, and family was next (n=12) after church. Other volunteer activities

include but are not limited to nursing homes, hospital, Salvation Army, Humane Society, group homes and coaching.

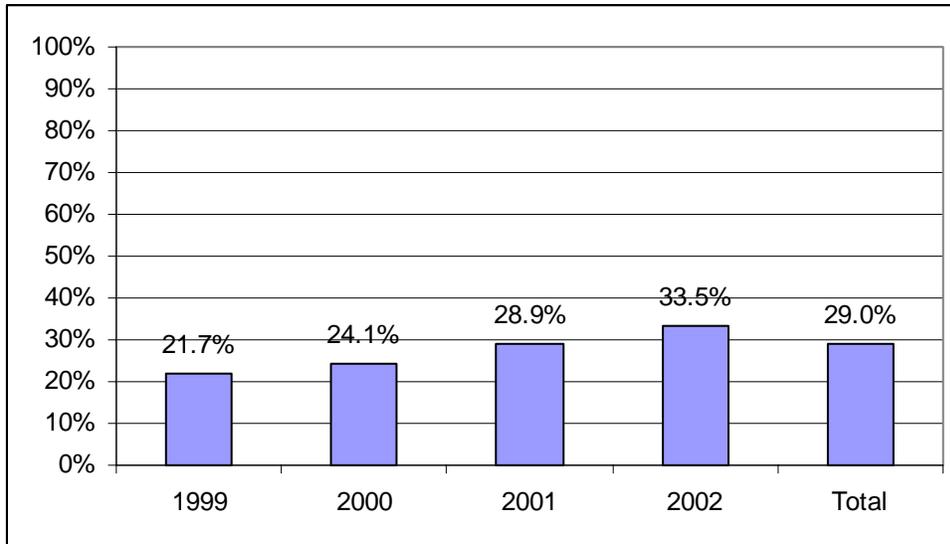


Figure 23. Percent of students who do volunteer work.

### Accessing Adult Services

Parents were asked two questions about the specialized adult services that these students had accessed since high school. Parents reported that one fourth of the students received services after high school. This average has been consistent across the four years (Figure 24). Of the services students accessed, Vocational Rehabilitation (VR) was the most commonly accessed (Figure 25) with over 50 % of the students receiving services. The second commonly accessed service was Job Services, with 20% of the student receiving services after leaving high school.

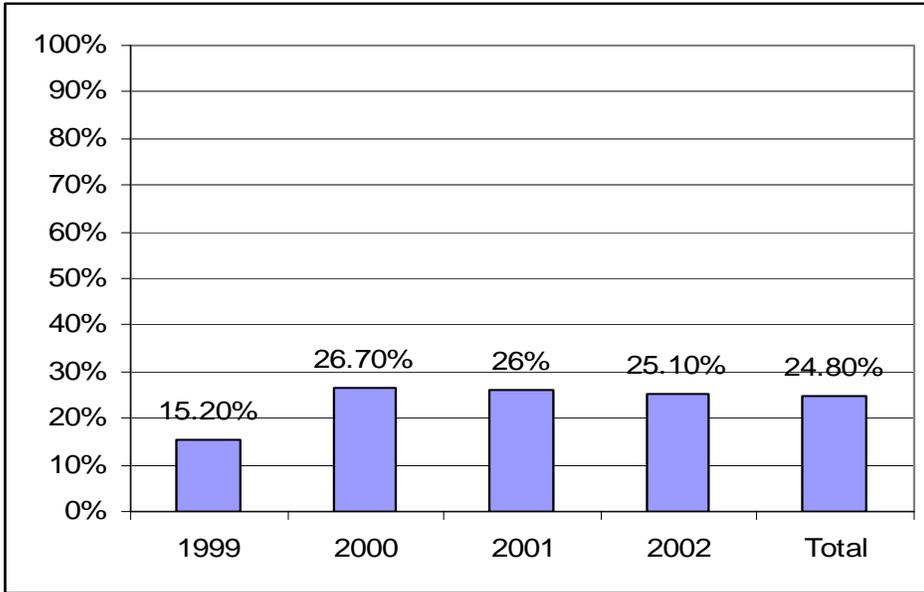


Figure 24. Percent of students receiving post high school services for their disability.

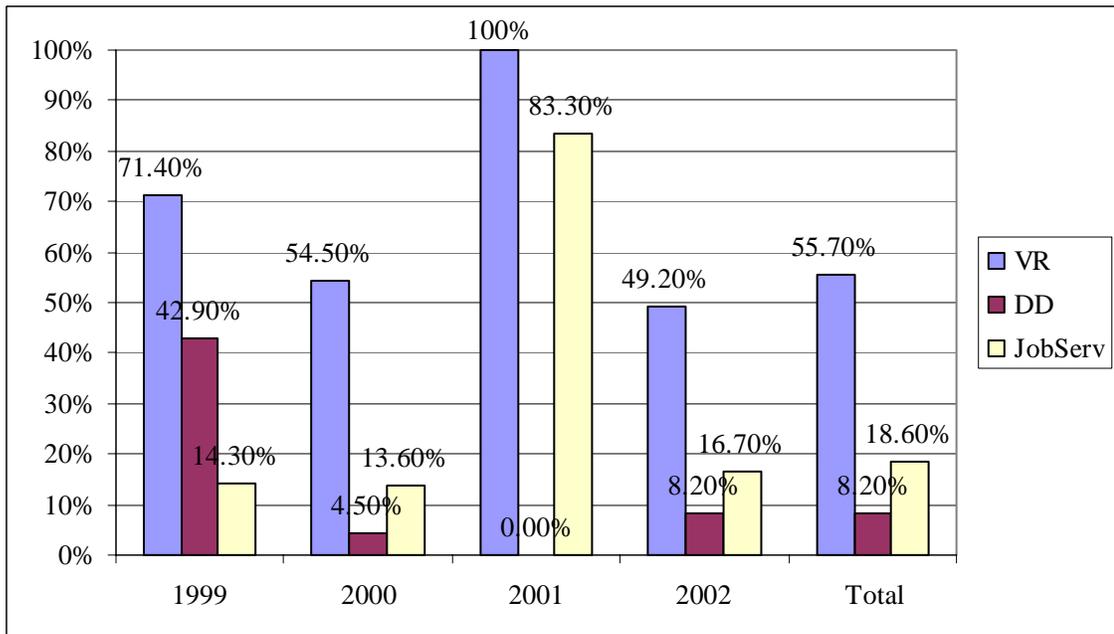


Figure 25. Percent of students referred to adult service agencies for post-school services.

## High School Satisfaction

Finally, parents were asked if students were satisfied with high school and if they were prepared for life after high school. Approximately three-fourths of the parents said their children were satisfied with high school (Figure 26) and this has stayed fairly consistent over the last four years.

Parents were asked to comment on why they were or were not satisfied with their high school experiences. Both positive and negative comments were collected and can be reviewed in Appendix E.

Positive comments include statements such as:

- *Was very involved, went to everything and got along with everyone.*
- *He was happy with it.*
- *He was expected to do what the other kids did and got lots of help.*
- *Loved high school – teachers were all wonderful and peers were all good to him.*
- *Took classes that prepared her well for college, got long with everyone, well liked, many friends.*
- *Really good Sp.Ed. program and teachers all worked toward same goals.*
- *Satisfied with the help she received, they kept her going and kept her self-esteem high.*

Negative comments included:

- *Didn't like the Sp.Ed. part, but otherwise everything went good.*
- *Didn't get along with peers because of LD.*
- *Hated curriculum, peers were mean, didn't get along with teachers.*
- *Frustrated with the Sp.Ed. department.*
- *School didn't follow IEP for ADD and he didn't receive assistance that he needed from teachers or school itself.*
- *Was teased a lot about his disability.*

When asked what they would change about their children's high school experience responses included:

- *A larger school with more opportunities.*
- *Wished she would have had classes that would've prepared her more for college.*
- *Wish some of her classmates would've treated her better.*
- *Different principal, get rid of the bad teachers and keep the good ones.*

- *More practical experiences – job related, daily living skills, real life job opportunities.*
- *Would have gotten him tested sooner.*
- *Rather have him complete high school without Sp.Ed. services – too many answers given with no real solutions/strategies provided.*
- *Involved in Sp.Ed. earlier – noticed a great improvement.*

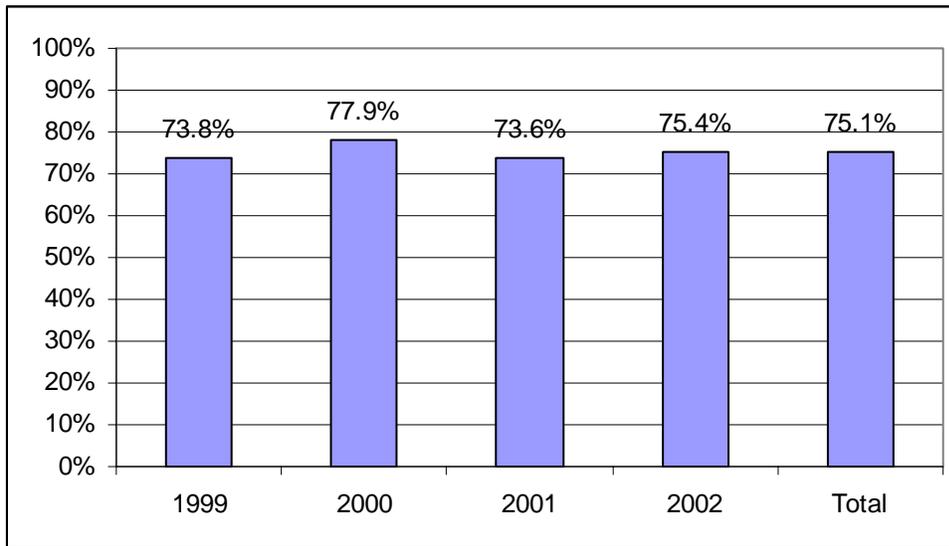
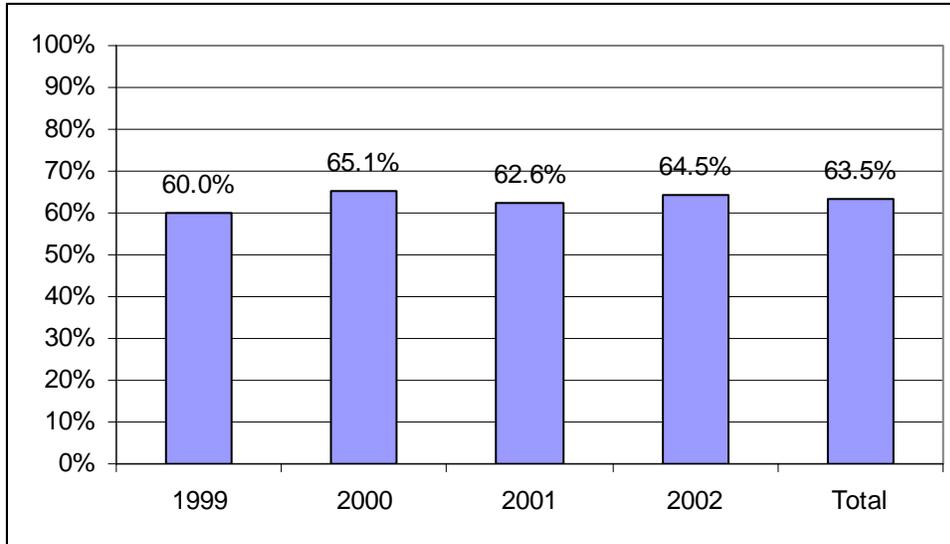


Figure 26. Percent of students satisfied with high school.

As indicated on Figure 27, approximately two-thirds of the parents reported that they felt their children were prepared for life after high school. Comments included with this question include statements such as:

- *He signed up for the air force on his own and has been happy ever since.*
- *As much as any or better than regular high school graduates (3).*
- *Transition from high school to adult was quite eventful.*
- *Didn't build her morale and didn't get her out of her fantasy world.*
- *Never completely prepared, but he's as good as he's going to get.*
- *Not as well as she should have, hasn't adapted to her LD – had potential for much more.*
- *Wasn't prepared to live on his own.*
- *Knowledge of being out on her own was good.*
- *As well as any other graduate.*



*Figure 27. Percent of parents who thought students were prepared for life after high school.*

### **Three Year Follow-Up Comparisons**

In this section the follow-up data of the 1999 and 2000 cohorts are examined by comparing the one year and three year data sets of each cohort. By comparing data received at the time of exiting with interviews conducted three years after, information is gained which furthers the understanding of transition programs and students' preparedness for adult life.

