

ND Transition Follow-up

2005 Exit Interview Report and
2004 One Year Follow-up and
2002 Three Year Follow-up Report

Spring 2006

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Introduction

Recent changes in IDEA require states to be accountable for certain student outcomes. State personnel must assure that students with disabilities receive an appropriate education, stay in school, make progress in the state curriculum, and make a smooth transition from school to post secondary education and employment. This focus on transition is the continuation of several years of study, beginning with the National Longitudinal Transition Study (NTLS) (from 1985-1993) through the second National Longitudinal Transition Study (NTLS-2) (from 2001 – 2009). Data from these studies show that students with disabilities face several unique challenges in accessing, participating and benefiting from school and post-school support systems. In a very few cases, students with disabilities fare nearly as well as students without disabilities. Unfortunately, most students with disabilities fare far worse than students without disabilities.

With the increased accountability of states in various documents (e.g., State Performance Plans or Annual Performance Reports), personnel have sought ways to record their efforts in improving outcomes for children with disabilities. For the past eight years, the North Dakota (ND) Department of Public Instruction (DPI) has conducted annual studies to determine the exit, one year and three year post-school perceptions and outcomes of students with disabilities.

In 1998, staff from the ND 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 include gathering school exit data from students with disabilities and without disabilities, and then gathering 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 2005 exit interviews of ND students with disabilities and students without disabilities. Educators in all education units and in general education classrooms collected the raw data across the state. First, the 2005 cohort data are presented, both special education and general education programs. Second, the data across all seven cohort groups are compared, 1999 – 2005. 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. This report offers the results of the One Year Follow-up interviews for the 2000 – 2004 cohorts. Section Three offers a comparison of data gathered three years after completing school. Finally, Section Four compares data collected one and three years after school exiting.

Section One

2005 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 in the collection of data on students who were leaving school due to graduation, aging out of services, or 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 individual education plan (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 the North Dakota Center for Persons with Disabilities (NDCPD) staff contacted those units and obtained the missing forms.

A similar process was completed with students in the general education programs. Principals were contacted and asked permission to have exiting students participate in the interview process. Based on voluntary participation, students were interviewed by classroom teachers and completed forms were sent to NDCPD.

Once the data forms were obtained, all information was entered into two Excel spreadsheets. One data file contained the numerical responses to the demographic information and the 10 survey questions for the special education programs. The other spreadsheet contained the responses received from the students in general education programs. Numerical codes were attached to maintain student confidentiality.

Results

Participating special education units and schools. Thirty special education units participated in the 2005 exit interview process, resulting in 522 exit interviews. Numbers of students and percentages of the total response set are shown in Table 1. Seventeen schools participated in the general education exit survey with 297 participating students (Table 2).

Table 1

Student numbers for participating special education units

<u>Special Education Unit</u>	<u>No. Students</u>	<u>Percentage *</u>
Bismarck	35	6.7%
Buffalo Valley	29	5.6%
Burleigh County	1	.2%
Dickey/LaMoure	10	1.9%
Dickinson	16	3.1%
East Central	5	1.0%
Emmons	5	.96%
Fargo	38	7.3%
Fort Totten	3	.6%
Grand Forks	46	8.8%
GST	11	2.1%
Lake Region	32	6.1%
Lonetree	17	3.2%
Morton/Sioux	25	4.7%
Northern Plains	12	2.3%
Oliver/Mercer	24	4.6%
Peace Garden	36	6.9%
Pembina	17	3.3%
Sheyenne Valley	11	2.1%
Souris Valley	16	3.1%
South Central Prairie	11	2.1%
South Valley	9	1.7%
Southwest	2	.4%
Turtle Mountain	19	3.5%
Upper Valley	16	3.1%
Valley City	3	.6%
Wahpeton	11	2.1%
West Fargo	22	4.2%

West River	9	1.7%
Wilmac	28	5.4%
TOTAL	522	100%

** Percentage of 522 respondents, rounded to 1/10 of a percent.*

Table 2

Student numbers for participating general education school divisions

<u>General Education School Division</u>	<u>No. Students</u>	<u>Percentage *</u>
Ashley	5	1.7%
Billings County	15	5.1%
Divide County	1	0.3%
Fargo	31	10.5%
Fessenden/Bowdon	19	6.4%
Hillsboro	17	5.7%
Hope	20	6.7%
Jamestown	13	4.3%
Minot	14	4.7%
Nesson	9	3.0%
Oakes	28	9.4%
Richardton/Taylor	19	6.4%
Tappen	11	3.7%
Underwood	20	6.7%
United	10	3.4%
Valley City	24	8.2%
Wahpeton	41	13.8%
TOTAL	297	100%

** Percentage of 297 respondents, rounded to 1/10 of a percent.*

Student demographic data. There were 336 male (64.37%) and 177 female (33.91%) students in the 2005 special education cohort. Nine students (1.72%) in the special education cohort did not respond. The general education cohort had 142 males (47.81%), 153 females (51.51%), and two students (0.67%) did not respond. Table 3 shows the racial background of the students in special education. Table 4 indicates the racial background of participants in general education.

Table 3
Racial background of 2005 exiters from special education

<u>Racial/Ethnic Group</u>	<u>Frequency</u>	<u>Percent</u>
White/Caucasian	421	80.7%
American Indian	45	8.4%
Hispanic	6	1.1%
Black/African American	8	1.5%
Asian/Pacific Islander	24	4.0%
Other/Not Reported	6	1.1%

Table 4
Racial background of 2005 exiters from general education

<u>Racial/Ethnic Group</u>	<u>Frequency</u>	<u>Percent</u>
White/Caucasian	276	93.6%
American Indian	9	3.1%
Hispanic	2	0.7%
Black/African American	2	0.7%
Asian/Pacific Islander	4	1.4%
Other/Not Reported	2	0.7%

Table 5 shows the disability categories of the exiting students. As with recent reports, the most frequently listed primary disability was specific learning disabilities (54.9%). This was followed by mental retardation (14.0%) and then emotional disturbance (8.0%). These three categories represent approximately 76.9% of all exiters reported in special education.

Table 5
Disability categories of exiting students in special education

<u>Category Label</u>	<u>Frequency</u>	<u>Percentage</u>
Learning Disability	287	54.9%
Mental Retardation	74	14.0%
Emotional Disturbance	45	8.0%
Other Health Impaired	36	6.7%
Speech Impaired	24	4.6%
Autism	9	1.7%
Orthopedically Impaired	5	1.0%
Traumatic Brain Injury	2	0.4%

Hearing Impaired	2	0.4%
Deaf	0	0.0%
Deafblind	0	0.0%
Visually Impaired	1	0.2%
Not Reported	0	0.0%

Continuation of Table 5

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 522 respondents, 474 (90.80%) had such a goal, 28 (5.36%) did not, and 20 did not report. Next, educators indicated the degree to which the exiters from special education programs participated in their most recent IEP meetings. These data are shown in Table 6. Based on the data, most students attended their IEP meetings and participated in them. Table 7 shows the number of students exiting from general education who participated in guidance meetings with the counselor.

Table 6
Degree of IEP participation by exiters in special education

<u>Participation Level</u>	<u>Frequency</u>	<u>Percentage</u>
Attended and participated	435	83.3%
Attended but didn't participate	27	5.2%
Did not attend	49	9.4%
Not reported	11	2.1%

Table 7
Degree of participation with guidance counselors by exiters in general education

<u>Participation Level</u>	<u>Frequency</u>	<u>Percentage</u>
Attended and participated	174	58.6%
Attended but didn't participate	45	15.2%
Did not attend	76	25.6%
Not reported	2	0.7%

Post-secondary Plans

The next two exit interview questions dealt with the students' post-school plans, particularly 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 exiting special education (42%) indicated anticipated employment, followed by vocational training (30%). Most students exiting general education (46%) indicated plans to attend university or vocational training (20%). (Note: Students could choose more than one option.)

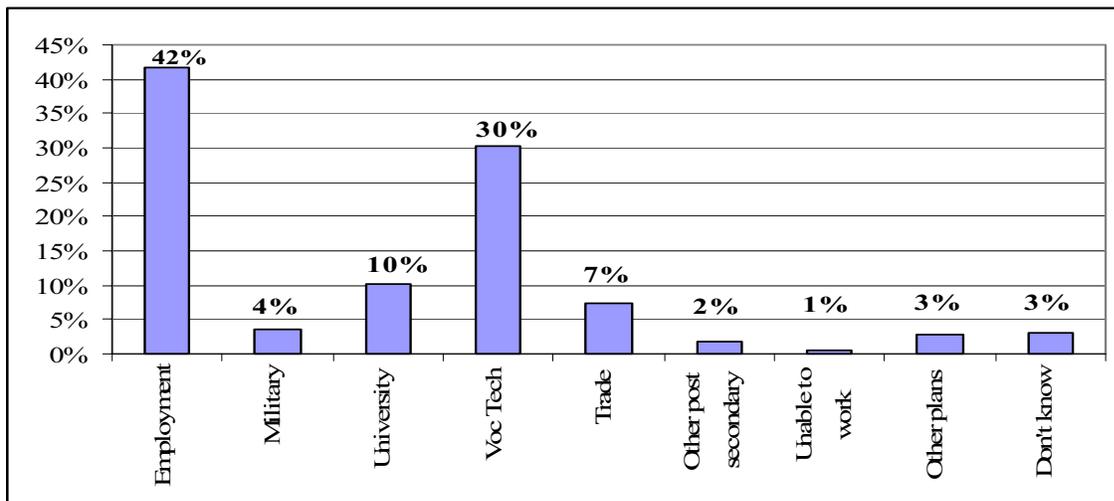


Figure 1. Post-school option choices by students in the special education 2005 cohort.

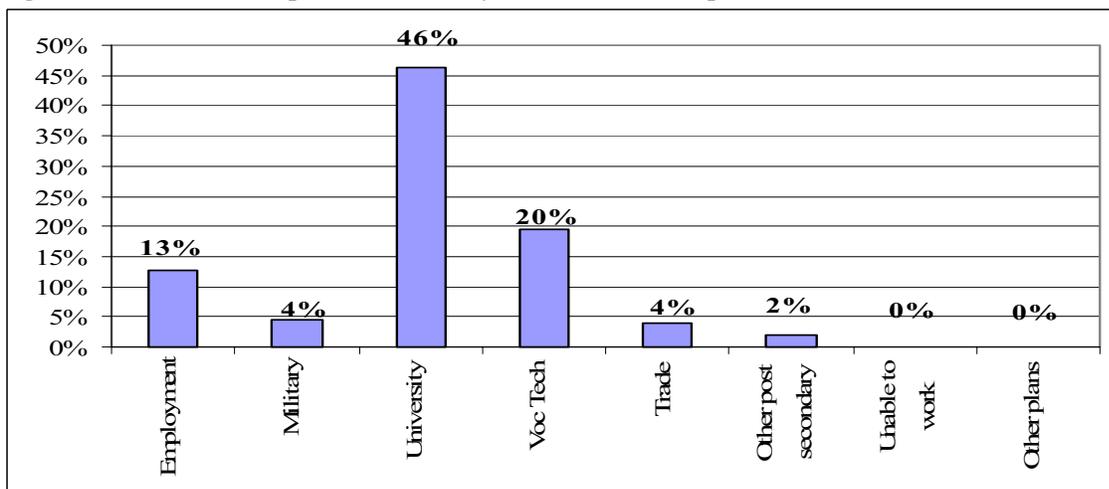


Figure 2. Post-school option choices by students in the general education 2005 cohort.

Next the teacher and students were asked to identify all adult service providers who might assist the student after leaving school. These data are shown in Table 8 and Table 9. Over half of the students exiting special education indicated a possible future need for services from Vocational Rehabilitation (58.2%), and 27.2% indicated a need for supports through a university’s disability services office. Table 9 shows the possible services needed as indicated by students exiting general education. More students (12.1%) indicated they would not need services after leaving high school. However, 11.1% indicated possibly requiring services from an Adult Learning Center.

Table 8
Potential post-school adult service providers for exiters in special education

<u>Service Provider</u>	<u>Percentage</u>
Vocational Rehabilitation	58.2%
University Disability Support	27.2%
Job Service	15.1%
Developmental Disabilities	9.4%
Social Security	5.4%
Adult Learning Center	1.1%
Other	3.1%
No Services Needed	12.1%

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

Table 9
Potential post-school adult service providers for exiters in general education

<u>Service Provider</u>	<u>Percentage</u>
Vocational Rehabilitation	3.0%
University Disability Support	0.7%
Job Service	0%
Social Security	4.0%
Adult Learning Center	11.1%
Other	8.4%
No Services Needed	12.1%

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 3 shows the breakdown of reasons for the students exiting school. In the 2005 special education exiting cohort, 90% graduated from high school with a diploma, 3% graduated with a certificate of completion, 2% aged out, and 3% dropped out. Results from the general education exiting cohort indicated that 98% of the students graduated with a high school diploma, 0% graduated with a certificate of completion, and 0% dropped out (Figure 4).

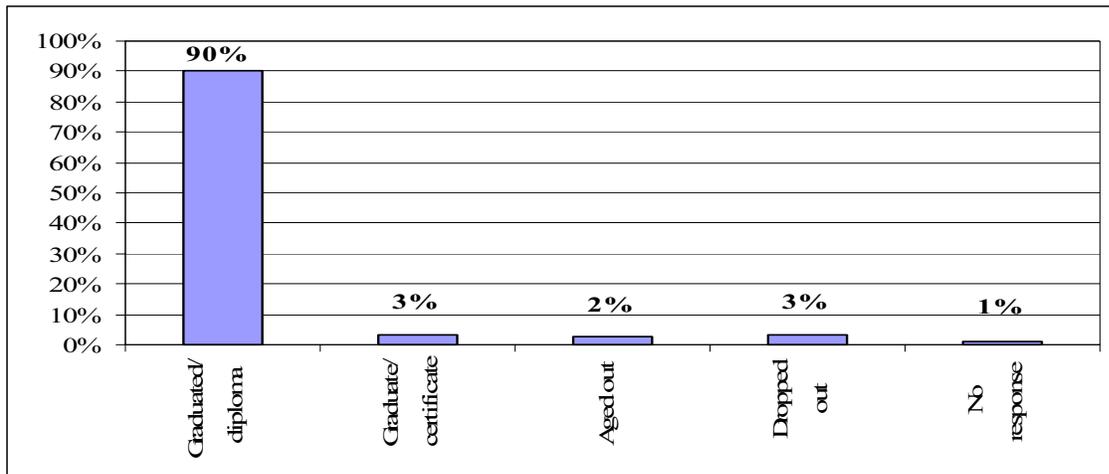


Figure 3. Reasons for exiting school for students in the special education 2005 cohort.

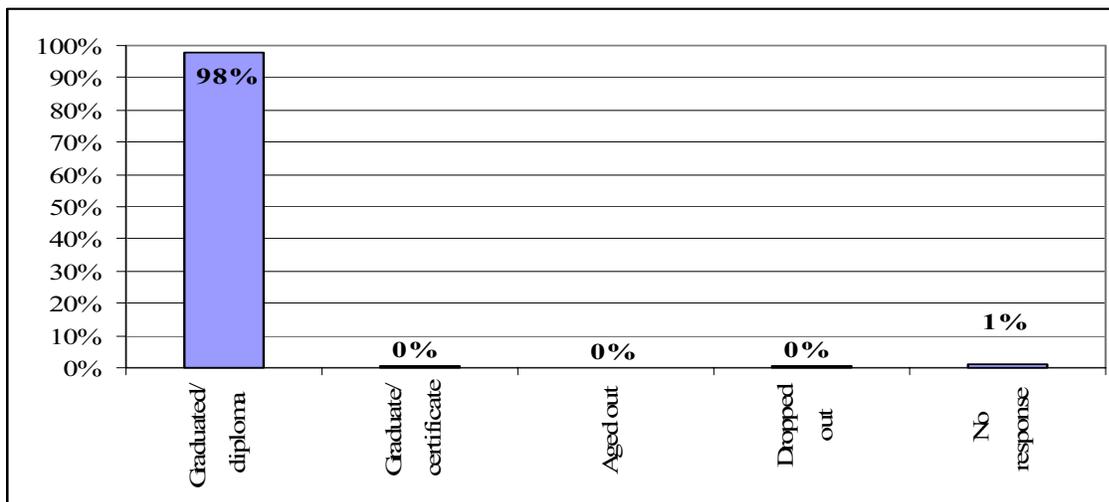


Figure 4. Reasons for exiting school for students in the general education 2005 cohort.

Skill Attainment

Item 6 on the exit interview addressed the occupational skills that students attained during high school. Students could select more than one option and Table 10 presents the data. In the special education cohort, the largest percentages in these areas include employment (72.1%), vocational courses (64.9%), computer skills (60.9%), and working in teams (48.1%). The general education cohort indicated attaining similar skills: employment (67.3%), computer skills (61.3%), working in teams (56.6%), and vocational courses (53.9%) (Table 11).

Table 10

Occupational skills attained in high school for exiters in special education

<u>Skill area</u>	<u>Percentage</u>
Employment	72.1%
Vocational course	64.9%
Work skills	17.0%
Social skills	16.5%
Daily living skills	17.4%
Community access	12.5%
Computer literacy/keyboard	60.9%
Work in teams/groups	48.1%
Other	9.0%

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

Table 11

Occupational skills attained in high school for exiters in general education

<u>Skill area</u>	<u>Percentage</u>
Employment	67.3%
Vocational course	53.9%
Work skills	10.1%
Social skills	10.8%
Daily living skills	5.7%
Community access	4.4%
Computer literacy/keyboard	61.3%
Work in teams/groups	56.6%
Other	21.2%

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

Satisfaction with Programs

Students in the special education programs were asked three questions regarding their satisfaction with programs. The first question measured their satisfaction with the overall high school program, next were the vocational and transitional aspects of high school, and finally 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 12.

Table 12

Satisfaction with various high school programs for students in special education

<u>Rating</u>	<u>Overall program</u>	<u>Voc/Trans</u>	<u>SPED</u>
A	22.2%	35.2%	50.8%
B	40.2%	36.4%	28.4%
C	24.1%	14.6%	8.0%
D	2.5%	2.5%	1.7%
F	0.4%	0.4%	0.2%
No report	4.0%	4.0%	4.0%

The data suggest a generally high rating for the special education (50.8%) and vocational education (35.2%) programs, with a slightly lower rating for the overall high school experience (22.2%).

Students in the general education programs were asked three similar questions regarding their satisfaction with programs. The first question measured their satisfaction with the overall high school program, next were the vocational and transitional aspects of high school, and finally their satisfaction with their academic courses. For each item, the students rated their satisfaction from A – great to F – failing. The results are shown in Table 13.

Table 13

Satisfaction with various high school programs for students in general education

<u>Rating</u>	<u>Overall program</u>	<u>Voc/Trans</u>	<u>Academics</u>
A	15.8%	16.5%	15.5%
B	44.8%	42.8%	36.7%
C	34.7%	31.0%	38.1%
D	3.0%	7.1%	7.7%
F	1.4%	2.0%	1.7%
No report	0.3%	0.3%	0.3%

The data suggest a generally high rating for the vocational education (16.5%) programs, overall high school experience (15.8%), with a slightly lower rating for the academic programs (15.5%). When the data are converted to numerical forms, a rating grade point (similar to a school grade point average) can be obtained.

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 14) suggest that almost half (49.2%) of the students exiting special education would take more courses in the functional and vocational areas, while few (13.2%) would take additional academic courses. Students exiting general education programs indicated they would take more topical/interest courses (49.8%) or functional/vocational courses (33.3%). Again, few students would choose academic courses (14.1%) (Table 15).

Table 14

Choices of additional courses in high school for exiters in special education

<u>Course topic/area</u>	<u>Percentage</u>
Academic	13.2%
Topical/Interest	28.7 %
Functional/Vocational	49.2%
No report	3.8%

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

Table 15

Choices of additional courses in high school for exiters in general education

<u>Course topic/area</u>	<u>Percentage</u>
Academic	14.1%
Topical/Interest	49.8%
Functional/Vocational	33.3%
No report	0.3%

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

Section Two

1999 – 2005 Exit Data Comparison Report

This section presents a comparison of the data from the 1999 through the 2005 exiting cohorts. Complicated statistical analyses were not used but rather data are presented in side-by-side graphical comparisons. The purpose is to present the data in ways that possible trends might be identified. Educators and policy-makers who adjust the service delivery systems for students transitioning from special education programs into adult life could use these data to discuss trends found.

Results

Data from just over 2,500 students were available for these comparisons. Table 16 shows the number of students in each yearly cohort. While these numbers were available for analyses, not all students provided complete responses to all the questions. Whenever possible, all reasonable responses were utilized

Table 16
Cohort numbers for the six years of the follow-up study

<u>Year</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>Total</u>
Count	120	201	314	397	457	491	522	2,502

Student demographics. Data was compiled on the gender, disability label and race of the exiters for these six years. These data are presented in Figure 5, and Tables 17 and 18. These data show that, across the seven years, roughly two-thirds of the school exiters have been male with the range from 70.8% to 62.1%.

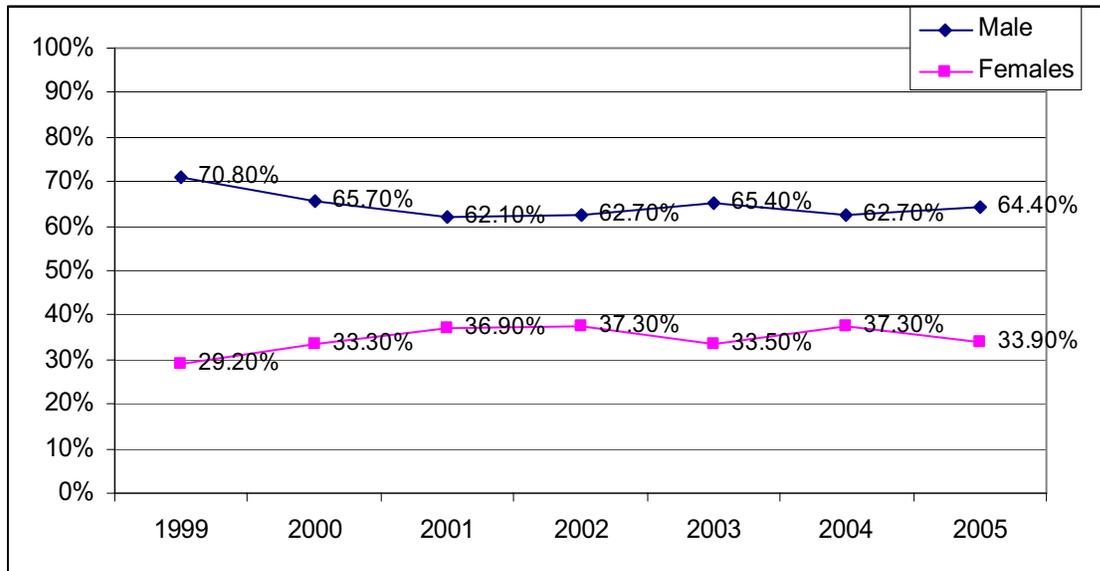


Figure 5. Gender of school exiters over the seven year span.

Table 17 presents the data on the primary disability categories of the students. The largest group represented was students with learning disabilities, who accounted for about two thirds of all students in the six cohort groups. Most percentages have been relatively stable around the average for the last six years.

Table 17
Disability represented by year (percent of total cases)

Disability	1999	2000	2001	2002	2003	2004	2005
<i>Autism</i>	0.0%	1.0%	0.6%	0.3%	0.9%	1.6%	1.7%
<i>Deafblind</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0%
<i>Mental Retardation</i>	11.7%	13.4%	17.2%	12.1%	11.2%	13.0%	14.0%
<i>Hearing Impaired</i>	0.8%	0.5%	0.3%	0.5%	0.9%	0.4%	0.40%
<i>Other Health Impaired</i>	3.3%	1.0%	4.8%	3.8%	5.5%	6.9%	6.70%
<i>Orthopedic Impaired</i>	0.0%	1.0%	0.6%	0.5%	0.7%	0.2%	1.0%
<i>Emotional Disturbance</i>	15.8%	9.0%	8.6%	7.6%	9.8%	9.9%	8.0%
<i>Speech Impaired</i>	3.3%	2.5%	4.1%	4.8%	3.7%	6.1%	4.6%
<i>Learning Disability</i>	64.2%	70.6%	61.1%	67.8%	64.1%	57.6%	54.9%

Disability	1999	2000	2001	2002	2003	2004	Total
<i>Traumatic Brain Injury</i>	0.0%	0.5%	0.3%	0.8%	0.4%	0.2%	0.4%
<i>Vision Impaired</i>	0.0%	0.5%	0.3%	1.0%	0.0%	0.4%	0.2%
<i>Deaf</i>	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%	0%

Table 18 presents the data on race of the exiters. These students are predominantly Caucasian, with the category of American Indian/Alaskan Native being the most prevalent minority category. These data 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 reservations. In some years, those units did not report school exiters, thus influencing the results and data patterns.