### **Comparison of Student Demographics**

There were 122 students participating in the exit interviews in the 1999 cohort, 50 in the first telephone interview contact and 46 in the third contact phase. In the 2000 cohort, 208 students participated in the exit interviews, 88 in the first telephone contact and 87 participants in the third contact (Table 15).

Table 15

Cohort Group	Participants	Participants - Gender	
		<i>Male</i>	<i>Female</i>
1999	50 (1 <sup>st</sup> contact)	37	13
1999	46 (3 <sup>rd</sup> contact)	34	12
2000	88 (1 <sup>st</sup> contact)	55	33
2000	87 (3 <sup>rd</sup> contact)	54	33

Table 16 presents the racial background of the students participating in the first and third contacts. A slight difference is shown in the racial categories between the first and third contact in the 2000 cohort because two participants chose not to answer this question during the final telephone interviews. Table 17 displays the breakdown of disabilities of the students participating in this follow-up.

Table 16

Cohort Group	Race						
	<i>White</i>	<i>Am. Indian/ Alaska Native</i>	<i>Hispanic</i>	<i>Black</i>	<i>Asian/ Pacific Islander</i>	<i>Combination</i>	<i>Unknown or Other</i>
1999	44	2	0	0	0	0	4
3 <sup>rd</sup> contact	42	0	0	0	0	0	4
2000	77	5	0	3	1	0	2
3 <sup>rd</sup> contact	75	5	1	1	1	1	4

Table 17

Cohort Group	Disability												
	AUT	DB	M R	HI	OHI	OI	ED	SI	SLD	TB I	VI	Deaf	Unknown/combination
1999	0	0	4	1	3	1	6	4	30	0	0	0	1
3 <sup>rd</sup> contact	0	0	4	1	2	1	6	1	30	0	0	0	1
2000	1	0	15	0	0	2	5	3	60	1	0	0	1
3 <sup>rd</sup> contact	1	0	15	0	0	1	5	3	60	1	0	0	1

### Telephone Interview Results

#### Post-secondary School Attendance

A slight decrease in the 1999 cohort is indicated in the number of students who have or are attending a school program since high school based on the results from the interviews conducted one year after exiting school and the telephone interviews conducted three years later (Figure 28). A larger increase is indicated in the 2000 cohort, which has increased 17.3% from 52.3% to 69.6%.

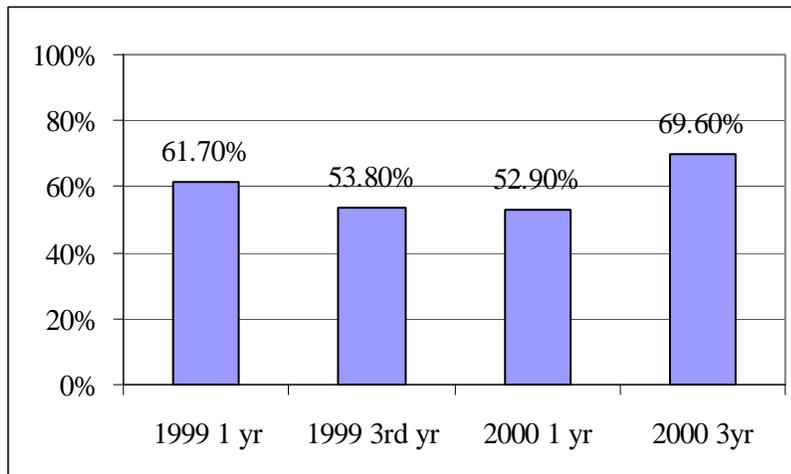


Figure 28. Percent of students attended/attending school after high school.

## **Employment Status**

An increase in employment status was also indicated when comparing the two cohorts at one and three years after exiting school (Figure 29). Data collected from the 1999 cohort at completion showed that 75.6% of the students were employed at that time. Three years later data show that 87.2% the students were employed, an increase of 11.6%. A decrease in employment was indicated in the data concerning the 2000 cohort. At exiting, 74.4% of the students reported being employed, whereas three years later data show a slight decrease to 73.2% of the students employed at the time of the interview.

Twenty percent of the 1999 cohort reported seeking employment at the time of the exiting survey, increasing to 57.1% on the three year follow-up interviews. Differences were not as marked with the 2000 cohort. At the time of school exiting, 47.6% reported seeking employment and three years later this number slightly decreased to 46.7% (Figure 30).

Although some students in the two cohorts were not working at the time of the exit surveys or three year follow up interviews, increases were indicated in both cohorts when asked if they have had jobs since exiting high school. Data from the 1999 cohort showed an increase from 69.6% to 72.2% in students having other jobs and an increase from 65.5% to 74.1% was indicated for the 2000 cohort (Figure 31).

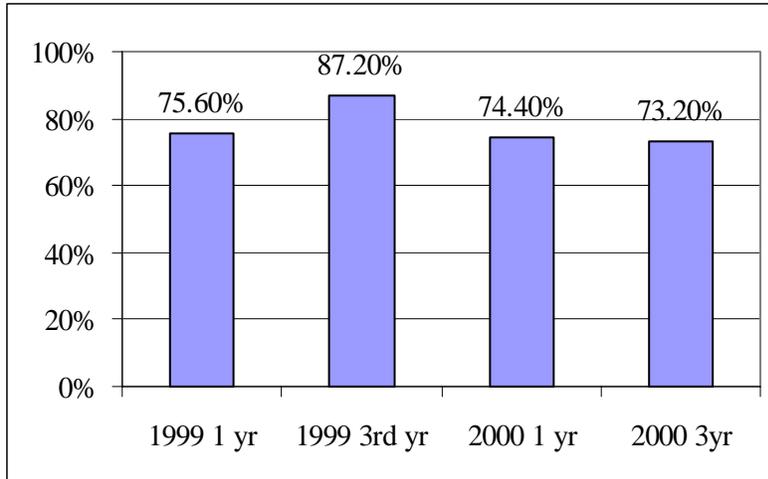


Figure 29. Percent of students currently employed.

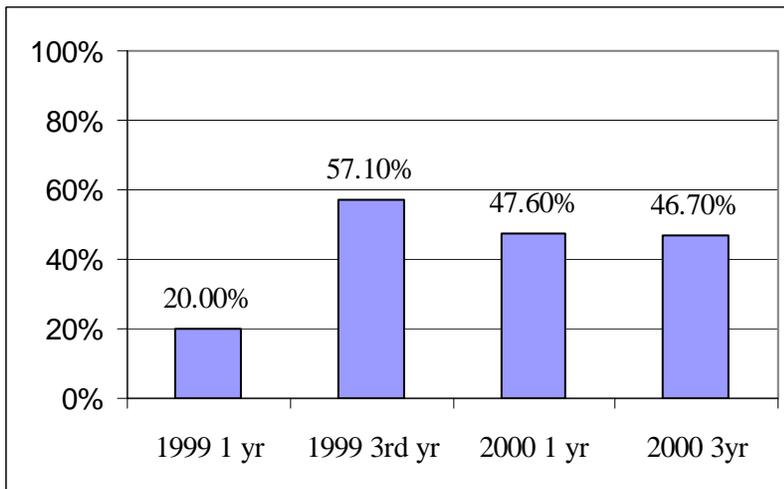


Figure 30. Percent of unemployed students currently looking for a job.

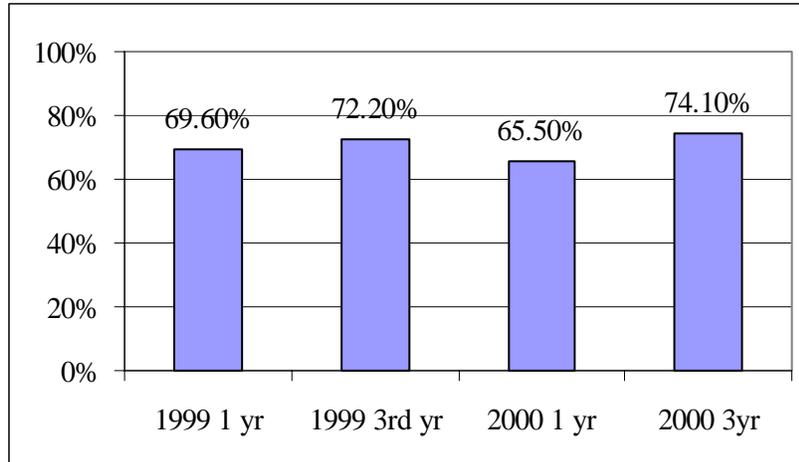


Figure 31. Percent of students with other jobs.

Figure 32 shows the hours worked, hourly wages, and months on the job for both the 1999 and the 2000 cohorts. Increases in all areas are indicated except in the 1999 hours per week worked. This has decreased from 39.30 to 37.86, although their pay has increased from \$9.57 to \$10.01 over the three years. Months on the job has also increased in both cohorts, with each cohort showing almost two years of steady employment.

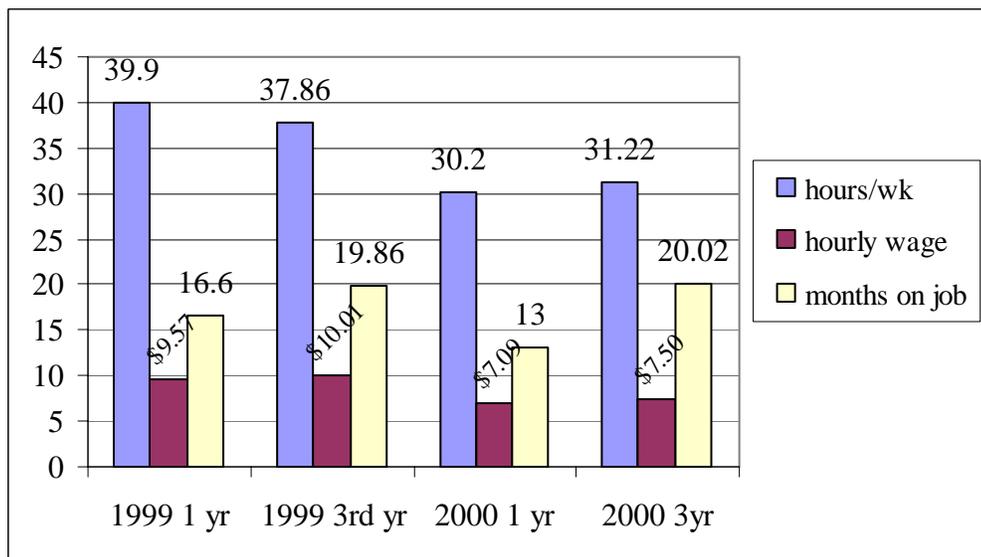
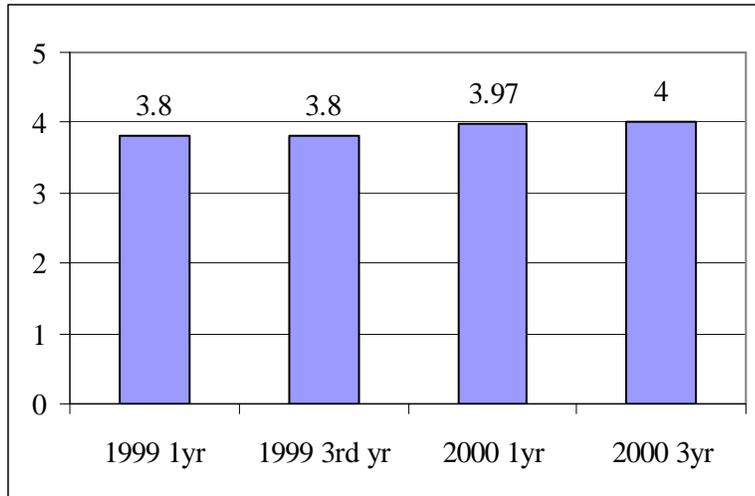


Figure 32. Average wages, hours and time on job for students.