Table 18
Race of exiters by year (percent of total cases)

Race	1999	2000	2001	2002	2003	2004	2005
<i>White</i>	82.5%	87.1%	93.3%	92.7%	89.7%	90.4%	80.7%
<i>American Indian/ Alaska Native</i>	10.0%	8.0%	2.9%	4.5%	5.9%	5.1%	8.4%
<i>Hispanic</i>	0.8%	0.5%	1.0%	1.0%	0.4%	1.0%	1.1%
<i>African American</i>	0.8%	2.5%	0.0%	0.0%	1.3%	0.4%	1.5%
<i>Asian Pacific Islander</i>	0.8%	0.5%	1.3%	0.5%	0.2%	0.6%	4.0%
<i>Other</i>	0.8%	0.5%	0.0%	0.0%	2.4%	2.4%	1.1%

IEP Goals and Participation

Figures 6 and 7 show the patterns of IEP career goals and IEP meeting participation of the students in the six cohorts. Figure 6 shows that most students have had a career or post-school goal on their IEPs, with a rather significant jump occurring between 1999 and 2000. A decrease is seen between 2001 and 2003 but data from the 2004 cohort shows an increase in career or post-school goals written into IEPs.

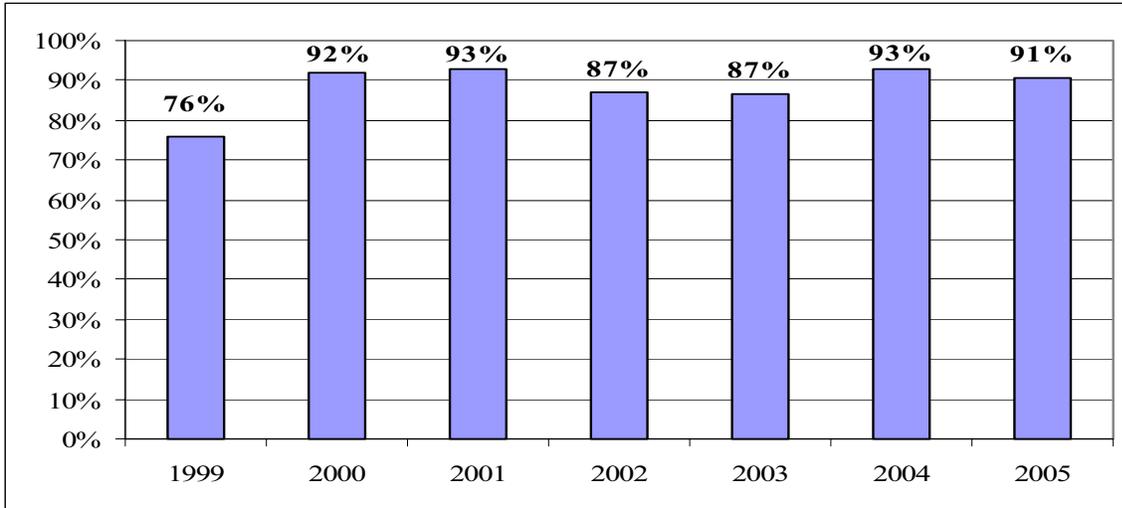


Figure 6. *Percent of students with at least one career or post-school goal on their last IEP.*

Figure 7 shows the IEP attendance and participation rates of students just prior to leaving school. Overall, approximately 80% of the students attend their IEPs and were active participants.

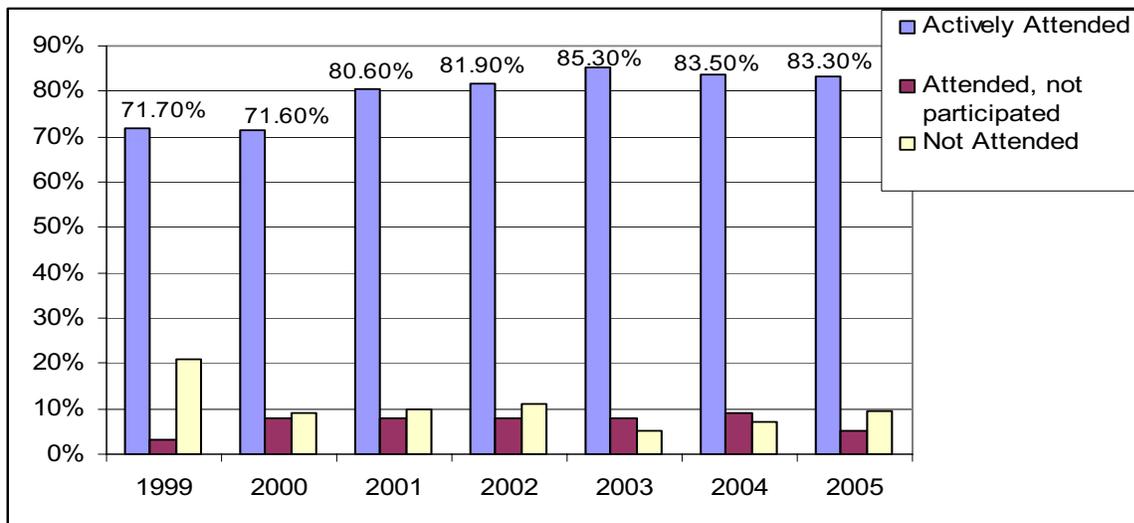


Figure 7. *IEP attendance and participation rates.*

Post-secondary Plans

Students were also asked about their post-secondary plans. Figure 8 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 E for individual comments.

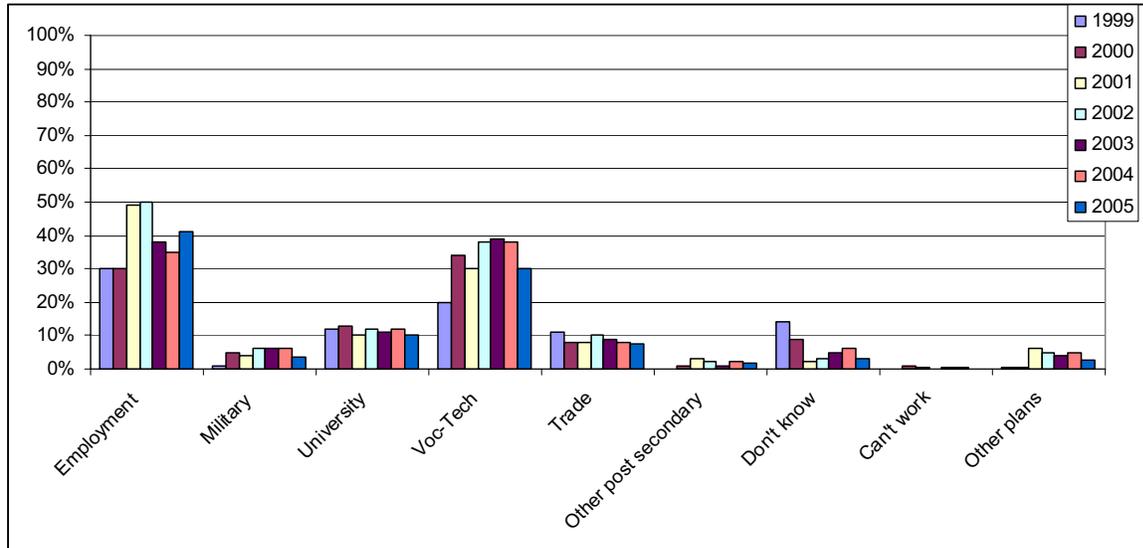


Figure 8. *Post-secondary plans of school exiters.*

Adult service needs. Students and teachers reported on possible adult services the students might require after leaving school. Table 19 shows the results across the six 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. This decreases in 2004 and falls just slightly below the six-year average (19.1%). Over the first four years, a larger number of students reported the likelihood of accessing vocational rehabilitation, job service, and college disability supports. Data increased in 2001 of the students who thought they would access developmental disabilities services but overall results stayed at levels less than 10%. Also, less than 10% of the students said they will access social security services over the six years.

Table 19

Possible adult services needed

Services	1999	2000	2001	2002	2003	2004	2005
<i>No Services Needed</i>	15.0%	16.9%	22.3%	21.7%	20.4%	18.5%	12.1%
<i>Vocational Rehabilitation</i>	45.8%	55.2%	61.1%	61.2%	58.4%	61.7%	58.2%
<i>Developmental Disabilities</i>	4.2%	8.5%	12.1%	9.8%	8.1%	8.4%	9.4%
<i>Job Service</i>	9.2%	15.4%	15.6%	22.7%	19.3%	15.7%	15.1%
<i>Social Security</i>	2.5%	9.0%	8.0%	6.0%	6.8%	6.7%	5.4%
<i>College Disability Supports</i>	10.0%	24.4%	30.6%	29.7%	27.6%	34.4%	27.2%
<i>Adult Learning Center</i>	0.0%	1.0%	1.6%	2.0%	0.4%	1.4%	1.1%
<i>Other</i>	7.5%	1.5%	4.1%	5.3%	5.0%	6.1%	3.1%

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

Reason for Exiting School

Figure 9 shows the reported reasons for the students leaving school. The majority have graduated with diplomas, including the relatively low number reported in 1999. Also, the data suggest a declining trend in school dropouts among these students with disabilities.

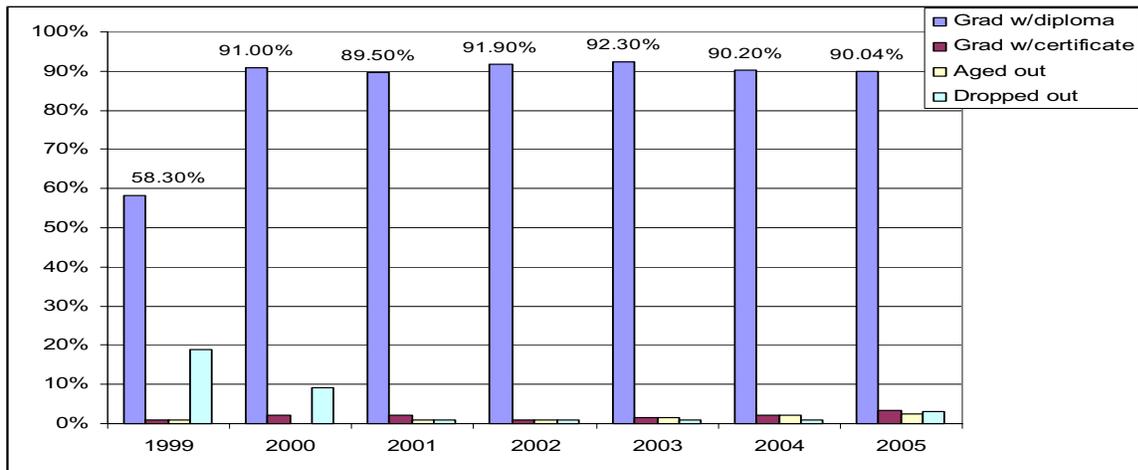


Figure 9. *Exit reason (percent of total cases).*

Skill Attainment

Students and teachers reported on the skills attained during their high school years. Table 20 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 20

Occupational skills attained

Skill	1999	2000	2001	2002	2003	2004	2005
<i>Employment</i>	40.8%	66.2%	78.3%	75.8%	73.3%	72.1%	72.1%
<i>Vocational Courses</i>	32.5%	61.2%	72.3%	71.3%	75.9%	67.0%	64.9%
<i>Work Skills</i>	21.7%	29.4%	1.9%	42.6%	36.1%	29.7%	17.0%
<i>Social Skills</i>	17.5%	28.9%	1.9%	40.8%	34.8%	26.1%	16.5%
<i>Daily Living Skills</i>	19.2%	23.4%	1.9%	37.8%	36.5%	24.0%	17.4%
<i>Community Access</i>	6.7%	18.4%	1.6%	30.7%	18.8%	14.7%	12.5%
Skill	1999	2000	2001	2002	2003	2004	Total
<i>Computer Literacy/Keyboarding</i>	20.0%	48.8%	2.9%	71.3%	65.9%	59.4%	60.9%
<i>Work in Teams/Groups</i>	12.5%	38.3%	2.2%	56.9%	54.3%	47.0%	48.1%
<i>Other Skills</i>	3.3%	3.0%	1.3%	1.1%	12.3%	13.8%	9.0%

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 10). Then they rated their vocational/transition and special education program components (Figures 11 and 12). Overall, the students were relatively satisfied with their experiences with the majority of the ratings being As or Bs.

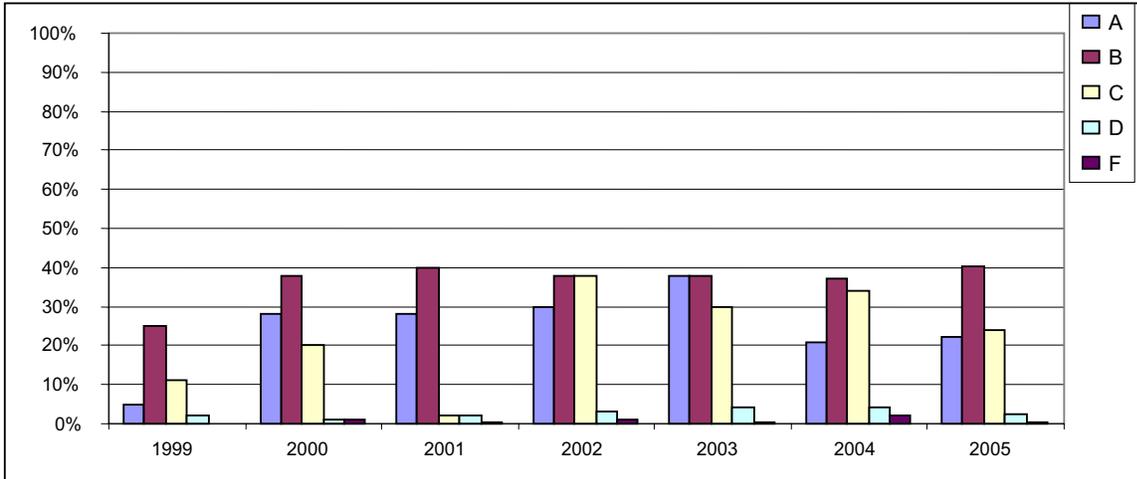


Figure 10. Overall satisfaction with high school (percent of total cases).

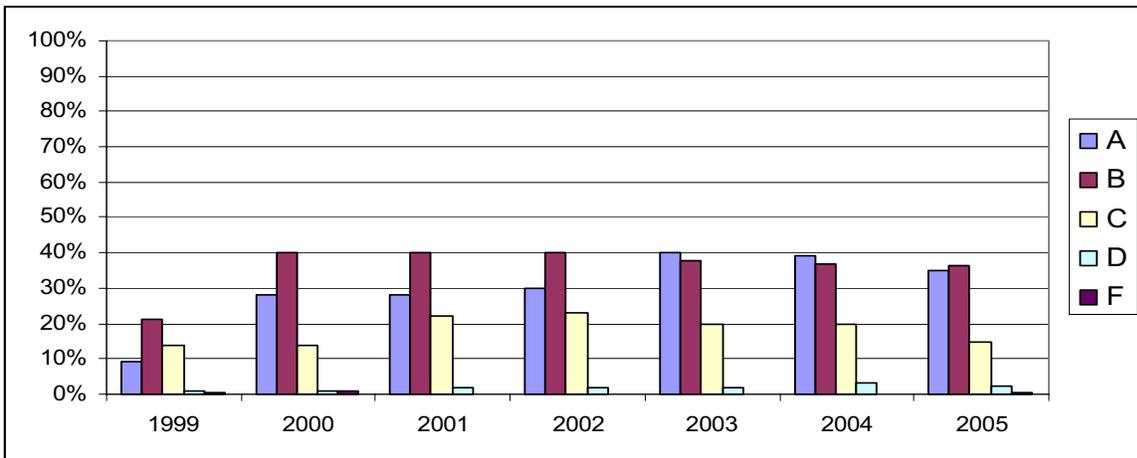


Figure 11. Satisfaction with vocational/transition programs (percent of total cases).

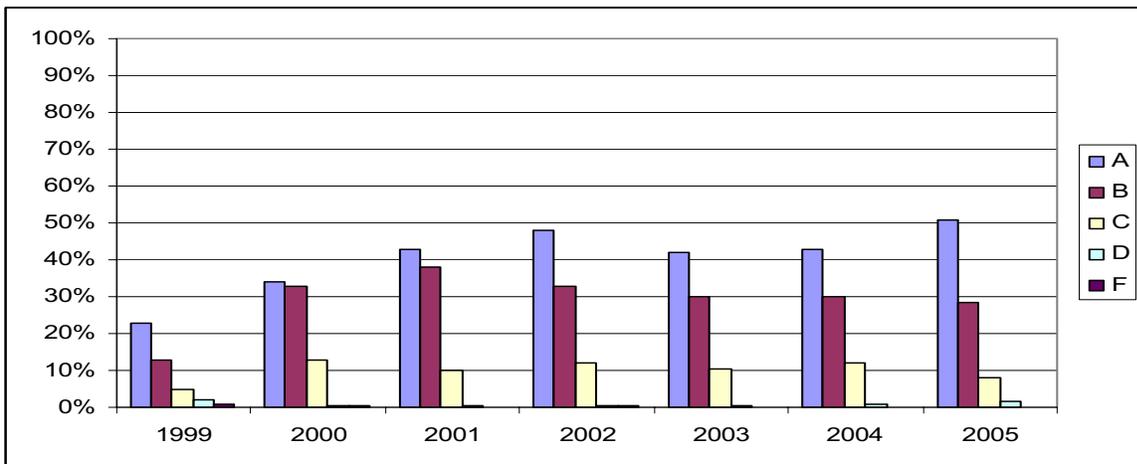


Figure 12. Satisfaction with special education program (percent of total cases).

Ratings were converted from A through F ratings into numerical formats, and calculated a rating point average, much like a grade point average. Table 21 shows these rating point averages for the various high school program components. The data suggest that 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 21

Rating point averages for high school program components across cohorts

	1999	2000	2001	2002	2003	2004	2005
Overall high school	2.67	2.92	3.08	2.73	2.75	2.68	2.88
Vocational/transition	2.71	3.09	2.95	2.98	3.05	3.05	3.11
Special Education	3.35	3.22	3.35	3.33	3.31	3.31	3.41

Additional classes. Finally, students were asked which course(s) they would take if they were in school for one more semester. Their responses are shown in Figure 13. Overwhelmingly, students report that they would take more functional and vocational courses. Data from the 2004 cohort stayed relatively consistent with the 2001, 2002, and 2003 cohorts.

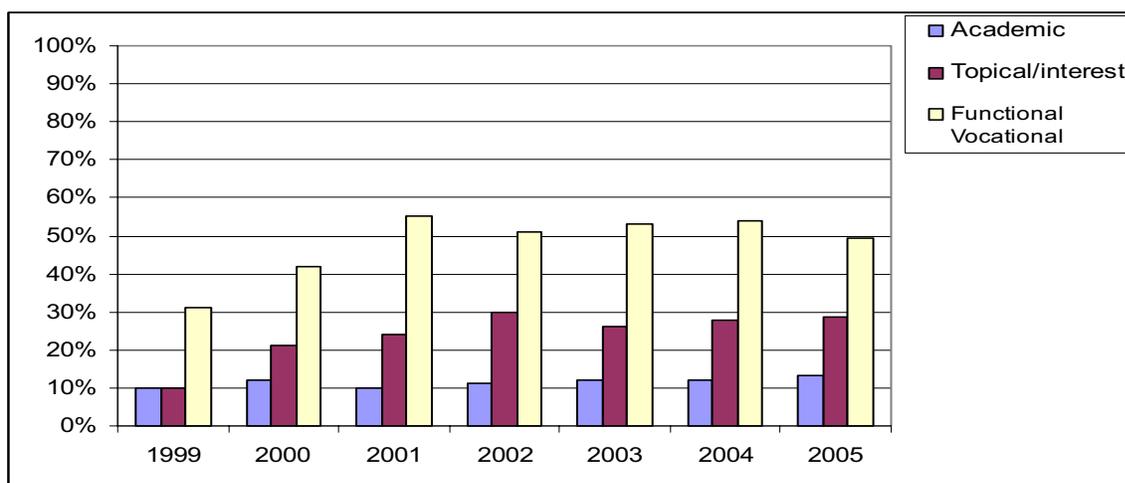


Figure 13. *Take more classes in following areas (could choose more than one).*

Significant Findings

- Over the last six years nearly two thirds of students exiting special education programs in North Dakota were male.
- Most students leaving special education programs had learning disabilities, mental retardation, or emotional disturbance. Overall, 64.2% of the students from 1999 to 2004 have learning disabilities.
- Approximately 90% of the students in the 1999 – 2004 cohorts had a career or post-school goal on their last IEP, and over three fourths attended and were active participants in these IEP meetings.
- At least 50% of students exiting special education programs planned on getting a job and/or attending a vocational/technical school.
- Over one half of the students stated they will likely access vocational rehabilitation services after high school; however, over the last six years 19.1% believed they did not need adult services after exiting school. Much of the data regarding post-school adult services are variable at this time.
- Since 2000 approximately 90% of the school exiters leave due to graduation with a diploma. Overall, the drop out rate appears to be declining.
- Overall, 67.8% of the students reported learning valuable work skills through their vocational courses and 63.4 % reported receiving various work skills.
- Students are generally satisfied with their high school programs (2.81), with the greatest satisfaction in the special education programs (3.31).

Section Three

2004 Cohort One Year after School Exit

This report continues the series of technical reports on the North Dakota (ND) Transition Follow-up Project, funded by ND Department of Public Instruction (ND DPI), 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 report is a summary of the data and analyses of the 1999 through 2004 cohorts of students with disabilities one year after they have exited from ND high schools. These students' initial school exit data were presented in previous reports and are available from North Dakota Center for Persons with Disabilities (NDCPD) or from the ND DPI office in Bismarck as well as from their respective websites.

Methodology

The general procedure for this study was to survey parents of the 1999 through 2004 school year exiters from the participating special education units. Once contacted, the family members were interviewed using the *NDCPD Transition Follow-up Project Telephone Interview Questionnaire* (see Appendix C). This instrument and the contact protocol are described below.

Instrument. The interview questionnaire was developed after an extensive review of materials. DPI staff provided NDCPD staff with an initial outline of some questionnaire items based on their earlier work on the project. In addition, several examples were obtained for transition questionnaires from researched literature.

Items from these materials were analyzed and useful structural features were selected. Initial drafts were then designed and included items on education, employment, living arrangements, and social activities. These drafts were revised several times with input from DPI and NDCPD staff. The final version incorporated the most salient items of interest and provided

an efficient instrument for gathering data via telephone interviews.

Contact protocol. The protocol for contacting participants was developed by NDCPD staff with the assistance of several Minot State University (MSU) graduate student assistants. To compile the call list, initially, the exit interview reports were used which were provided by the participating special education units. Unfortunately, not all the reports were sent and several were not 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. The MSU student assistants then constructed computer data files with this information. All student information was organized by identification codes rather than names to ensure greater confidentiality. These data files were used to generate call logs for the interviews.

The student assistants were trained 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 during the interview. 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 also 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. The following two reports are the results of these telephone interviews.

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 14). Although a slight decline is seen, this rate has stayed fairly consistent over the five year period.

Parents' anecdotal reports (Appendix E) indicate that students were attending two and four-year colleges and universities (e.g., NDSU, MSU, UND, Dickinson State College, Aakers Business College) both in North Dakota and out of state. Several students also attended trade or technical training programs such as Joseph's School of Cosmetology.

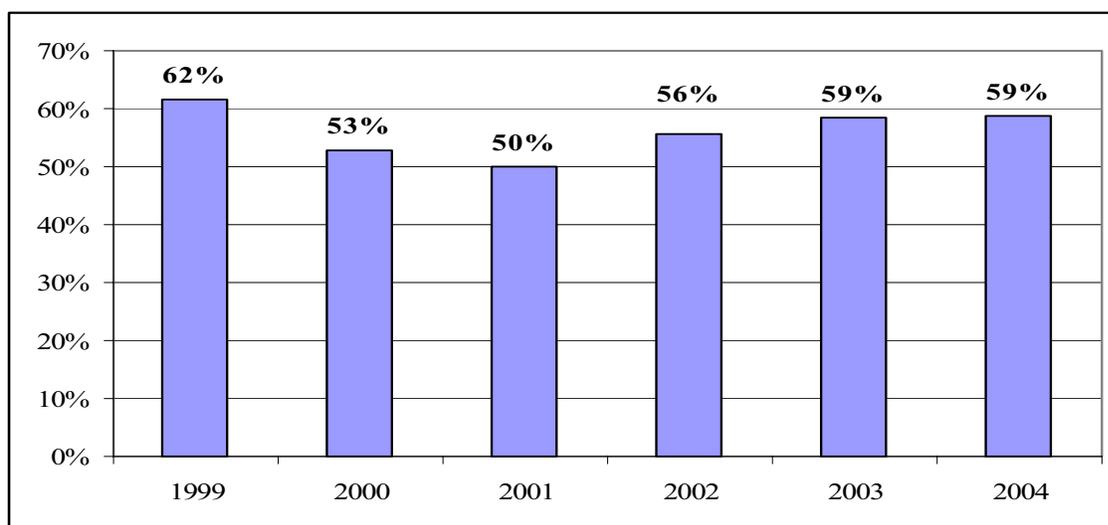


Figure 14. *Percent of students attending/attended school after high school.*

Employment

Parents were asked about the work situation of the students. Seventy three percent of the 2004 cohort are currently employed, an increase of 3% from last year's overall results(see Figure 15). Approximately one-tenth (12%) of the students who were unemployed were actively seeking employment (Figure 16). Results (Figure 17) also indicate that 70% of this population had or have additional jobs.