Data shown on Figure 33 indicate that when asked about job satisfaction with their jobs one and three years post-school most students were satisfied with their jobs. On a scale from 1 (not satisfied) to 5 (very satisfied) both cohorts indicated job satisfaction. Job satisfaction indicated by the 1999 cohort did not change over the three years but responses from the 2000 cohort increased from 3.97 to 4.0.



*Figure 33. Average satisfaction rating of students with current job.*

### **Living Arrangements**

Students and parents were also asked about the living arrangements at one and three years post-school. At school exit, data collected from both cohorts indicated that approximately one-third of the students lived with their parent (Figure 34). Approximately 7% lived in apartments or homes that they rented alone or with others. Three years later the 1999 cohort reported that over 50% of the students now live in an apartment or a rented house, as does 40% of the 2000 cohort.

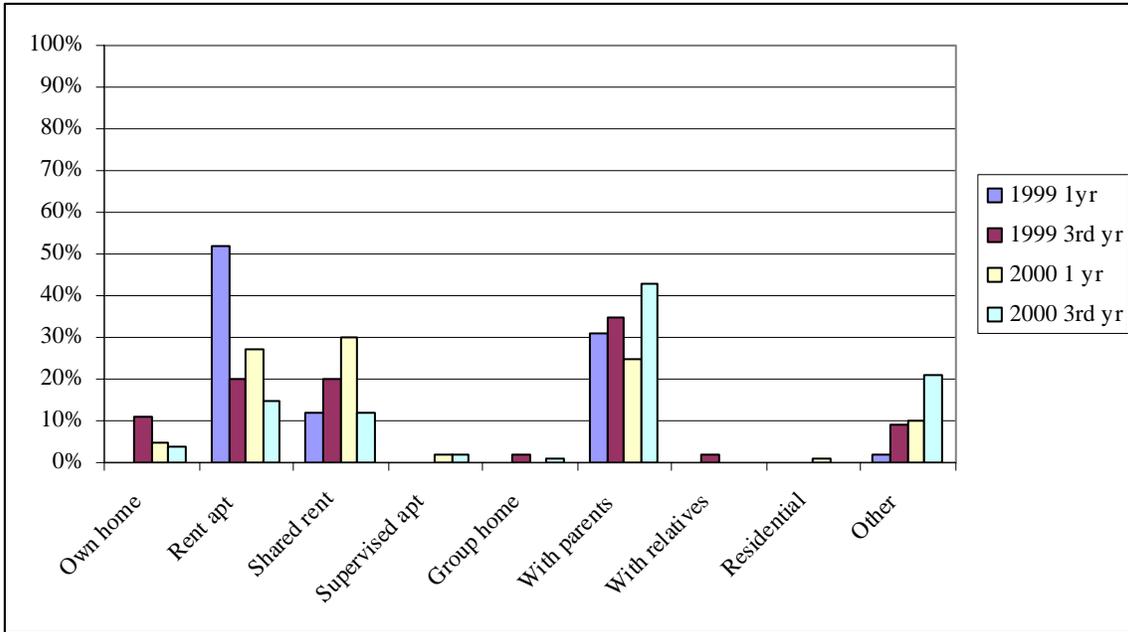


Figure 34. Percent of students by living arrangements.

One year after exiting school, 8.7% of the 1999 cohort and 6.9% of the 2000 cohort reported being married at that time (Figure 35). At the time of the three-year follow-up interviews 17.9% and 12.5% respectively reported being married. The number of individuals with children has also increased. In 1999 it was reported that 21.7% of the cohort and 7.0% of the 2000 cohort had children.

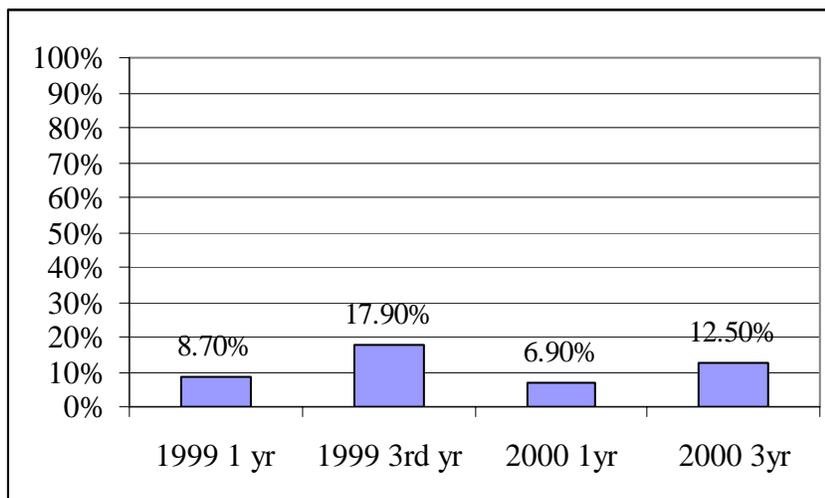


Figure 35. Percent of students who are married.

These numbers have increased to 25.6% of the 1999 cohort and 17.9% of the 2000 cohort reported having children (Figure 36).

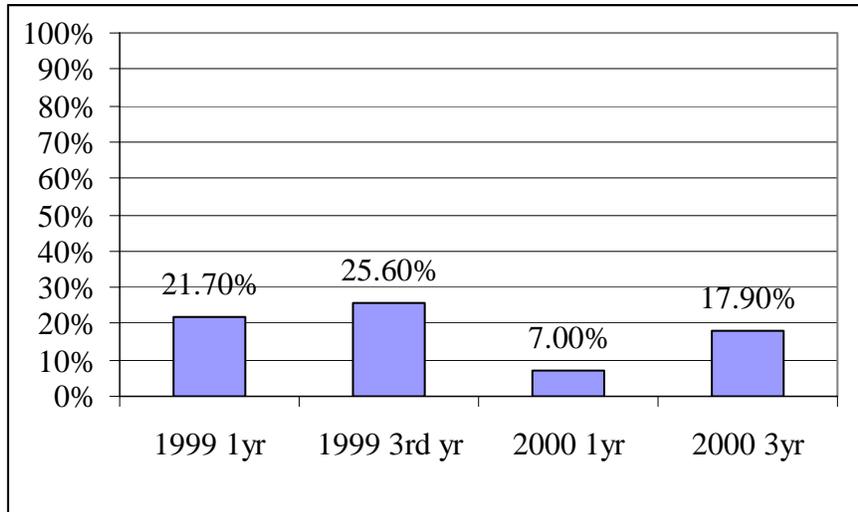


Figure 36. Percent of students who have children.

### Social Activities

Parents and students were also asked about the social activities of the students. The percent of students going out one to five times a week increased in both the 1999 and 2000 cohorts (Figure 37). Students reported being involved in activities such as the Special Olympics, camping, fishing, jogging, walking, attending sport events and being with friends. Students also reported being involved in volunteer activities such as at their churches, senior citizen centers, and coaching (Figure 38). Although volunteer activities decreased in the 1999 cohort from 21.7% to 18.9%, these activities increased in the 2000 cohort from 24.1% to 35.7%.

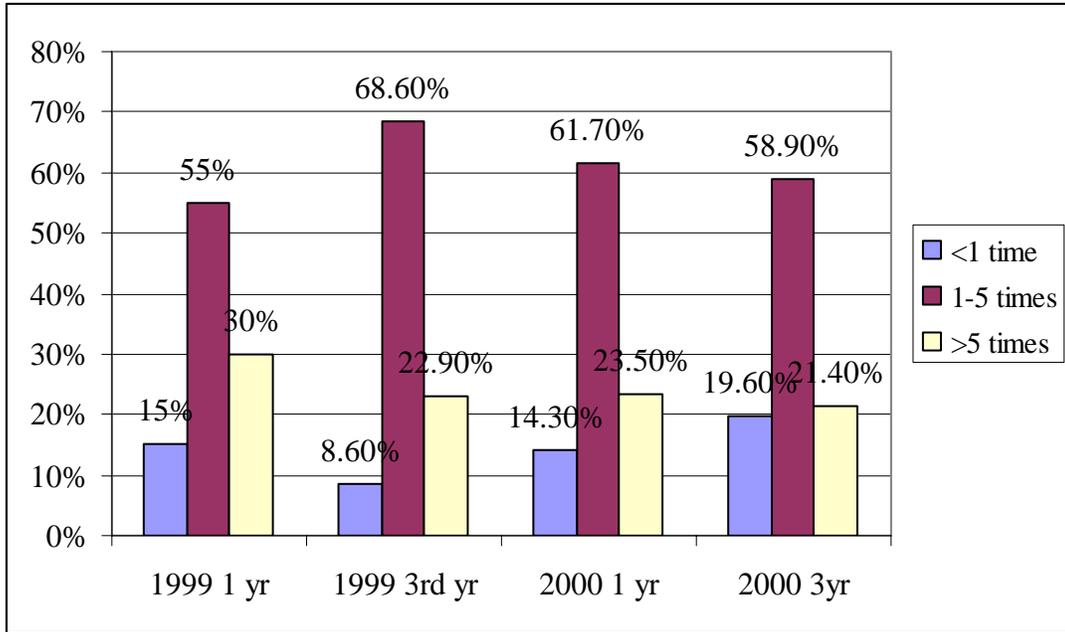


Figure 37. Percent of times per week that students go out with others.

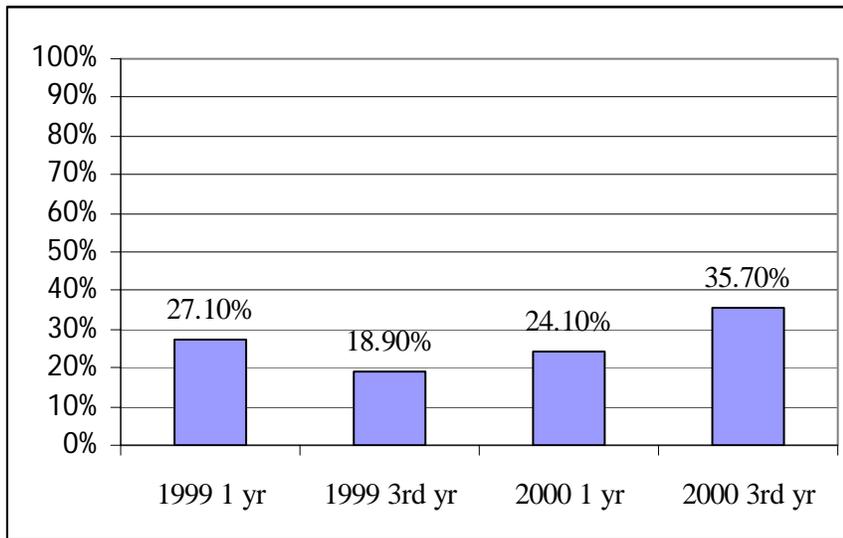
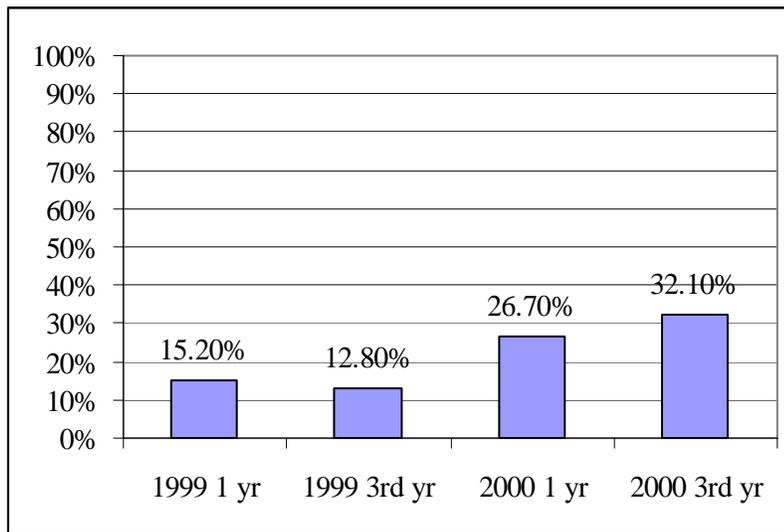


Figure 38. Percent of students who reported doing volunteer work.