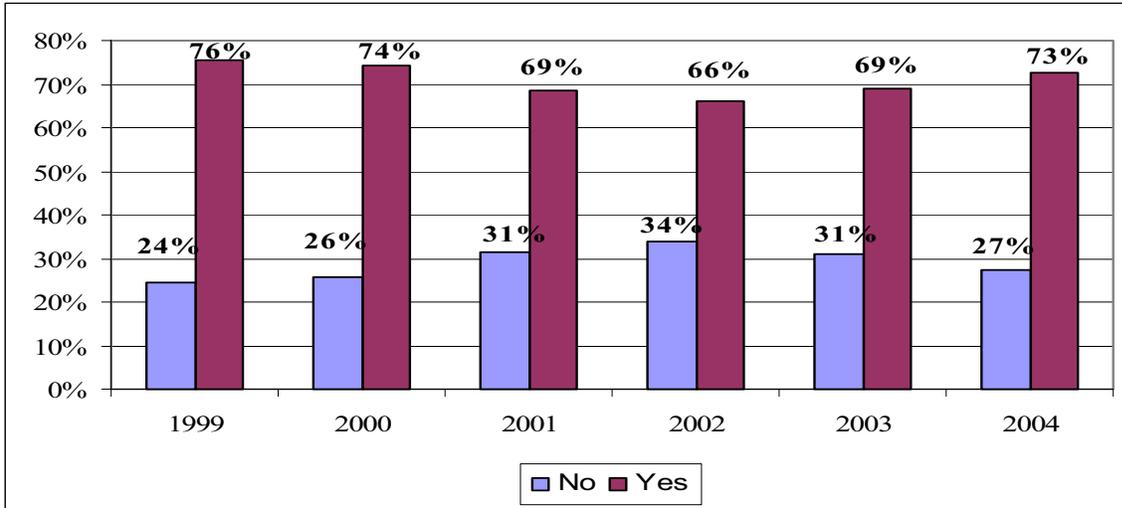


Figure 15. *Percent of students currently employed.*

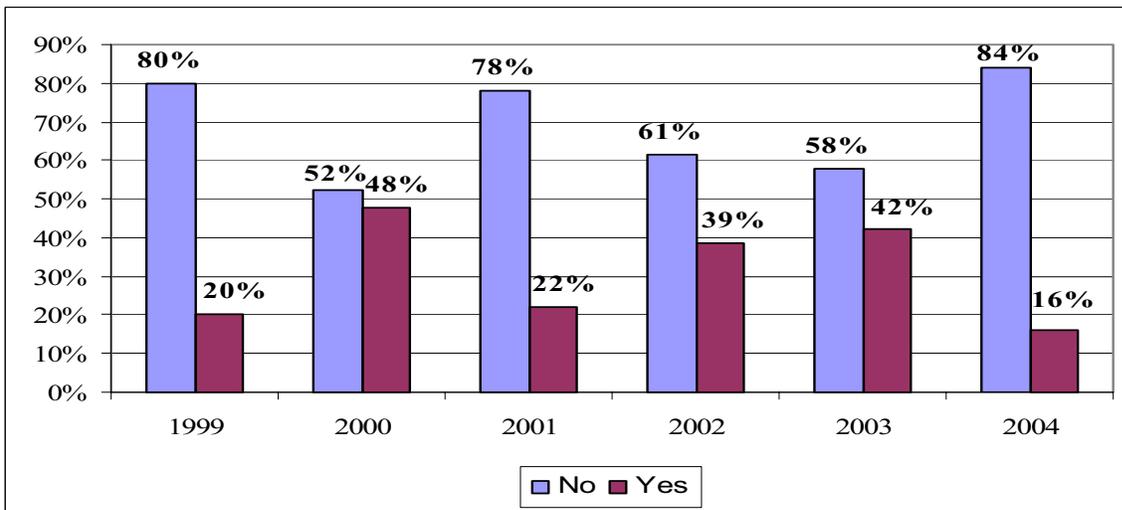


Figure 16. *Percent of unemployed students currently looking for a job.*

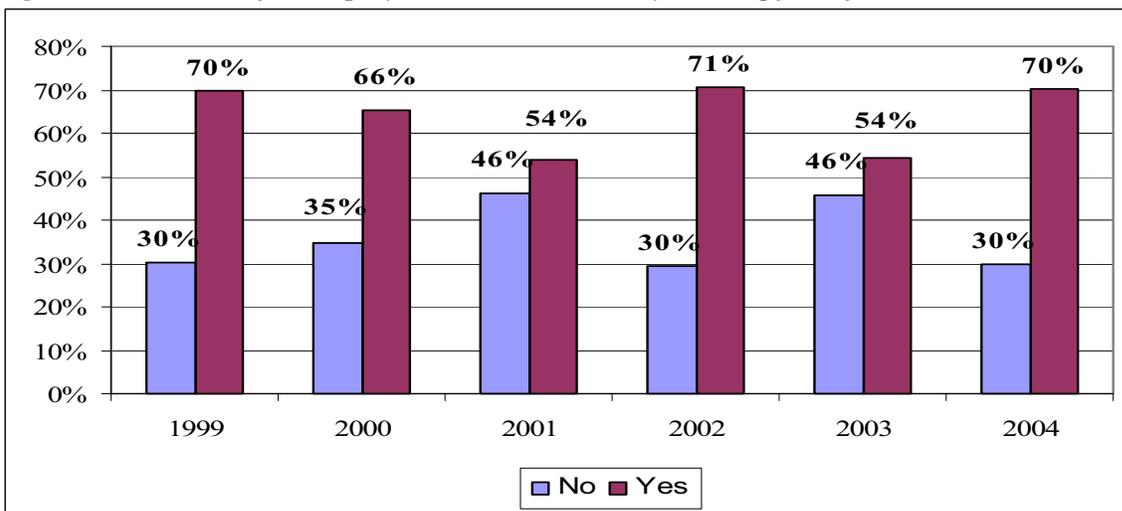


Figure 17. *Percent of students with other jobs.*

Anecdotal comments from parents indicate that these students were employed in areas such as welding, automobile mechanics, semi-truck driving, daycares, and restaurants. As shown in Figure 18, the 2004 cohort received an average of \$8.03 per hour for an average of 33.53 hours per week. Hours of work have increased with an overall average of 10.44 months on the job.

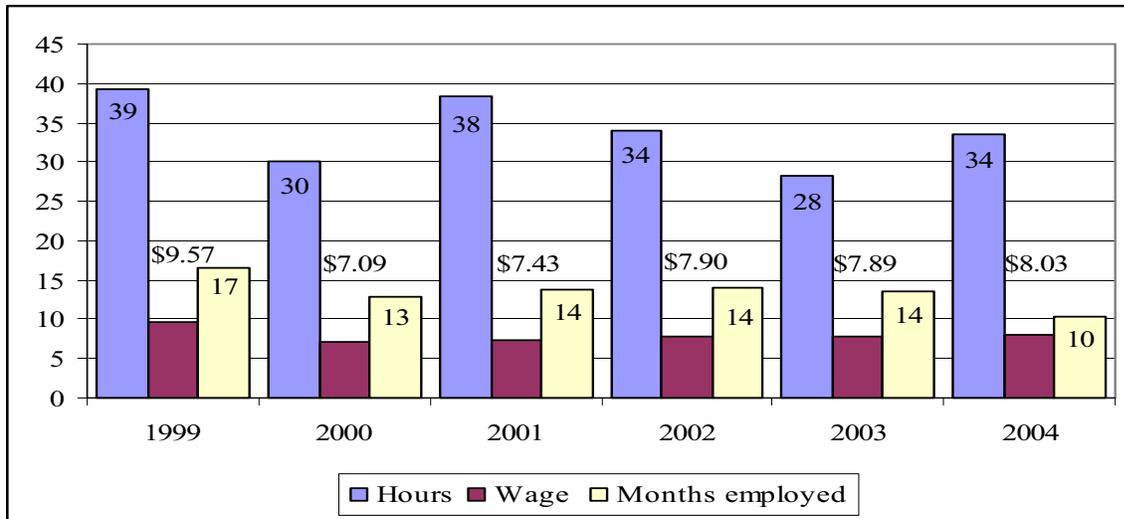


Figure 18. Average wages, hours, and time on job.

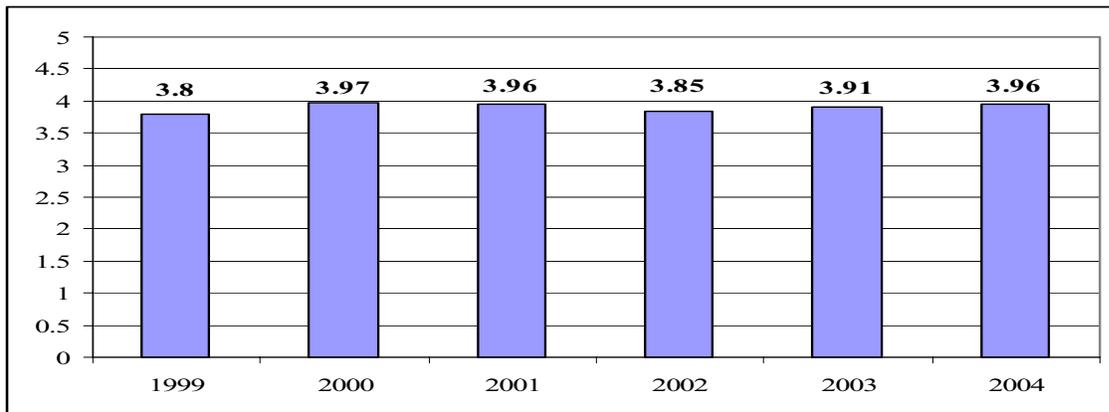


Figure 19. Average satisfaction rating of current job.

Living Arrangements

Parents were then asked about the students' living arrangements. Figure 20 shows the current living arrangements, indicating that almost half of the students live with their parents

while almost one third live in apartments either by themselves or with others. Of the remaining students, 1% lived in a supervised apartment, 2% lived in a group home, and 3% lived with relatives.

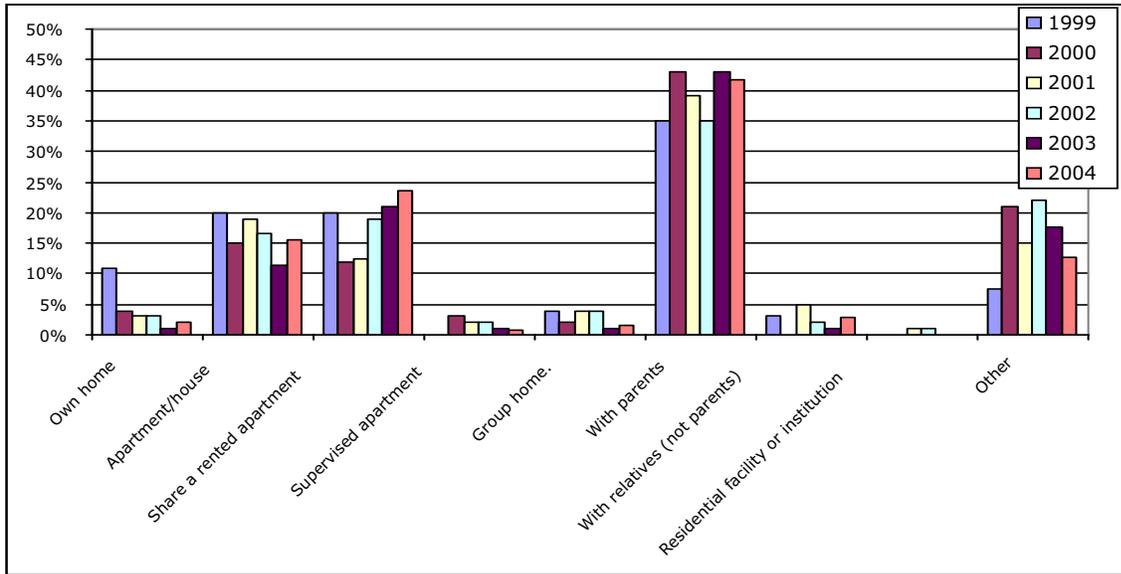


Figure 20. *Percent of students by living arrangements.*

Parents were also asked about the students’ marital and family status. As shown on Figures 21 and 22 in 2003, 2% of the students were married with 5% having children. A slight increase is shown in the 2004 cohort, as 3% of the students were married and 6% had children.