### Accessing Adult Services

When parents were asked about the services the students had accessed since high school, it was reported that one fourth of the students received services of some type. When asked three years after leaving school, the percentage dropped for the 1999 cohort from 15.20% to 12% but

increased from 26.70% to 32.1% for the 2000 cohort (Figure 39).



*Figure 39. Percent of students receiving post high school services for their disabilities.*

Parents were then asked about specific services and differences between services accessed one and three years post-school appeared. The 1999 cohort reported just over 7% of the students had accessed VR services; approximately 40% accessed DD services; and 13% Job Services directly after leaving high school (Figure 40). Three years later, of the 12.8% (Figure 39) of the 1999 cohort, students who received services accessed Job Services but did not access other services. Thus, in Figure 40 this is displayed as 100% but it is of 12.8% of the 46 participants.

In comparison, percentages in all three services areas increased with the 2000 cohort. One year out of high school, just over 50% of the 2000 cohort accessed VR services, approximately 5% accessed DD services and 13% accessed Job Services. Three years after leaving high school, these numbers increased to 63.6% having accessed VR, 20% accessed DD, and 9.70% accessed Job Services (Figure 40).

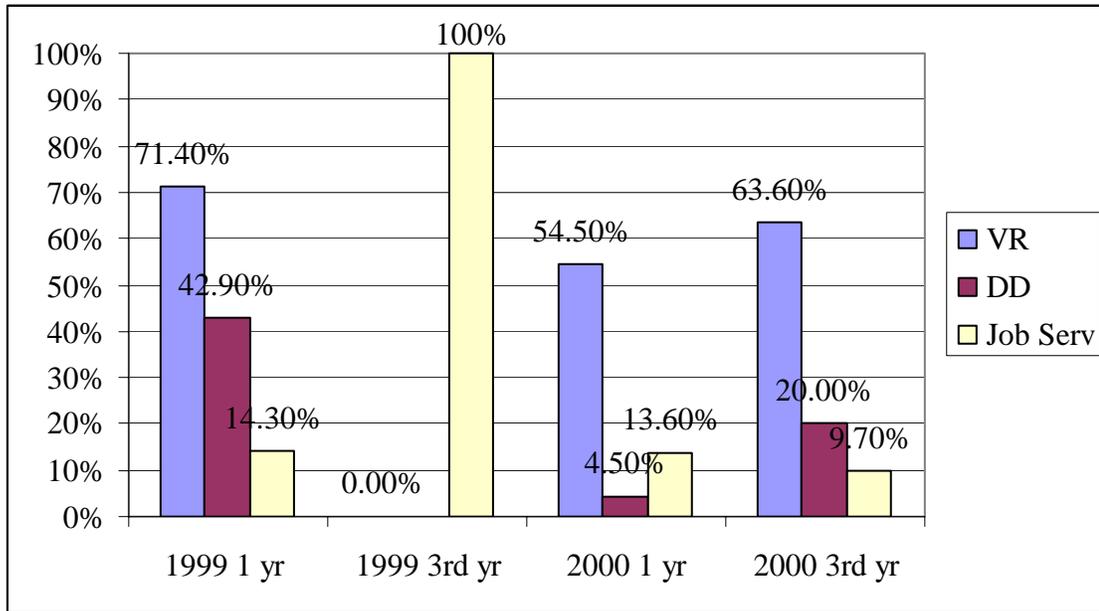


Figure 40. Percent of students referred to agencies for post school services.

### Satisfaction with High School Programs

Parents were asked at one year after school exiting about the satisfaction with high school programs; 73.8% of the 1999 cohort reported satisfaction with the programs offered. This number decreased to 64.1% after being out of high school for three years. This number also decreased in the 2000 cohort, from a 77.9% satisfaction rating to a 67.3% (Figure 41).

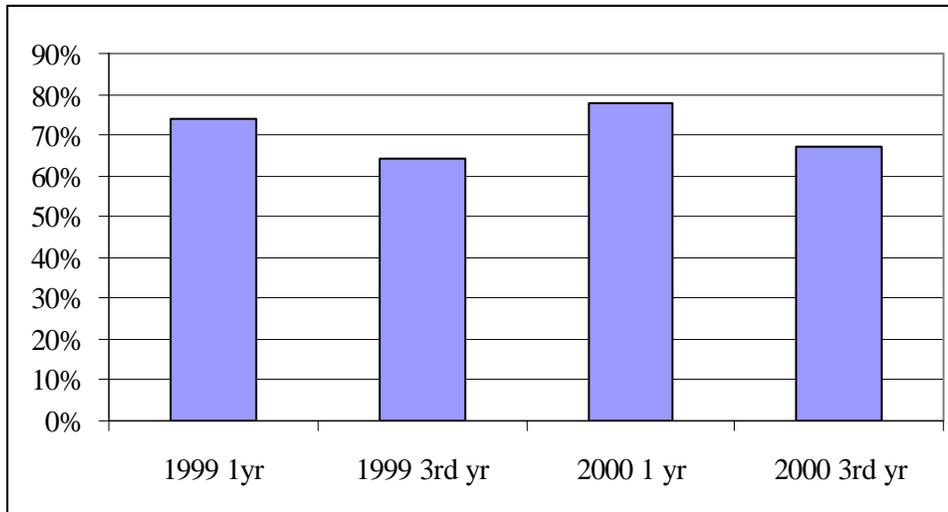


Figure 41. Percent of students satisfied with high school.

Responses in both the 1999 and the 2000 cohorts three years after high school exiting were similar. Comments included on the question of high school program satisfaction were mixed and included the following statements:

- *His learning disability gave him low self-esteem; was picked on in school*
- *I had to fight to get him what he needed.*
- *Doesn't get along with anybody*
- *North Dakota teachers not willing to work with learning disabled students*
- *Got along with all teachers and peers (4)*
- *Didn't prepare him to live independently*
- *Enjoyed the teachers, before she got help she was frustrated*
- *Biggest complaint was that the classroom seemed to be stuck in its old ways – teachers didn't work toward teaching new things, stuck to what they were comfortable with.*

Parents were then asked what they would change if given that opportunity and the following is examples of feedback on program change:

- *She was satisfied with it*
- *Get involved more with people – too quiet*

- *Not had him determined as learning disabled – Mother pushed him to be classified as learning disabled and regrets it*
- *More concerned about what his interests were – more serious about careers*
- *School should follow guideline for kids with LD. Federal grants aren't followed and aren't aware of what kids need.*
- *Basically did a good job*
- *Attitude of counselors and teachers*
- *Satisfies with special education program – she thought they had a good program and it prepared him for the future*
- *Would have liked him to be able to participate in more extra-curricular activities without the grade stipulation, take into account his disability.*
- *Wished her disability (LD) would've been diagnosed sooner*
- *Didn't like the school systems disciplinary setup. They should've intervened more before a fight broke out*

Parents were asked if they felt the students were prepared for life after high school, responses remained relatively close over the three years. Responses from parents indicated that 60.0% of the students who graduated in 1999 were prepared for life one year after exiting. This percentage increased to 64.1%. When parents of students who graduated in 2000 were asked 65.1% thought the students were prepared for life. This number slightly decreased to 64.3% three years after leaving high school (Figure 42).

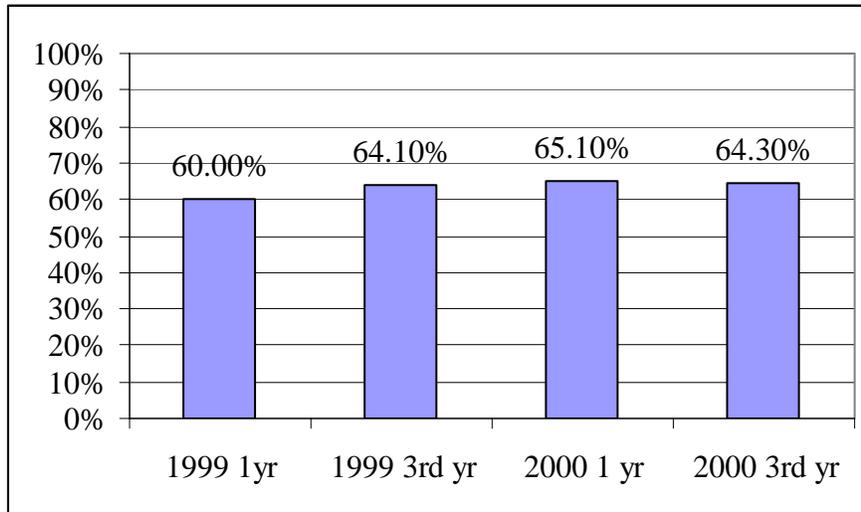


Figure 42. Percent of parents who thought students were prepared for life after high school.

Requested comments from parents on this question (Figure 42) were similar in both cohorts and included the following:

- *Has learned a lot since high school*
- *Grew up when he went to college*
- *Dad worked with high school and did everything they could for him*
- *He did well, was ready for college*
- *He had to be*
- *Not as far as in self-help skills*
- *Raised to be independent – could cook, have checkbook, and had common sense*
- *As much as anyone*
- *For college, not life*

### Summary

The data from this report, as with others before this, show that students with disabilities in the 1999 and 2000 cohorts moved on to post secondary training, secured nearly full-time employment, earned wages at or slightly above minimum wage, lived in a variety of home and

community settings, generally liked high school. Parents interviewed felt that students were prepared for adult life. Few students accessed services after exiting high school; these results have been consistent over the three years with VR and Job Services being the most commonly accessed agencies.

Life during these three years for the students of these two cohorts changed very little except in the area of marriage and children, both areas indicating an increase of each; the 2000 cohort having the largest increase in these two areas.

Comparing these data will be critical in examining trends, patterns, and developments; thus giving indicators of what has been effective in the education system. The data will prove useful towards the future of a better quality of life for students with special needs in their academic lives as well as their personal lives.

# **Appendix A**

## ***Exit Interview Directions***

## Special Education Student Exit Interview – 2003

### Directions

Complete this interview questionnaire with all 2003 exitors receiving special education services in your unit. This is intended to be a **personal interview** with each student as not all information is identifiable via the IEP and/or student file review. This interview should take no more than 5-7 minutes per student. Identify Special Education Unit, school students attend and individual completing the survey form. Complete all questions for all students. *Complete one sheet per student.*

**IF YOU HAVE QUESTIONS AT ANY TIME DURING THE STUDENT INTERVIEWS, PLEASE CALL VALERIE FISCHER AT SPECIAL EDUCATION AT (701) 328-2277.**

Release of Information:

Have each student sign and complete the release of information as required by FERPA. Explain that this is a voluntary study, which is important for all students receiving special education, and their participation is important. Follow up in one, three and five years is also voluntary and could serve as assistance if they are in need of services and/or referral to other agencies. Please reassure students that this information will remain confidential and no individual identifiable information will be shared. The signed Releases of Information should be clipped to the follow up form.

Student Name:

List student **name**; last name first, then first (middle initial optional).

Gender:

Identify **M** for male, **F** for female.

Disability:

Use the key to identify 1 – 12 according to the **primary disability** identified for each student.

1 – AUT	5 – OHI	9 - SLD
2 – D/B	6 – OI	10 - TBI
3 – MR	7 – ED	11 – VI
4 – HI	8 – SI	12 - DEAF

Social Security Number: List **SSN** for all students; this information will be useful as we track the same group of exitors one, three and five years after high school, and access additional information through FINDET. This information is generally part of the student's cum file, if not located on the IEP. Although this information is optional, it will allow the most effective tracking and successful gathering of information in the future.

Race:

Use the key to identify and record student **race**.<sup>2</sup>

1 – White 4 – Black  
2 – American Indian/Alaskan Native 5 – Asian / Pacific Islander  
3 – Hispanic 6 – Other

### Questions

The following questions are to be asked of each exiting student, discussed/clarified if necessary, then recorded by the Unit designee according to the response code. For questions 3, 4, and 6 there may be an open-ended response; log that response in the appropriate boxes located at the bottom of the form. Use additional paper or the back of the form if necessary. Be certain to identify responses with the corresponding student number (1-10).

#### **Q 1: Did the student's most recent IEP identify an anticipated career or post school employment goal?**

The Transition IEP includes the section *Post School Outcomes*, where student goals are identified. This question will provide valuable information regarding the accountability of education and planning for

ones future.

Enter 1 for “yes” if the IEP identified the student’s anticipated career or post school goal/outcome for employment.

Enter 2 for “no” if the IEP did not contain a career or post school goal/outcome for employment or if student was ‘undecided’ in his/her post school employment goal(s).

### **Q 2: Did the student attend all or part of the most recent and/or exit IEP meeting?**

This information will allow measures of correlation between student IEP attendance/participation and post school outcomes as well as with best practices regarding student invitation, self-advocacy, etc.

Enter 1 if the student **attended and actively participated** in his/her most recent and/or exit IEP meeting.

Enter 2 if the student **attended, but did not participate** in his/her most recent and/or exit IEP meeting.

Enter 3 if the student **did not attend** his/her most recent and/or exit IEP meeting.

### **Q 3: What is this student’s plan after high school?**

The intent of this question is to establish a baseline as to the student plan at the time of high school exit, and will be compared with the same question asked at intervals of one, three and five years after high school. If the student plans to be involved in more than one of the choices listed, mark all choices that apply.

1) **Employment:** enter 1 if the student indicates he/she will seek and secure employment. If the employment is known, please note such in the indicator box for this question (be as specific as possible) at the bottom of the page. If student knows he/she will seek work, but uncertain about what and where, enter 1 and *identify ‘uncertain’ in the indicator section at the middle of the page.*

2) **Military:** enter 2 if the student will enter any branch of the armed services or ND National Guard. In many cases, a student may enroll in the Guard along with employment or retraining; in this case, please mark all responses that apply.

3) **Postsecondary:** (identify a choice)

a) university (4 yr.): enter 3a if student will attend a liberal arts program (e.g., UND, NDSU);

b) voc-tech (2 yr.): enter 3b if the student will attend a two-year community college (e.g., BSC, NDSC);

c) trade (1 yr. or less, includes Job Corp): enter 3c if student will attend a specific trade program or Job Corp. Can include BSC or NDSCS, or other programs if duration is less than 12 months;

d) other (id): enter 3d if student will attend a program other than what has been described above. *Identify any information you have available regarding duration, occupation, and school, etc in indicator box Q3d.* This includes plans for college, but uncertain about where, duration of program, etc.

4) **Don’t know:** enter 4 if student has no future plans following high school.

5) **Unemployment/not able to work:** enter 5 if the student reveals he/she chooses not to work or is not able to maintain employment as a result of personal choice or disability.

6) **Other:** enter 6 if the choice of student is something other than those above and *describe his/her response in indicator box Q 3(5) located on the middle of the page.*

### **Q 4: Identify Adult Providers who will help student as identified in the IEP:**

The collaboration and need for seamless services beyond high school is critical for student success. This question could have multiple responses.

1) **No services needed:** enter 1 if no Adult Providers are necessary for assistance.

2) **Vocational Rehabilitation:** enter 2 for VR services to include supported employment, funding assistance for postsecondary education, placement assistance.

3) **Developmental Disabilities:** enter 3 for DD services to include case management, residential or day services, group home living.

4) **Job Services:** enter 4 for JS services to include JTPA/WIA programs, placement assistance, Job Corp.

5) **Social Security:** enter 5 for SS services to include PASS, income supplement.

6) **College/University Disability Support Services:** enter 6 for services to include academic accommodations & supports while pursuing postsecondary education.

- 7) **Adult Learning Center:** enter 7 for services to include further study at any ALC.
- 8) **Other:** enter 8 for other services provided to student that benefits their post school or career goal and *specify what information you can in the box designated in the middle of the page.*

**Q 5: Why did student exit your program?**

The intent of this question is to identify the exit status of each student. Only one choice may be selected.

- 1) **Graduated with a diploma:** enter 1 if student exited the educational program through receipt of a diploma identical to that for which non-disabled students are eligible.
- 2) **Graduated with a certificate:** enter 2 if student exited the educational program through receipt of a certificate of completion, modified diploma fulfillment of an IEP.
- 3) **Aged out:** enter 3 if student exited the educational setting as a consequence of reaching the maximum age for receipt of special education services.
- 4) **Dropped out:** enter 4 if student exited the educational program as a consequence of dropping out of school, withdrawal from school without completing.

**Q 6: Identify occupational skills attained by student during high school.**

This information is consistent with that sought by Job Services and the Workforce Investment Act. Occupational skills attained during high school are a predictor of future placement and success and will allow the study to draw some parallels. Identify all skills that apply for each student. This information may come from instruction/coursework, IEP goals, etc.

- 1) **Employment:** enter 1 if student held any form of employment during high school regardless of who arranged.
- 2) **Vocational courses:** enter 2 if student was enrolled in any specific vocational or work related courses taken.
- 3) **Specific instruction in:**
  - a) work skills: enter 3a if student acquired specific instruction to arrive at work on time, dress appropriately, perform tasks under supervision, and work as a team;
  - b) social and/or interpersonal skills: enter 3b if student acquired specific instruction on how to interact appropriately with others, handle conflict, talk socially with coworkers and customers, ask/answer questions, etc;
  - c) daily living skills: enter 3c if student acquired specific instruction in independent living, grooming, hygiene, etc;
  - d) community access skills: enter 3d if student acquired specific instruction in how to access such community facilities as churches, bank, courthouse, recreation centers, etc;
- 4) **Computer literacy/keyboarding:** enter 4 if student learned how to use a computer and/or type.
- 5) **Work in teams/groups:** enter 5 if student learned how to work with others, participate, delegate, etc.
- 6) **Other relevant skills:** enter 6 if student learned other specific skills acquired during high school that will positively impact work skills and *specify what information you can in the box designated in the middle of the page.*

**Q 7 (a): Identify student satisfaction with overall high school program.**

Overall student (consumer) satisfaction with high school considering all factors is significant to post school success.

Ask the student: Think about your overall years in high school. If you were to give your high school a grade, what grade would that be?

Enter "1" for **A (excellent)**

Enter "2" for **B (above average – very good)**

Enter "3" for **C (average - ok)**

Enter "4" for **D (below average – not good at all)**

Enter "5" for **F (terrible)**

**Q 7 (b): Identify student satisfaction with vocational or transition aspect of high school.**

Student (consumer) satisfaction with services as they relate specifically to transition/vocational preparation; getting ready for life after high school is the intent of this question. Ask the student: Think now about your overall transition preparation for life after high school. If you were to give your high school a grade, what grade would it be?

Enter “1” for **A (excellent)**

Enter “2” for **B (above average – very good)**

Enter “3” for **C (average - ok)**

Enter “4” for **D (below average – not good at all)**

Enter “5” for **F (terrible)**

**Q 8 (a): Identify student satisfaction with special education aspect of high school.**

Student (consumer) satisfaction with services in special education while in high school is important to document accountability as well as future planning. Ask the student: Think about the special education services you received in high school. If you were to give your high school a grade, what grade would it be?

Enter “1” for **A (excellent)**

Enter “2” for **B (above average – very good)**

Enter “3” for **C (average - ok)**

Enter “4” for **D (below average – not good at all)**

Enter “5” for **F (terrible)**

**Q 8 (b): If you had to stay in school an additional semester and were free to choose classes, what would you take?**

Seeking suggestions from students (consumers) is important in planning and reviewing past performance. This question is intended to solicit subjective response(s) from students about what they perceive to need. Ask the student: (Hypothetically) If you had to stay in school an additional semester and were free to choose classes, what would you take?

1) **Academic** classes (math, history, English, sciences)

2) **Topical/interest** classes (music, band, gym, etc.)

3) **Functional or vocational** classes (consumer sciences, industrial tech, independent living, etc)

# **Appendix B**

## ***School Report Forms and Code Key***





**Appendix C**  
*Telephone Interview*  
*Questionnaire*



*NDCPD Transition Follow-up Project*

**- Survey (Parent's Perspective)**

Supported by the ND Dept. of Public Instruction (DPI),  
Office of Special Education

1 <sup>st</sup> Call Result:	_____
2 <sup>nd</sup> Call Result:	_____
3 <sup>rd</sup> Call Result:	_____
_____ 1 <sup>st</sup> Yr Contact	
_____ 3 <sup>rd</sup> Yr Contact	

Student Name:            **«Student\_Name»**  
 Project Student ID#:   **«ID\_»**  
 Parent/Guardian Name:   **«Parents»**  
 Parent Phone Number:   **«Phone\_»**

**Surveyor Tips:**

- If question is answered, "Unsure or "don't know" answer with a 999
- If a question that requires a numeric number is answered with text, leave blank.
- Do not use ranges. If range is given, calculate average (10-12 would be 11)
- When using scale answers (1 to 5), OK to use a variation (i.e. 4.2)

**Education/Training**

1. Is **«Stud\_First»** attending or has he/she attended any type of school or other training after high school?  
 \_\_\_ No (**Interviewer - go to Employment Section**)  
 \_\_\_ Yes ... 1a. Where is or did **«Stud\_First»** attend? \_\_\_\_\_  
 1b. What did **«Stud\_First»** study? \_\_\_\_\_

**Employment**

2. Is **«Stud\_First»** currently employed?  
 \_\_\_ No (**Interviewer - go to Question 3**)    \_\_\_ Yes (**Interviewer - go to Question 4**)
3. Is he/she currently looking for work  
 \_\_\_ No (**Interviewer - go to Question 9**)    \_\_\_ Yes (**Interviewer - go to Question 9**)
4. How many hours on average does **«Stud\_First»** work per week? \_\_\_\_\_
5. What is **«Stud\_First»**'s job title? \_\_\_\_\_
6. How much does **«Stud\_First»** make per hour? \_\_\_\_\_
7. How long has **«Stud\_First»** been employed at this job? \_\_\_\_\_
8. On a scale of 1-5 (1 not very satisfied and 5 very satisfied) how satisfied is **«Stud\_First»** with this job? \_\_\_\_\_
9. Has **«Stud\_First»** had any other jobs since high school?  
 \_\_\_ No (**Interviewer - go to Living Arrangements Section**) \_\_\_ Yes, 9a. If so, how many? \_\_\_\_\_
10. Past Employment

	Job 1	Job 2	Job 3
Job Title	_____	_____	_____
How long employed	_____	_____	_____
Why job stopped	_____	_____	_____
Hours Per Week	_____	_____	_____
Was <b>«Stud_First»</b> Satisfied	Yes    No	Yes    No	Yes    No

**Living Arrangements**

**What is «Stud\_First»'s current living arrangement? (Interviewer – pick best fit from parent's description)**

- a. Own home or is buying it
  - b. Live independently in a rented apartment/house
  - c. Live independently and share a rented apartment/house with a friend
  - d. Live in a supervised apartment
  - e. Live in a group home
  - f. Live with parents
  - g. Live with relatives (not parents)
  - h. Live in a residential facility or institution
  - i. Other – Specify:
- 

11. What is «Stud\_First»'s current marital status?

- Married                       Single     Divorced/Separated

12. Does «Stud\_First» have children?

- No                       Yes ...                      13a. How many? \_\_\_\_\_

**Other**

13. How often a week does «Stud\_First» go out with other people? (Interviewer – pick best fit from parent's description)

- less than once                       1 to 5 times                       more than 5

14. Was «Stud\_First» satisfied with his/her high school experience?

- No ... please explain?
- 

- Yes ... please explain?
- 

15. If you could change anything about «Stud\_First»'s high school experience, what would you like to change?

---

---

16. Do you feel that «**Stud\_First**» was prepared for life after leaving high school?

No ... please explain?

---

Yes ... please explain?

---

17. Does «**Stud\_First**» do any volunteer work?

No

Yes ... 18a. For whom?