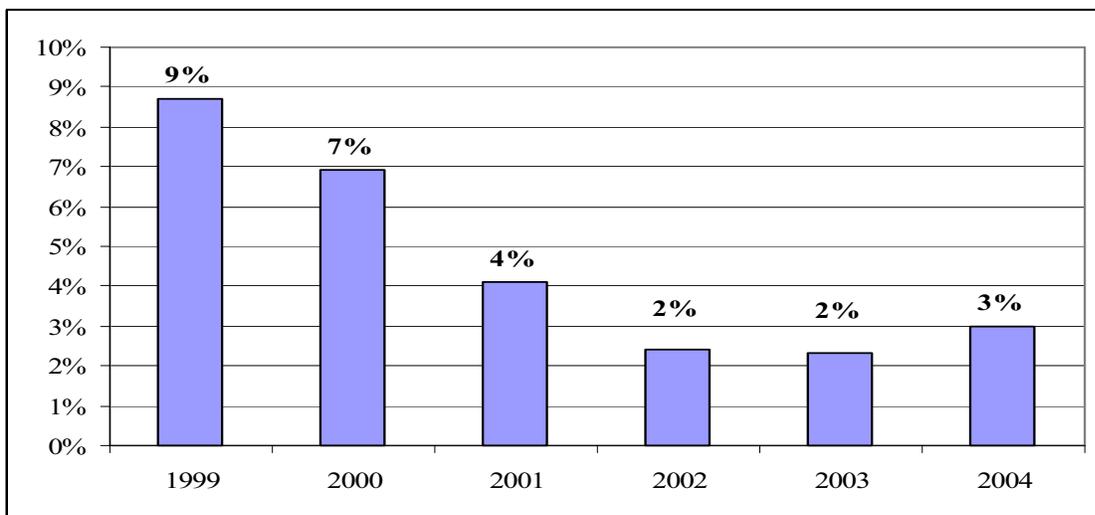


Figure 21. *Percent of students who are married.*

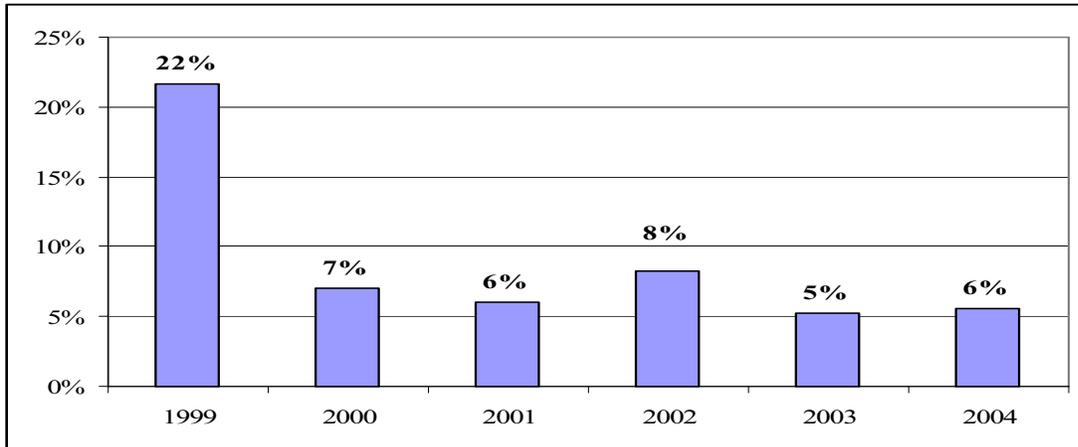


Figure 22. *Percent of students who have children.*

Social Activities

Parents were asked about the social activities and community participation of the students. Figure 23 shows how often students went out with others each week. The trend continues to show that a 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 Kiwanis, SADD, church, drama clubs, Special Olympics, and Habitat for Humanity, and a variety of sport organizations. Students also spent time hunting, playing paintball, on the computer, boating, and spending time with friends or partners.

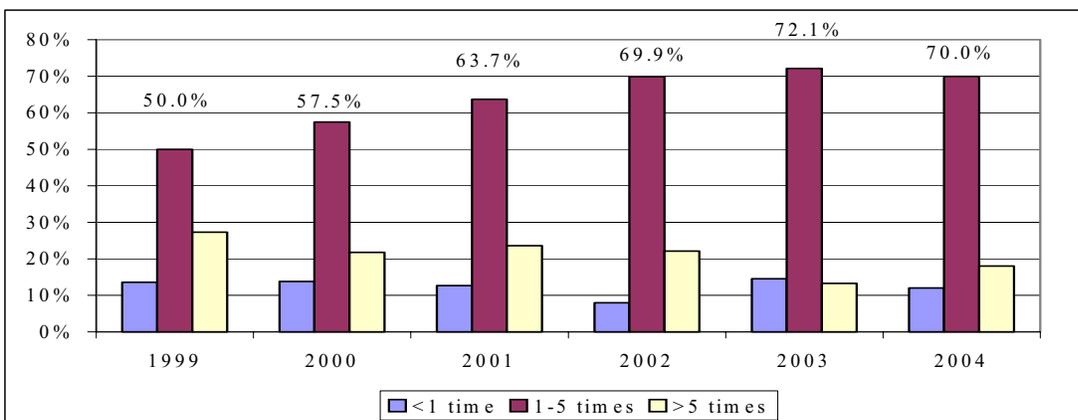


Figure 23. *Percent of times per week students go out with others.*

Figure 24 indicates that in 2004, 25.3% of the students were involved in volunteer activities. This has decreased from the 28.1% in 2003 and the 33.5% seen in 2002. The majority of the parents listed their church as the most common place of volunteer work (n=63). Other volunteer activities include the YWCA, Habitat for Humanity, and community activities clubs.

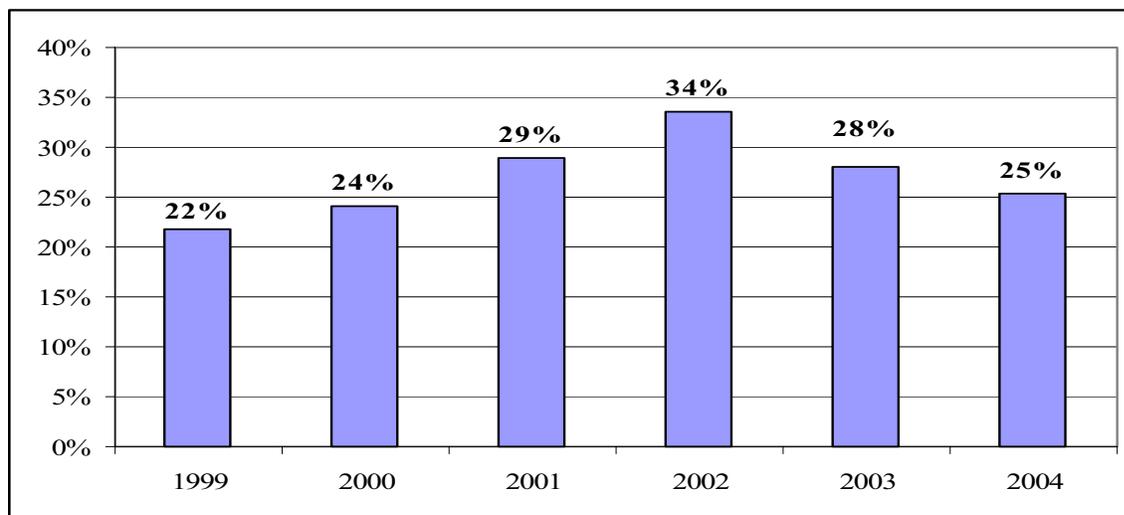


Figure 24. *Percent of students who do volunteer work.*

Accessing Adult Services

Parents were asked two questions about the specialized adult services that students had accessed since high school. Parents reported that 26.6% of the students received services after high school (Figure 25). Of the services students accessed, Vocational Rehabilitation (VR) was the most commonly accessed (Figure 26) with 54.6% of the 2004 cohort receiving services. The second commonly accessed service was Job Services, with 15.2% of the 2004 cohort receiving services after leaving high school.

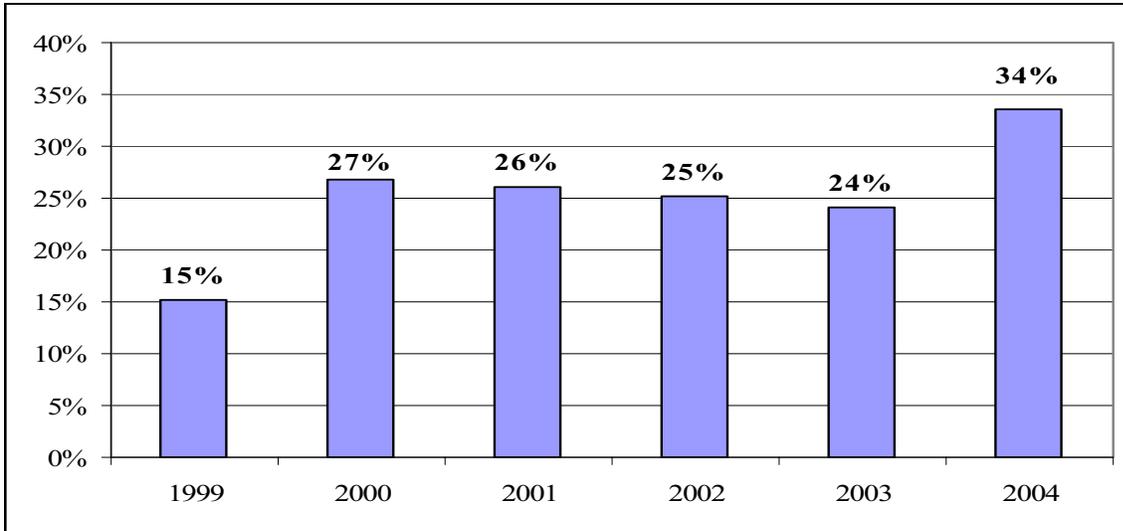


Figure 25. *Percent of students receiving post high school services for their disability.*

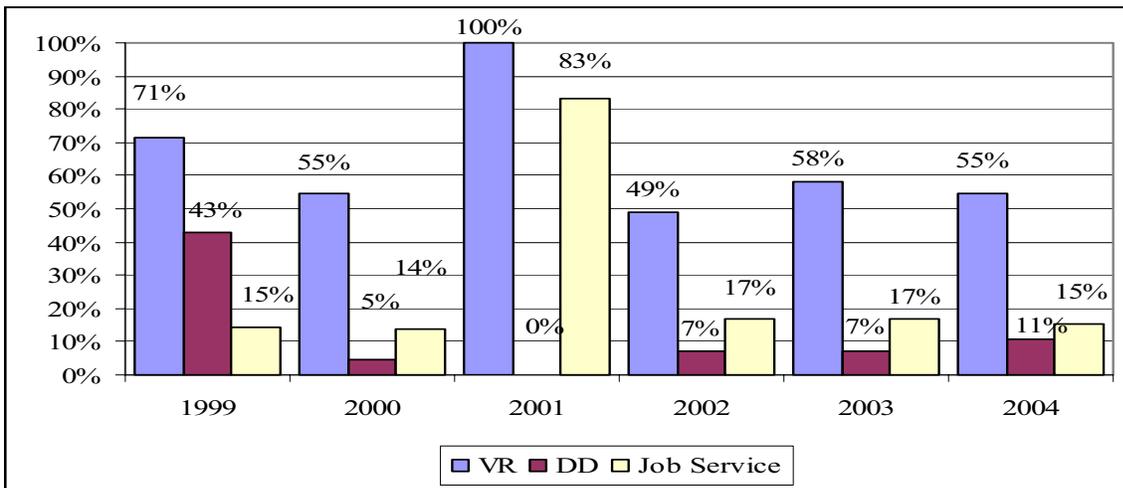


Figure 26. *Percent of students referred to adult service agencies for post-school services.*

Satisfaction with the High School Experience

Finally, parents were asked if students were satisfied with high school and if they were prepared for life after high school. In 2004, almost three-fourths (74.5%) of the parents said their children were satisfied with high school (Figure 27) and this has stayed fairly consistent over the last five years. When parents were asked to comment on why they were or were not satisfied with their high school experiences the following comments were collected. The full list of anecdotal comments can be reviewed in Appendix E.

The following are samples of the positive and negative comments from parents:

- *They worked really hard with him, and helped him get into college, they were very encouraging.*
- *There was a lot of teacher support and aide support, a lot of kind and considerate people at that school.*
- *The social aspect of school kept her going. She liked her counselor and IEP a lot which helped her.*
- *He really liked his special ed teachers, they were a big help for him. He knew he always had someone to go to.*
- *He had wonderful teachers, and case managers, that gave him the best education he could get. He was offered a variety of activities, and opportunities to explore.*
- *I think the schools could do more with reading disabilities by giving more help. They also should not throw all the kids with disabilities together regardless of their disability.*
- *The teachers were too old school, and do not believe in modification, a lot of put downs*
- *It was difficult for her- the classes were very hard and she had a different case worker every year. She was re-evaluated her junior year and lost a lot of services that she needed which made it harder.*

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

- *Not listen to the people that would put him down.*
- *I don't think he'd change anything.*
- *Nothing (69)*
- *The IEP instructor did not prepare her for college.*
- *More recognition of his intelligence and motivation for him, have the school make him feel capable of succeeding.*
- *I would've taken school more seriously.*
- *She passed up on the college entrance exam, she wishes she would've taken it because now her options are limited.*

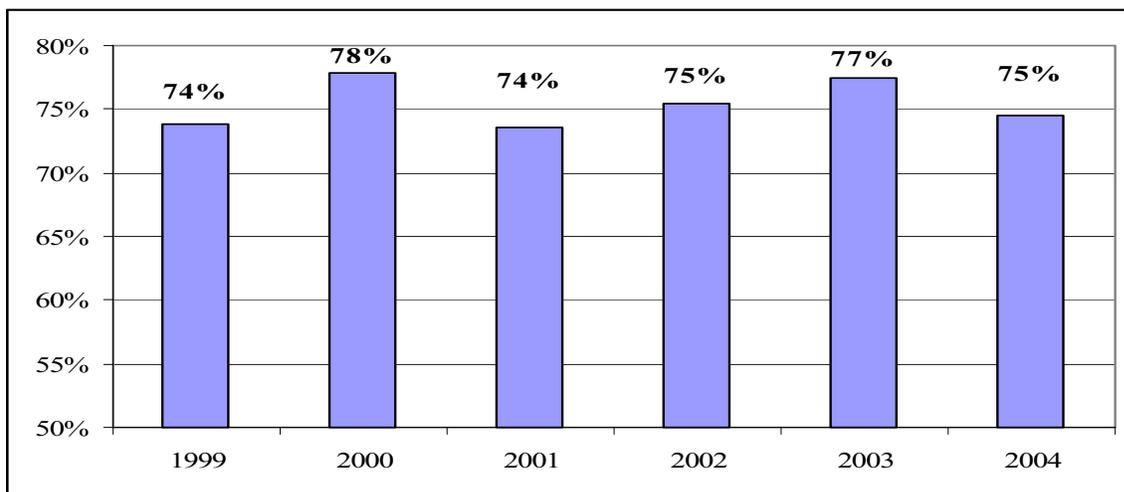


Figure 27. Percent of students satisfied with high school.

As indicated on Figure 28, 64% of the parents in 2004 reported that they felt their children were prepared for life after high school. Anecdotal comments with this question include:

- *He was ready to go, he knew what he wanted to do since he was a junior. He was a little nervous going to a new place.*
- *She had bills that she controlled before she left which put her on the right foot. She likes being away from home so must be doing well.*
- *Without the entrance exam she isn't able to do many things and it's hard for her to go back and take the test now. I wish the school would've explained to her the severity of passing up the test.*
- *There were a lot of life skills that she did not have. With her background of neglect and being adopted, I feel she wasn't as mentally mature to go on to the adult world.*
- *She couldn't handle going off to college right away-had trouble with the law and school. She got mixed up and didn't know what direction to take to bring her away from the social aspect and focus on school. Handling money has also always been a problem.*

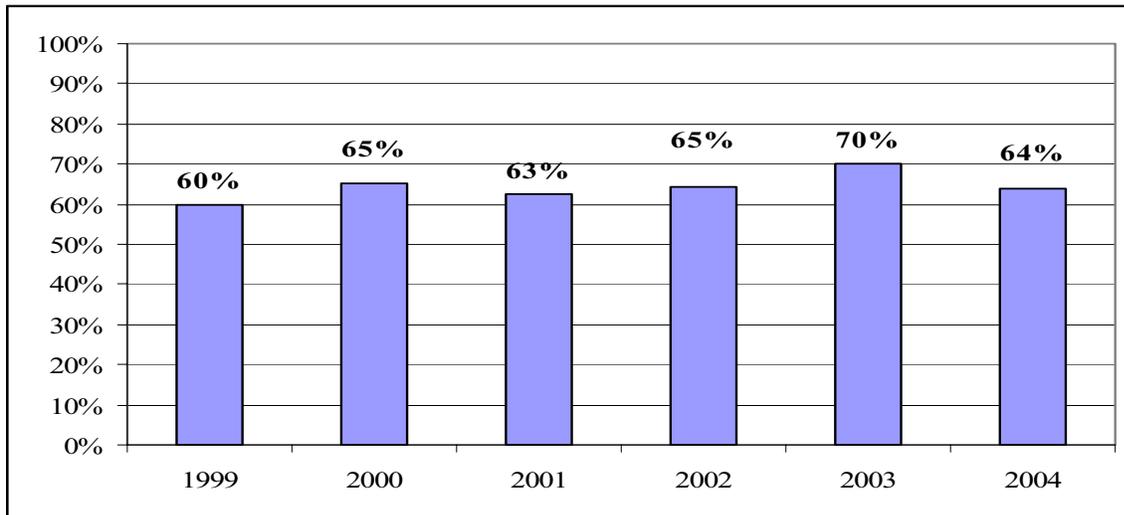


Figure 28. *Percent of parents who thought students were prepared for life after high school.*

Section Four

One and Three Year Follow-up Comparisons

In this section the follow-up data of the 2000, 2001, and 2002 cohorts are examined by comparing the one year after exiting high school and three years after exiting high school data sets of each cohort. By comparing data received through parent interviews information gained increases the understanding of transition programs and students' preparedness for adult life.

Comparison of Student Demographics

In the 2000 cohort, 208 students participated in the exit interviews, 88 in the one year follow-up interview and 87 participants in the three year follow-up interviews (Table 22). In the 2001 cohort, 316 participants completed the exit surveys, however only 169 participants completed the one and three year follow-up interviews. The 2002 cohort showed the least difference between one and three years after exit with 169 participating in one and three year interviews. Participation in the survey and interview components was voluntary as was answering particular questions; therefore not all questions were answered by all students.

Table 22
Participants.

Participants		
Cohort Group	One Year	Three Year
2000	88	87
2001	169	169
2002	169	167

Telephone Interview Results

Post-secondary School Attendance

The first question in this interview compared the number of students who received at least some post secondary education since high school based on the results from the interviews conducted one year and three years after exiting school. The percent of students in the 2001 cohort who were attending or attended post-secondary schools after exiting increased from 50% to 56% three years after exiting high school (Figure 29). The 2002 cohort data indicates an increase of 7%. The largest increase was indicated in the 2000 cohort, which increased 17% from 53% to 70%.

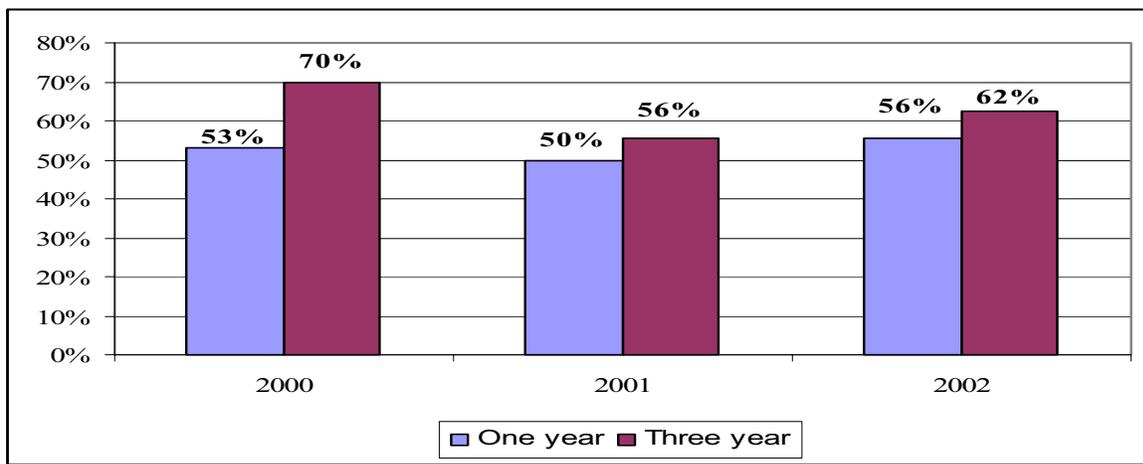


Figure 29. *Percent of students attended/attending school after high school.*

Employment Status

An increase of 14% in the employment status of the 2002 cohort was indicated when comparing the three cohorts at one and three years after exiting school (Figure 30). A decrease in employment was indicated in the data concerning the 2000 cohort. At exiting, 74% of the students reported being employed, whereas three years later data show a slight decrease to 73%. One year after exiting, 66% of the 2001 cohort was employed. In the three year follow-up interviews, this increased to 79%.

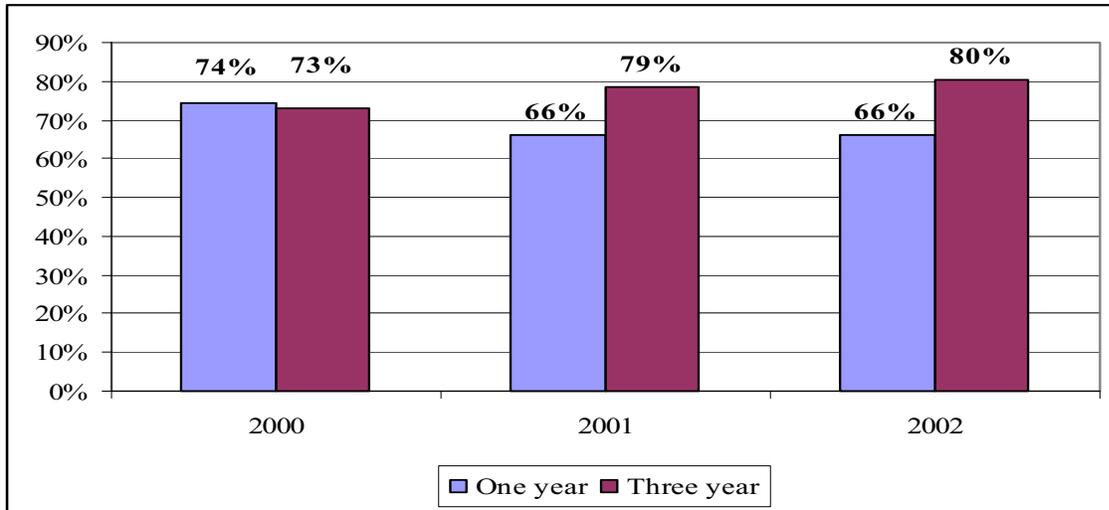


Figure 30. *Percent of students currently employed.*

One year after school exiting, 48% of the 2000 cohort reported seeking employment and three years later this number slightly decreased to 47%. Data from the 2002 cohort also indicates a decrease of 25%. However, the 2001 cohort indicated a 34% increased from 22% to 56% (Figure 31).

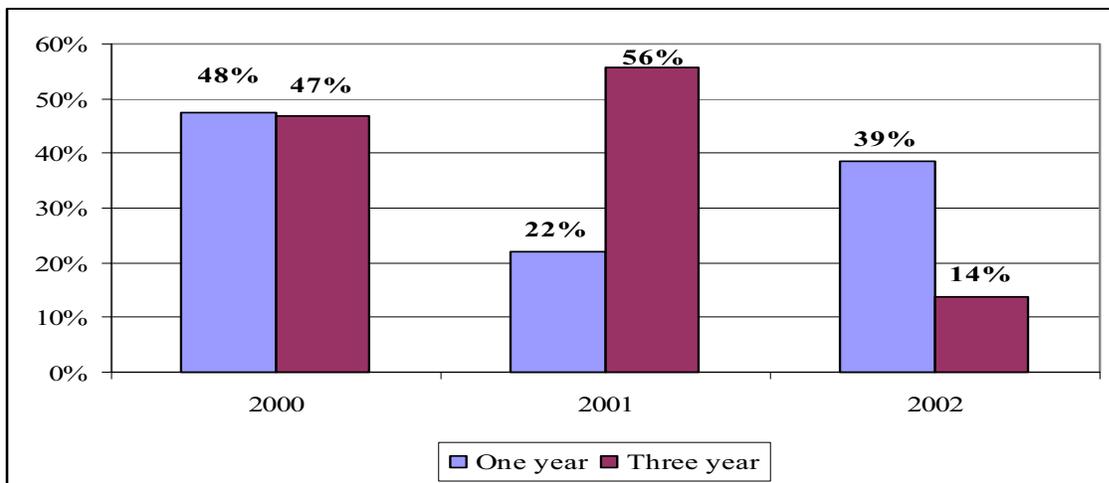


Figure 31. *Percent of unemployed students currently looking for a job.*

Although some students in the three cohorts were not working at the time of the one or three year follow-up interviews, increases were indicated in all cohorts when asked if they have had a job since exiting high school. Data from the 2000 cohort showed an increase from 66% to 74%. The 2001 cohort increased from 54% to 66%. Furthermore, an increase was indicated in

the 2004 data of 10% (Figure 32).