---

18. What community organizations, if any, is «**Stud\_First**» currently involved in?

---

19. What types of things does «**Stud\_First**» do for recreation?

---

---

20. Does «**Stud\_First**» receive services for his/her disability?

No

Yes ... 21a. Has he/she been referred to ... Vocational Rehabilitation  Yes  No  
Developmental disabilities  Yes  No  
Job Service  Yes  No

**That's the last question I have. Thanks very much for helping us out.**

**This information will help us out greatly. Bye.**

# **Appendix D**

## ***Frequently Asked Questions***



## NDCPD Transition Follow-up Project - *Frequently Asked Questions*

Supported by the ND Dept. of Public Instruction (DPI), Office of Special Education

- How do you know or get my name? When your son/daughter was in his/her senior year in high school, he/she agreed to sign up for a study that the ND DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.
- How do you know my child? When your child was in his/her senior year in high school he/she agreed to sign up for a study that DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.
- How did you get my number? Your phone number was recalled from files in your child's Special Education unit. *<2001-2002 Only for Release forms>* (You or your child filled out a release form when he/she was in their Senior year of High School to participate in a study about transition after High School in order to allow us to use this information for the study.)
- Where are you calling from? I am calling from the ND Center for Persons with Disabilities at Minot State University. We are involved in the transition study that you were contacted about in a postcard we sent out to you in the last week or two.
- Where did you get my information from? The information we needed to contact you and know about you was released to us by your Special Education Unit from your son/daughter's High School. When you son/daughter was a senior in High School, he/she volunteered to participate in a study organized by the ND DPI looking at their Transition from High School and after High School as well as their opinions of how helpful the program he/she participated in at school was to prepare them for leaving school.
- What will you do with this information? The information that we will collect for the study will go into a database. We will stay in contact with your son/daughter up to 3 years, depending on how long he/she agreed to participate in the study. After all the data is collected, a final report will be drawn up to look at all the information gathered and how the High School programs can be changed or improved to allow for better transitions from school.
- What is NDCPD? NDCPD is a research and service center focused on individuals who have disabilities in North Dakota. It is the mission of NDCPD to advance the state of the art and promote the adoption of practices that effectively and appropriately increase the independence, productivity, integration, and inclusion of people who have disabilities.
- In case of a 'referral' or 'diagnosis' call, If a parent asks about their child's condition or has questions about a referral like how to could they get a job, refer these calls to Brent Askvig.
- My son/daughter doesn't have a disability ... A certain type of criteria must have been met for your son/daughter to be included in this study. In high school, your son/daughter received some type of special education services. It might have been help with reading, math, resource room, or some other accommodation. Possibly, your son/daughter received services that you may be unaware of. My records don't indicate any specifics.

# **Appendix E**

## ***Anecdotal Comments***

## 2003 1<sup>st</sup> Year Contact Survey Comment Responses

### Question 1a: Types of Schools or other training after high school

North Dakota Colleges	13	Bismarck State College	5	Williston State College
	21	Wahpeton (NDSCS)	9	Dickinson
	3	MSU Bottineau	1	Fort Totten CC
	6	Devils Lake College (Lake Region)	1	Mayville
	1	UND	1	Belcourt CC
	1	Auker's Business College	5	Minot State
	1	U of Mary	1	Little Hoop CC
Out of State Institutions	3	Northwest Technical	1	Southwest State
	4	Moorhead State		Black Hills State
	1	Aberdeen Northern	2	WyoTech
	1	Alexandria, MN	5	Central Lakes College
		Dawson Community College		Boone, IA Community College
	2	Fergus Falls CC		Brown University
	1	Bemidgi	1	Rocky Mountain College
		Northern State	1	Mid America Nazarene Univ.
	1	Rapid City		MSCTC
Other	7	Job Corps	2	Military
	1	Open Door Center (day center)		Bible College
	1	Job Site Training		United Tribes
		Community Living Services	5	Hairdressing School

### Question 1b: What did the student study?

21	Generals	1	Peace Officer
9	Auto Mechanics/Autobody/Machining	2	Flight School/Basic Training
1	Education	2	Wildlife Management
1	Chef	1	Electrical Training
2	Nursing/paramedics		Engineering
1	Administrative Assistant/Secretary	1	Theatre
2	Medical Transcription/Administration	3	Air/Heating/Refrigerator/Maintenance
2	Computers	2	Sciences
1	Child Development	1	Massage Therapy
4	CNA	2	Carpentry
1	Associate of Arts	1	Law Enforcement
3	Occupational Therapy/OT Assistant	2	Equine Management
10	Diesel Mechanic	3	Hair Design
3	Welding	1	Social Work

5	Business/ Management/Accounting	1	Photography
6	Occupational/Life skills	1	Vet Technician

**Question 5: Job Titles**

9	Cook/Waitress/Restaurant	7	Fast food
12	Clerk/Cashier/Salesperson	1	Bank Teller
5	Mechanic	1	Youth Mentor
5	Farming	1	Dietary Aide
6	Construction	1	Laundry
4	CNA	1	Inserter
1	Dairy Hand	4	Oil field/Pipelines/Ethanol
5	Supervisor/Manager	1	Diesel Mechanic
6	Daycare	1	Mover
4	Maid/Janitor	1	Lifeguard
6	Laborer	3	Tech Support/computers
1	Landscaping	1	Plumber
1	Autobody Tech	3	Resident Assistant
1	Airport	1	Telemarketer/Phone Systems
2	Work Study	1	Recycling Plant
1	Hairdresser	5	Maintenance
3	Welder	1	Meter reader
2	Military	1	Data Input
1	Stockyard	2	Carpenter/Tiling
1	Security Officer	2	Dish Washer
1	Park Board Ass.	1	Grounds crew
2	Grocery Packer/Stocker	1	Wash Attendant

**Question 10-1a: Job Titles from Job 1**

10	Cashier/Clerk/Sales Associate/Retail	2	Carpenter
4	Construction	3	City Worker/Maintenance
8	Fast food	2	Telemarketer
1	Firefighter	4	Work Study at College
10	Cook/Waitress/Restaurant	1	Livestock
4	Babysitter/Daycare provider	1	Home School Helper
4	Mechanic/Autobody	1	Welder
1	Disc Jockey	1	Receptionist
7	Laborer	1	Furniture Maker
1	Casino	1	Insulation
3	Oil Rigs/Oil Hand	1	Maid
6	CNA	1	Red Cross
1	Waste Management	2	Basketball camp assistant/summer camp
1	Car Wash	1	Events Staff

**Question 10-1c: Why Job 1 Stopped**

24	School started	2	Finished school
4	Job/season ended	1	Not Enough Hours
14	New/better job	5	Fired
2	Didn't like it	3	Money
1	Disagreements/Conflicts	2	Odd hours
6	Moved	1	Went into military
5	Quit	2	Wasn't able
2	Didn't get along with co-workers/boss	1	Time Consuming
2	During school	1	Health Problems

**Question 10-2a: Job Titles from Job 2**

1	Laborer	1	Oil Field
1	Parks and Rec. Dept	1	Housekeeping
1	Construction	1	Dishwasher
2	Cook/Waitress/Restaurant	1	Mobile Homes
1	Clerk	1	Job Coach
1	Retrieving shopping carts	3	Farming
1	Bowling alley	1	Army reserve center
1	Highway Dept.	1	Bakery
1	Groundskeeper/Tree Service	1	Maintenance
1	Good Samaritan Center	1	Mechanic

**Question 10-2c: Why Job 2 Stopped**

4	Season/job ended	3	New job
1	Quit	2	Low Pay
5	School started	1	Joined military
2	Supervisor problems/disagreements		Taken advantage of
1	Fired	1	Job couldn't provide him with what he needed for his disability

**Question 10-3a: Job Titles from Job 3**

1	Construction	1	Museum
	Groundskeeper	1	Window Installer
	Warming house attendant	1	Brick Hand

**Question 10-3c: Why Job 3 Stopped**

1	Quit	2	School started
	Seasonal	1	New Job

**Question 11: Other living arrangements**

- Dorms (21)
- Apt. with wife and child (2)
- Lives with the family she baby-sits for
- Employer provided home

- Moves around a lot (2)
- Stationed in Iraq.
- PT on Navy base/PT on ship deck (US NAVY)
- With girlfriend's parents
- Fraternity House
- Lives in mother's trailer- she doesn't live there.

**Question 15a and b: Explanations for Student's satisfaction with high school experiences.**

- Very rebellious
- Frustrated.
- Teachers and classes helpful; counselor/career center helpful.
- Enjoyed HS (2)
- Didn't like principal.
- Regular Teasing (3)
- Friend problems but satisfied with teachers and classes
- Music
- Involved in many things.
- Struggled but liked it.
- Social butterfly, Sp.Ed. services were OK
- Overall, he enjoyed it.
- Good grades.
- She wished she had more career counseling and more time with speech pathologist.
- Trouble with peers, core staff had difficulty intermingling her into classroom, resource room staff were excellent with her.
- Grades were good, feels accomplished. Encouraged by LD teacher to go on.
- B/c of entering Sp.Ed., made to feel "dumb"
- Very good science instructors, LD teacher was fantastic with written expression.
- Rotten classmates, socially terrible.
- School let things go by-teasing, kicking, fighting etc.
- Likes college better than HS
- Teachers were willing to give extra attention. (2)
- Photography classes, hockey team.
- More could have been done to help with post high school planning. Counseling was ineffective. (2)
- Really hard for her. (2)
- Struggled to get through school.
- Very frustrated-Hard b/c his skills were lower in key subjects and he couldn't keep up.
- Shop classes, outdoors.
- Satisfied, but it was hard for him. He was made fun of.
- Prejudice
- Didn't get along with teachers- didn't feel like they put their efforts in and felt like they had their favorites.
- Didn't like high school
- Got better as she got older and into HS- satisfied with the last couple of years.
- She had panic attacks and epilepsy, those things bothered her and she didn't like school.
- Very happy.

- She liked everything to do with school.
- Didn't give things a chance, curriculum moved to fast.
- Satisfied with 11<sup>th</sup> and 12<sup>th</sup> grades but not with 9<sup>th</sup> and 10<sup>th</sup> grades.
- Hard time keeping grades up, lack of teacher care, was just a number, not a person- hater being there in senior year b/c she was tired of struggling.
- Helped him make it through- was a priority for him to finish HS
- Socialization- sports interaction
- Wished he would have worked harder
- School wasn't easy
- Honor Roll
- Liked hands-on things.
- At her first HS (Hope/Page), she was bullied. At Valley City, she was satisfied.
- Inadequate services (2)
- Enabled him to get a good job
- Excited about diploma
- Felt they had not take the time to work with her- didn't bother with her b/c she was different- was shoved through the system
- Liked the extra help she received
- Liked counselors, principal, good academics
- Jamestown until 7<sup>th</sup> grade, then moved to Fargo South which has 100% better system.
- Hated it, got picked on, didn't apply himself
- VoTech in Grafton in mornings-did carpentry, welding, machining courses and enjoyed it. School work in Park River was harder for him.
- Sp. Ed. staff was great. Very involved socially.
- Struggled because of learning problems
- Wasn't involved enough
- Fun time wished he could go back
- Didn't know what to expect, could have been better
- Wishes she would have tried harder and b/c of her disabilities, she felt she couldn't do much and didn't try- she did the minimum. Socially, her disability affected her also.
- She had such a hard time and didn't like school- thought she couldn't do it. Had a lot of different diagnosis' and teachers thought she couldn't do any better in school, so she began to think that of herself.
- Talks about it now positively.
- Liked Tech Classes
- Likes college better
- Likes teachers
- Felt because of her disability she couldn't participate in sports
- Last few years didn't apply himself
- School system worked well with disability
- Didn't like high school
- Liked HS
- Lots of trouble with SPED teachers
- She had high expectations and then couldn't meet them.
- SPED program was horrible- he can't count, but he had a diploma- can't understand how that's possible.

**Question 16: Changes you could make about student's high school experience.**

- Not a lot.
- More involved in extracurricular activities. (3)
- Classmates (3)
- Nothing. (18)
- Could have helped her more in school- kept being pushed on.
- Services were not provided well- needed more individual assistance.
- LD teacher did what she thought she could. 1 on 1 help, as good as could be expected.
- Very satisfied, conflicts with school when he was younger, but as soon as he was identified, the problems got better.
- Moved sooner. Valley City was positive. School did not handle discipline problem (Hope/Page)
- Wished she would have stayed in extracurricular activities
- More motivation, from both teachers and student.
- Being able to take more classes he enjoyed, not required.
- Wonders what it would have been like if she went to a bigger school.
- Didn't have open campus, more rules
- Unaccommodating teachers, more modifications from some teachers.
- Different principal.
- Better services in the resource room.
- Nothing. Excellent job with special services.
- Should have helped her more with reading- still struggles and mother is scared she is going to fail college classes b/c of this.
- Team of teachers should have been more involved
- He was just pushed through.
- Kids tease other kids in Sp. Ed.. More administrator support.
- Lower grades- diagnosed LD, put 1 on 1, and made him so far behind. Pull out was bad, wish he was left in regular class. He had no homework.
- Wished he had lived with his Dad all through High School.
- Satisfied-received as much education and help as school could offer.
- Arrangements made for subjects that he struggled with. (2)
- More speech
- Teach her to be more motivated about getting good grades.
- No study hall, keep them occupied.
- Bad knees so he couldn't play sports. Good school experience.
- Getting him more special services sooner.
- Very satisfied with his experiences in HS
- Took a lot of pestering to get her the services she needed, by then peer group had been formed and she wasn't part of it and was depressed. Make tests available for kids with different learning styles. Biggest problem was lack of communication between parents, child and teachers.
- Get more involved in sports
- Counselors pushed her away from going into a 4-year program, but she still went to college anyways. Not happy with that advice from counselor.
- Really satisfied with the Sp. Ed. services. Would not change anything.
- Attitudes of students towards students with disabilities. (3)

- Nothing, had a good teacher.
- Wouldn't send him to the same school.
- Found LD in 10<sup>th</sup> grade. Wished they would have found it earlier.
- Was not very outgoing. More job training skills.
- They did a good job, nothing jumps out.
- Moved to Trenton for H.S. Found good friends. Williston said he had to be flunking before he could get a tutor. More 1 on 1 at Trenton. Wished they did not have to move from Williston to get help.
- More educational, less life skills, more reading
- More social activities for kids with special needs. (3)
- More attention from counselors.
- More Friends
- Teachers would understand LD
- Moved to Fargo sooner.
- Satisfied with services, if it wasn't for alternative high school he wouldn't have graduated.
- More hands on, less reading, more demonstration by the teacher.
- Wished he would have put more effort into school.
- Wished she started services at a younger age and received services in high school.
- More schooling for him, extra help.
- Put him in a different setting that would have suited him better.
- Labeling
- More Job Training
- Retested earlier.
- Attitude
- Better direction from counselors.
- Make it easier for him to juggle sports and school work.
- The way he was treated by other kids
- Wished they could gear more toward gaining skills for after HS (especially for students who can't excel at a 4 yr college program)
- Nothing, good experience for him.
- Better communication between parents and teachers, smaller HS's b/c she had over 60 kids in each of her classes. Smaller HS's/classes would have helped. Felt her daughter was just a number. Had to fight every step of the way for her from kindergarten through HS
- Better communication between parents and teachers.
- Wished he was more outgoing.
- Prepare her more for the real world-more time spent on teaching independence
- Satisfied with services he received-people and teachers helped him and showed concern.
- Get through sooner.
- Didn't like Central campus
- Academically more successful
- More involved
- Larger school with more students in her situation
- Wished he would have had to work a little harder
- Administrators and SPED Department

- Hung out with the wrong crowd
- ADHD, a little immature
- Leaving mainstream class and going to the Sp. Ed. class-teased by other kids b/c it was called the “dumb room.” Satisfied with Sp.Ed. teachers and services, but didn’t like the stigma attached to the Sp.Ed. classroom.
- Change teacher’s way of thinking and teaching styles. Change the way they railroaded her through.
- Mother was satisfied, but thought her son might like to change some things, but unsure of what.
- Satisfied with HS, NOT satisfied with services after HS
- Figure out special needs earlier.
- Done more studying, focus more on academics
- Not so much choice with special ed. Classes
- Better transition services
- No other school could have done any better
- Teachers didn’t think he would do as well as he is doing.
- Prom
- More career exploration
- Some teachers not helpful
- More focus on teaching her how to take tests- still experiencing trouble taking tests in her current situation. They didn’t teach her anything, just got her through school.
- Wished she had gotten on medications earlier.
- Decrease how he was embarrassed he was to go to “Special Room” to take tests-he was embarrassed his friends knew. Would be nice if they could change the idea of “Special Room”. BUT, satisfied with services and happy in the long run.
- Feels it may have been too easy for her- quit college b/c it was hard and she wished it was more like HS- wished HS prepared her for more college-level work
- Promised some things that were never delivered but in the long run, did not make a difference to him.
- Demanded more of him, too much assistance.
- Wishes he would have tried harder
- Transition better, line up employers, too limited as to what to do if student doesn’t go to college.
- Wished he would have participated more in sports and studied harder (3)
- More goal oriented, steer him in the right direction.
- Attitudes of teachers. Do not have a grip on what they need to do to cater to different child’s needs.
- Drop curriculum, focus on life skills more than algebra, science etc. (how many cups, time skills, things that they will need and use).
- Very happy with counselors, lots of help with college, grants/scholarships, special services were great
- Need to do more with preparing students for life after HS- want all teachers to work together and understand each student.
- Wished kids weren’t so mean.
- Satisfied with services in HS; more disappointed with her experiences in college.

- Wished they could do more with career info so that they could figure out what careers they could go into. Kids with disabilities have a harder time with this. Need more specific info on careers concerning disabilities- where to go and what to do. Didn't get any information about EES through HS services, got info when talking to the university. Wanted/needed more info about services available AFTER HS.
- Learned nothing in Independent Living class. Quality of time spent with students was horrible- VERY DISSATISFIED! Big changes need to be made- UNHAPPY!

**Question 17 a and b: Was student prepared for life after high school?**

- Preparation at Home.
- Not as much as he could have been- finances, drivers license, records
- Could live on her own.
- No, threw life at her, too much freedom.
- Took him to different job sites
- Needs a little guidance.
- Socially behind: didn't know how to handle a checking account, follow through on things, relationship skills were horrible (became pregnant). Poor life skills, money management skills, not a realistic aspect of life in general.
- Nobody is. (5)
- Good self advocator, good life skills
- As best she/he could be (4)
- Happy with everything he got-satisfied.
- His last year of high school he lived in an apartment by himself and paid his own rent.
- General life- yes; career-no.
- As much as they could prepare him...wish they would have taught him to cook with an oven.
- Had self skills
- More hands-on training.
- Poor job skills, money management skills and decision making skills.
- Needed more life skills.
- More responsible b/c of HS- got him going down the right path.
- Semi Yes/No: She didn't know some things about daily life-ex) insurance etc. but she knows what's expected of her and tries to meet it.
- Takes him longer to get skills and experiences he needs.
- Needed more life skills, knowledge of everyday skills. (3)
- LD program was exceptional.
- Needed more life skills training.
- Handles responsibilities and money well
- Prepared b/c of home life from farm experiences.
- Not to live on his own.
- Doesn't have the mentality, still immature
- LD teacher was good.
- Lived with father for over 1 year, just recently moved out on his own.
- Helped him with college.
- Prepared after Valley City. Sp. Ed. program was excellent. Lots of life skills. Sheyenne Valley was excellent. ND Voc Rehab was not very good. They don't reach out to people.

- Knows basic needs, but isn't emotionally ready yet.
- Needed more academics (basics)
- He was 19 already; ready to get out.
- Cannot support family- minimum wage.
- Classes called LCC, more focused on life skills
- Opted not to fill out paperwork for special services
- Neutral
- Low maturity level still. (2)
- Needs more experience, more preparation.
- Doesn't understand reality and doesn't handle money well.
- Poor responsibility, low self-esteem, poor at taking charge of his affairs.
- Independent living classes
- Support from LD program helped him to see he was as capable as others. Set goals.
- Behavior problems
- Didn't realize how the real world was
- Took a year off b/c of being unsure of what to do next.
- Encouraged him to advance education.
- Learning experience as you go along
- 75% prepared
- Fortunate b/c family voiced what they wanted for him and he had a good caseworker.
- To a certain extent- she was ready for a change, but not truly prepared for it. Scared people will take advantage of her daughter.
- A lot of things were passed by in HS, so it made college twice as hard.
- Part of it is who she is, part of it is school's responsibility to prepare student's better
- Somewhat prepared...he made some choices that his mother wasn't happy about, but he made some good choices too.
- He was mature
- Lacks motivation
- Was ready (2)
- Tutoring
- Good life skills
- Individual teachers helped with communication
- Able to get a good job
- Did not know how to live on his own
- Knows what to do to make it
- Good work experience
- Parents and teachers set goals
- Not independent
- School doesn't prepare anyone
- Quit sugar coating
- Didn't address life skills
- Not enough responsibility.
- Doesn't feel like kids coming out of HS now are ready for life
- Somewhat prepared, but education system in general doesn't prepare kids for life
- No he is still not prepared
- Teach more hands on and more responsibility

- Would have liked to see him go to college
- Somewhat
- One on one counseling gave him confidence.
- IEP program helped with counseling.
- Got some growing up to do.
- Gave him enough good life examples
- Socially, was not ready. Partied too much. Disappointed in the way Minot State handled the dorms, booze, drugs etc.
- Independent Living class did nothing for him.
- Still struggles with reading.
- Still immature

**Question 18: Volunteer work.**

- Fire Dept. (3)
- YMCA (2)
- Mom's business
- Church (15)
- Stockyard
- Job Corps
- Humane Society (3)
- St. Joes
- Nursing Home
- Meals on Wheels
- Election
- Community
- Concession Stands
- Helped civilians with hurricane in Pensacola
- Elderly grandparents
- Walkathons
- Home for Humanity
- Thrift shop
- Big Brother program
- Sunday School (3)
- Salvation Army
- Best Friends Program
- Helps people with computer work/programs
- Rainbow Program
- At college
- Donates blood
- Learn to skate
- Recreation program
- 4-H
- Hospital
- Coaching/ refereeing
- Girl Scouts

### **Question 19: Community Organization Involvement**

- Fire Dept.
- Wildlife Club
- Church (31)
- Horse Driving Group
- Board of Governors
- Special Olympics (5)
- Knights of Columbus
- CORE
- Salvation Army
- Law enforcement club
- Fitness center
- Volleyball League
- Autobody/Machining club (3)
- Humanities/Arts Group
- Basketball team at school
- SAE
- OTA club
- Theatre (2)
- Baseball/softball team (2)
- Racing team
- YMCA
- Threshing Show
- Recreation program
- Vocational education club (VICA)
- Rodeo
- Girl Scouts

### **Question 20: Recreation**

- Hunting (36)
- Fishing (15)
- Snowmobiling (4)
- Rollerblading (5)
- Hanging out with friends/girlfriend/boyfriend (37)
- Walking (4)
- Biking (5)
- Motorcycling/Four Wheeling (9)
- Movies/TV (49)
- Bowling (19)
- Water Sports/lake (8)
- Video Games (18)
- School Work
- Pool (9)
- Autobody
- Youth Group
- Swimming (6)

- Special Olympics (2)
- Rec Center/YMCA/Campus Rec (10)
- Computers (8)
- Concerts/Music (13)
- Sporting Events (4)
- Golfing (4)
- Skateboarding
- Snowboarding (3)
- Hockey (4)
- Cards
- Camping (3)
- Art work
- Belly Dancing
- Sports (10)
- Shopping (6)
- Driving around (4)
- Reads (7)
- Cattle Auction
- Volleyball (4)
- Basketball (11)
- Football (3)
- Religion/Church (3)
- Politics
- Talking on the Phone
- Plays guitar (2)
- Helps on family farm/around the house (2)
- Working with vehicles/machines etc. (2)
- Animals (3)
- Rodeos
- Runs (3)
- Outdoor activities (8)
- Cars/Racing (5)
- Theatre work
- Works
- Parties (3)
- Goes out to eat (3)
- Lifts weights/works out (6)
- Frisbee
- Park
- Softball/baseball (3)
- Paints (2)
- Helps people out
- Dance club (2)
- Raises reptiles
- Drives truck
- Horseback riding (4)

- Paintball (2)
- Puzzles
- Wrestling
- Winter activities
- Remote control things
- Quilts
- Cooks
- Tennis

**Question 21: Other Services**

- Receives services at college. (2)
- Didn't feel voc. Rehab. Helped him at all.
- Human Services
- CORE (Community Organization of Rehab Education)
- ICS MR Day Services, Residential
- Eligible for DUR
- SSI
- PRIDE (2)
- TRIO (3)
- Tutors
- Trying for SSI (denied)
- Companion Services
- Opportunity Foundation
- Success Unlimited
- Note-takers
- EES (Educational Enhancement Services) (2)

## 2001 3<sup>rd</sup> Year Contact Survey Comment Responses

### Question 1a: Types of Schools or other training after high school

North Dakota Colleges	3	Minot State	1	Mayville State College
	1	NDSU, Fargo	2	University of Mary
	4	MSU Bottineau	4	UND, Grand Forks
	11	Bismarck State College	8	NDSCS (Wahpeton)
	1	Valley City	3	Dickinson State University
Out of State Institutions	1	U of Minn.	1	Alaska College
	1	Wyoming	1	Fort Lauderdale
	5	Northwest Technical	3	Moorhead State University
	1	Biotech	1	Minnesota Community College
Other	2	Job Corps		
	2	Hair Design		
	1	Trinity Bible College		

### Question 1b: What did the student study?

3	Mechanics	1	Management
1	Culinary	1	Occupational Therapy
10	Generals	1	History
5	Computers	1	Business
1	Early Childhood Development	1	Diesel Tech
3	Cosmetology	1	Library and literature
3	CNA	1	Process/Power Plant Management
1	Music	2	Air Conditioning/Refrigeration
1	Criminal Justice	1	Autobody
1	Industrial Management	1	Art/Animation
1	Natural Resources	1	Social work
1	Electronics	1	Broadcasting
2	Welding	1	Medical Secretary
1	Developmental Disabilities	1	Greenhouse
1	Construction management	1	Parks and Rec.
1	Aviation Mechanics	1	Linguistics

**Question 5: Job Titles**

15	Laborer	3	Clerk/Cashier/Salesperson
9	Cook/Baker/Restaurant/Waitress	1	Bartender
6	Maid/Janitor	1	Environmental Services
3	Mechanic	1	GMC
6	Construction	1	Architectural drafter
1	Evaluation Training Center	1	Laundry Aid
4	CNA	1	Install sprinklers
2	Truck wash/Wash cars	1	Farming
1	Elevator	8	Retail/manager
2	Day Care/Nanny	2	Stocker
2	Carpenter/Siding	1	Customer Service
1	Butcher Assistant	3	Fast Food
2	Factory	2	Computers
2	Hair Stylist	5	Welder
1	Plant Operator	1	Nursing Home
1	Grounds Keeper	1	Bio-med Tech
1	Telemarketer	1	Gas Attendant
1	Painter	1	Oil Field
1	Paraprofessional	1	Assistant manager
1	Service Tech	1	Event Coordinator

**Question 10-1a: Job Titles from Job 1**

3	Cashier/Clerk	6	Cook/Waitress/Baker
6	Laborer	5	Farming
4	Fast food	2	Painter
2			Dishwasher
2	Radio Station Broadcaster	2	Dishwasher
1	Power Plant	1	Camp Counselor
1	Welder	1	Funeral Home
2	CNA	1	Livestock Wrangler
4	Maid	2	Nursing home
3	Factory	1	Manager
1	Army Service	1	Truck Stop
1	Service Tech	1	Meat Cutter
1	Auto Body	1	Usher
2	Substitute Para.	1	Police Dispatcher
1	Traffic Safety Instructor	2	Mechanic
1	Greenhouse	1	Truck Driver
1	Daycare Provider	1	Owens Business
2	Construction		

**Question 10-1c: Why Job 1 Stopped**

3	Work Conflict	9	Job/season ended
12	New job/better job	3	Didn't like job
6	Moved	3	Not enough hours
4	Terminated/Laid Off	4	Hours
2	Got married	1	Pregnant
1	Grades were dropping	1	Not enough experience
2	Medical Reasons	4	Go to School
1	Not Convenient	2	Pay
1	Conflict with boss		

**Question 10-2a: Job Titles from Job 2**

2	Food services	1	Daycare Provider
1	Telemarketer	1	Car Detailer
1	Maintenance	1	Farming
1	Security Guard	1	Maid
1	Chemicals	2	Office
1	Retain Worker	1	Counter Person
1	Welder	1	Waitress
1	Photographer	1	Framing
		1	Stocker

**Question 10-2c: Why Job 2 Stopped**

3	Go to school	3	Conflicts
1	Seasonal	2	Moved
1	Quit	2	Too hard
1	Join Service	3	Poor pay/company went bankrupt
1	Dirty Job	1	Unhappy
1	New Job		

**Question 10-3a: Job Titles from Job 3**

1	Waitress	1	Signing up people at the Internet
1	Temporary Service	1	Office
1	Landscaper	1	Cashier
1	Processing Potatoes		

**Question 10-3c: Why Job 3 Stopped**

1	Moved		Didn't like it
2	Not enough hours	2	Go to school

**Question 11: Other living arrangements**

	Foster Care		Dorms
1	With friends; not paying rent	1	Assisted Living
1	Rent from Parents		

**Question 15a and b: Explanations for Student's satisfaction with high school experiences.**

- Loved her special education teacher
- He/She was happy (9)
- Excited to graduate
- Had good help (3)
- Teachers were not understanding
- Weak special education program
- He/She liked school (10)
- Disliked school (5)
- Good teachers (8)
- Kids were mean (3)
- Good experience (2)
- Thought school was a waste of time
- Good curriculum that was accommodating
- Enjoyed Classes (2)
- Enjoyed social aspect
- More vocational training
- Had problems with school
- Didn't receive enough help
- Good hands-on
- Negative social aspect
- Segregated
- Feels unimportant for IEP meetings
- More help
- Bad counselors
- Hard time with homework
- Happy (2)
- Principal was terrible
- Good Classmates
- Teachers need more education
- Treated poorly
- Did well in classes
- Was pushed through
- Program failed her
- Hard time getting along with authority
- Didn't have enough help
- Had a hard time
- Could make his own choices as to the help he received.
- Short attention span
- Better teaching
- Disliked school and teachers (2)
- Struggled to get along with other people
- Wasn't social
- Liked school and being with her friends
- Not enough sports opportunities
- Hard time fitting in

- Had fun and got through it
- Special Services were useless
- Got along well with others
- Wasn't treated as an individual
- Good IEP Program
- Not enough hands-on
- Wrong crowd of friends
- Could have done things differently
- Was not good at English
- Too difficult
- Not enough independence
- Successful
- Liked classes

**Question 16: Changes you could make about student's high school experience.**

- Better teachers (2)
- More math help
- More financial skills
- More help (6)
- Better social aspects (2)
- More life skills (2)
- More preparation for career
- Wishes he/she would have gone to college (2)
- Starter receiving help earlier (3)
- Bigger community to offer more
- Case manager
- How certain situations were handled
- Make it a happier experience
- Classes offered
- More mainstreaming
- More access to extracurricular activities
- Less mainstreaming
- Changed Schools
- More organizational skills
- More help with her hearing
- More knowledgeable teachers
- Make her feel like a person
- More social
- More individual attention
- More involved
- Better teachers
- Take more advice from parents
- More demanding for getting him help
- Teachers were illiterate to her needs.
- More hands on and one on one time
- Needed more independence

- More studying, provided with more help
- Nothing (2)
- Look for different school system, didn't like pullout system
- Treated as an individual
- Get him more involved with school
- Couldn't change anything, the school did what they wanted to do.
- Teachers didn't understand his disability
- Social aspect
- More outgoing
- Different principal
- Better sports program. He was cut off of the team b/c of his Sped label
- Better English courses
- Started him younger in different programs
- Tutoring, attendance in resource room, more help from parents
- Better teachers (3)
- Stronger advocate
- Stayed on task
- Choice of friends
- More preparation
- More self esteem building
- Enjoy school
- Be more involved in school activities

**Question 17 a and b: Was student prepared for life after high school?**

- Good education, good values
- Can live by herself
- Just wanted to leave
- She knows what she is doing
- Very mature
- Not mature enough (4)
- Takes care of self
- Can make his own decisions
- Good life skills training (2)
- He had the proper skills
- He/She was ready (2)
- Social problems
- More help
- As much as he could be (2)
- Never afraid of life
- Knew what to expect
- Slow Learner
- Mood changes, doesn't think of himself first
- Didn't have enough skills
- Good teachers
- Not ready financially
- Poor money management (2)

- Not enough life skills (3)
- Lack of ambition
- She/He struggled (2)
- He/She was mature
- Good money management skills (2)
- He/She was ready to be done (2)
- More job shadow experience
- Knows what she wants (2)
- Needed more support from school
- Didn't know what to expect
- Can support himself
- Poor basic life skills
- Can't balance a checkbook.
- Had financial problems
- Didn't realize what was coming.
- Had self confidence, very independent
- Insecure
- Too young
- Knows what he's doing
- Not prepared mentally or financially
- Ready for the work force
- Very level headed and can express herself
- Capable of doing things on his own
- Didn't experience much
- Very mature and organized
- Can make his own payments
- Knew about income/financial
- Irresponsible
- Prepared to a certain extent, but college life was difficult and living in the dorms was very distracting
- Very focused
- Ready for college
- Hard time getting a job
- Didn't have good coping skills
- Didn't know what to expect
- Except full maturity, good basics of life
- Tries too hard to please people
- Knew what to expect
- Ready to be on own
- Done well
- Good experience
- Hard work ethic

**Question 18: Volunteer work.**

- Church 4)
- Library

- Clothing store
- Wildlife Association
- Nursing home (6)
- Firefighter (2)
- Salvation army
- Coaches hockey
- Women's Group
- Neighbors
- Meals on Wheels
- Auto body
- Youth group
- Grandparents
- Hunting club
- Special Olympics coaching
- Babysitting
- Chamber
- Campus Crusades
- Neighbors
- Rainbow Bridge

**Question 19: Community Organization Involvement**

- Church (10)
- Baseball team (2)
- Wildlife club
- Drama club
- Special Olympics (4)
- Firefighting
- Pool League
- Salvation Army
- Antique Club
- Animal Shelter
- Dance Team
- Bowling League (2)
- Saddle Club
- Youth group
- Basketball League
- Motorcycle Club
- Car Club
- Campus Crusades
- Rifle & Pistol Club

**Question 20: Recreation**

- Horseback Riding
- Lifting Weights
- Skiing
- Motorcycles (2)

- Hiking (2)
- Camping (4)
- Dance (5)
- Bowling (13)
- Reading
- Watching TV/Movies (24)
- Mall
- Car racing
- Sports (9)
- Work out
- Swimming (3)
- Football (2)
- Friends (18)
- Computers (5)
- Going to the bar
- Baseball/Softball (4)
- Volleyball (4)
- Golf (4)
- Ice fishing
- Hunt (17)
- Fish (13)
- Darts (2)
- Video Games (6)
- Animals
- Games
- Pool (5)
- Music (7)
- Puzzles
- Shopping
- Diving
- Paintball
- Painting
- Basketball (3)
- Cars (5)
- Motorcycling
- Singing (2)
- Arts & Crafts (2)
- Outdoor Activities (3)
- Bingo
- Cards (4)
- Bike
- Cooking (2)
- Snowmobile (2)
- Playing Games
- Rodeo
- Ranches

- Rollerblading (3)
- Spends time with her children
- Karaoke
- Farm
- Being Alone
- Foosball
- Family
- Travel (2)
- Target shooting
- Sporting Events

**Question 21: Other Services**

- Tried but it didn't help
- No services, because student received a scholarship
- Medicaid (4)
- SSI (3)
- Opportunity Foundation
- Has received Job Services assistance in the past
- Has applied to Voc Rehab but having trouble obtaining records
- Community Options (4)
- PRIDE
- CORE
- Services were through the community college with homework
- Human Resources
- Received help but very little
- Didn't know of options at the time
- Job Corp
- FASA (Financial Aid)
- Homemakers come in through Social Services
- Disability Medicare
- Psychologist and psychiatrist
- DD Case Manager
- Social Assistance
- Guidance counselor at college
- Tutoring at MSU
- Easter Seals
- WIC