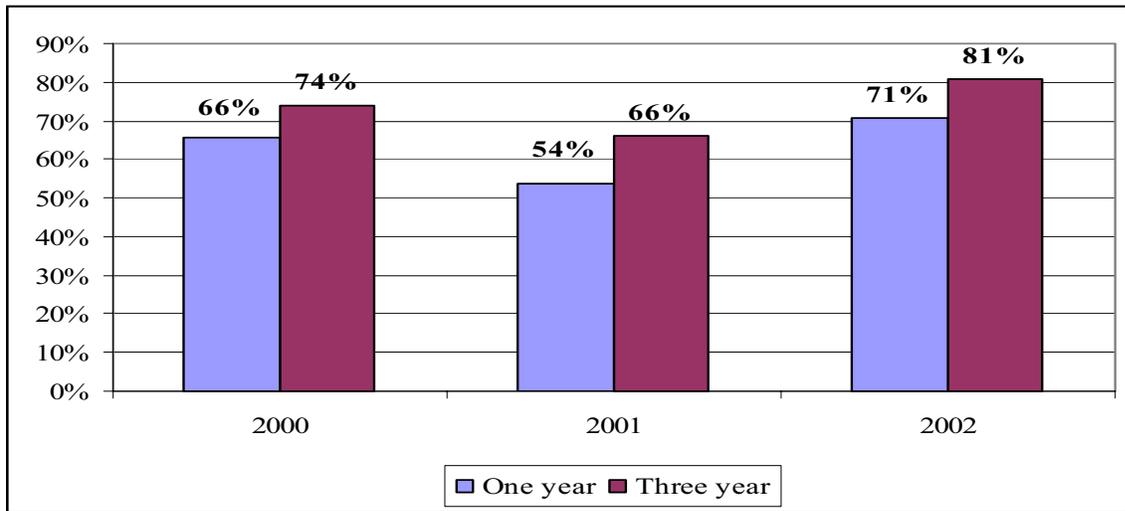


Figure 32. *Percent of students with other jobs.*

Figure 33 shows the hours worked, hourly wages, and months on the job for the 2000, 2001 and 2002 cohorts. Months on the job has stayed relatively consistent over the three cohorts. However, wages have fluctuated slightly across the years.

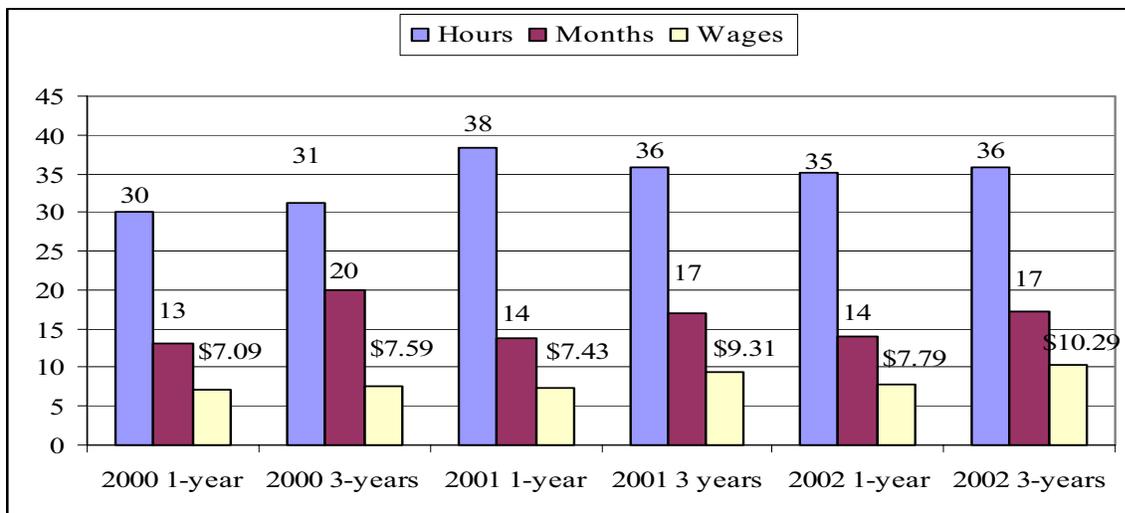


Figure 33. *Average wages, hours and time on job.*

Data shown on Figure 34 indicate that when asked about job satisfaction, on a scale from 1 (not satisfied) to 5 (very satisfied), most students were satisfied with their jobs. Job satisfaction indicated by the 2000 cohort data showed an increased from 3.97 to 4.00 but a decrease was

indicated in three years between interviews of the 2001 cohort. A decrease in job satisfaction was also indicated by the 2002 cohort data.

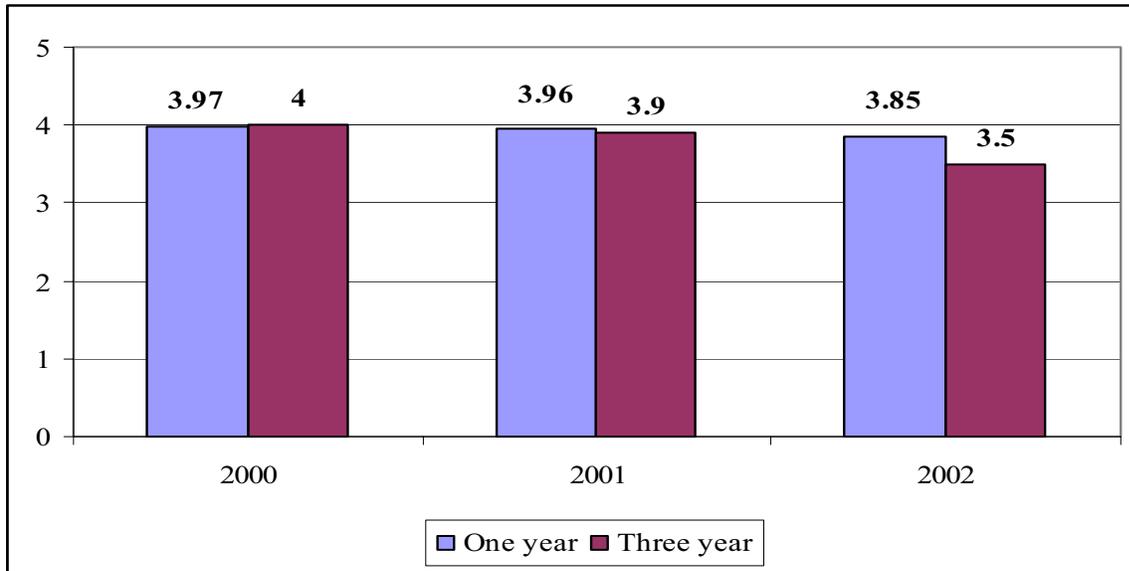


Figure 34. *Average satisfaction rating of current job.*

Living Arrangements

Students and parents were also asked about the living arrangements at one and three years post-school. Approximately 30% of the 2000 cohort rented one year after leaving high school and this decreased with time to approximately 11%. The 2001 cohort data decreased in percentage renting (20% to 18%) but increased in the percentage of students who shared rent (12% to 28%). An increase was also shown in the 2002 cohort data in both renting and shared renting while living with parents decreased (see Figure 35).

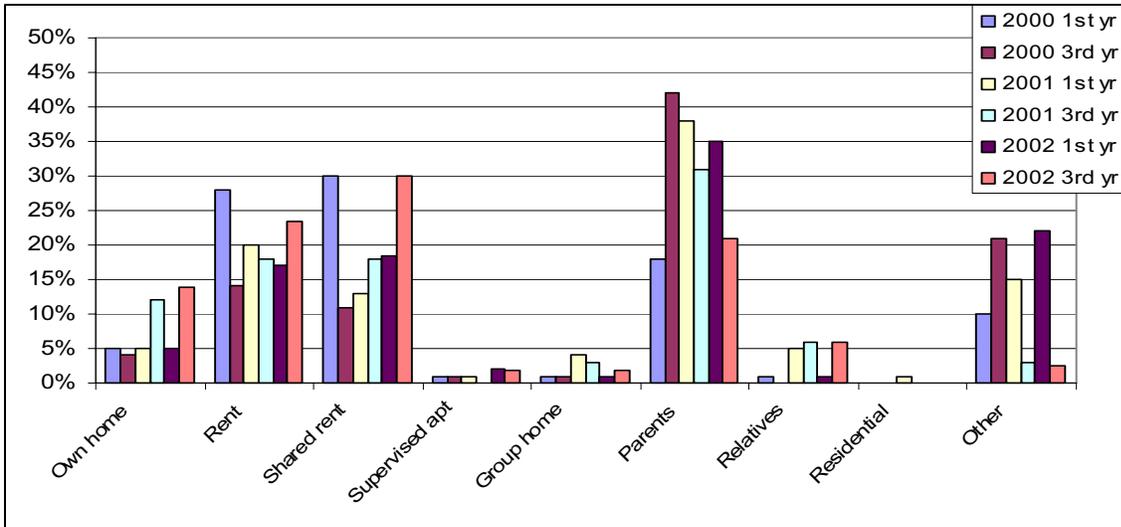


Figure 35. *Percent of students by living arrangements.*

At the time of the three-year follow-up interviews 13%, 10%, and 12% respectively reported being married (Figure 36). The number of individuals with children also increased over the three years. It was reported that 7.0% of the 2000 cohort; 6% of the 2001 cohort, and 8% of the 2002 cohort had children one year after exiting school. These numbers increased to 18%; 16%; and 16% respectively three years after exiting school (Figure 37).

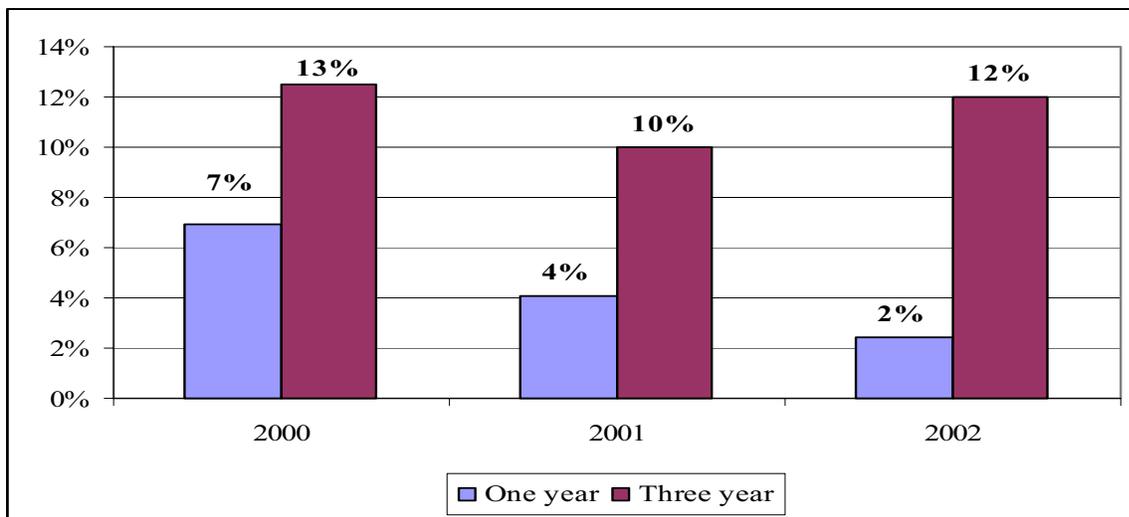


Figure 36. *Percent of students who are married.*

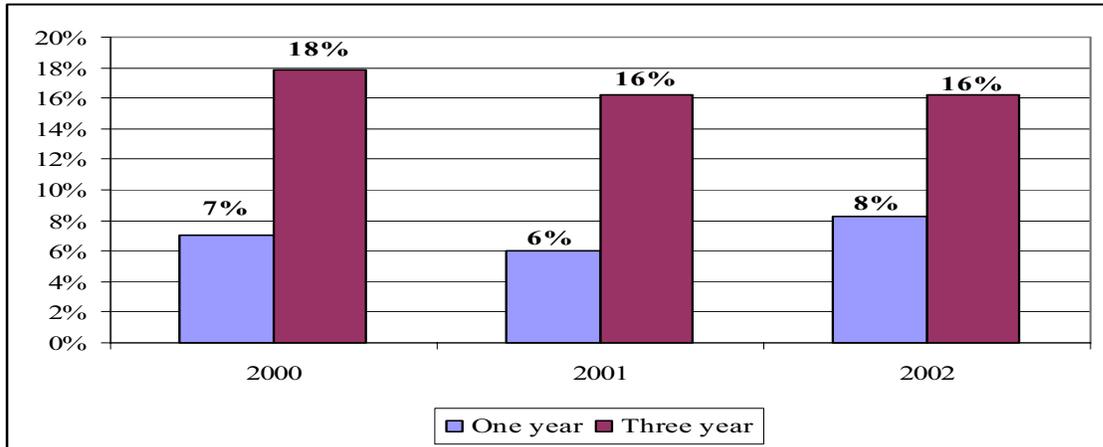


Figure 37. *Percent of students who have children.*

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 stayed fairly consistent across all three cohorts (Figure 38). Students reported being involved in activities such as Special Olympics, traveling, attending sporting events, participating in sports, and being with their children, partners, and friends. Students also reported being involved in volunteer activities such as relief efforts in New Orleans, at their churches, and the Salvation Army (Figure 39). Volunteer activities increased in the 2000 cohort from 24% to 36%, and stayed consistent for the 2001 cohort, the 2002 cohort data indicated a decrease from 34% to 31%.

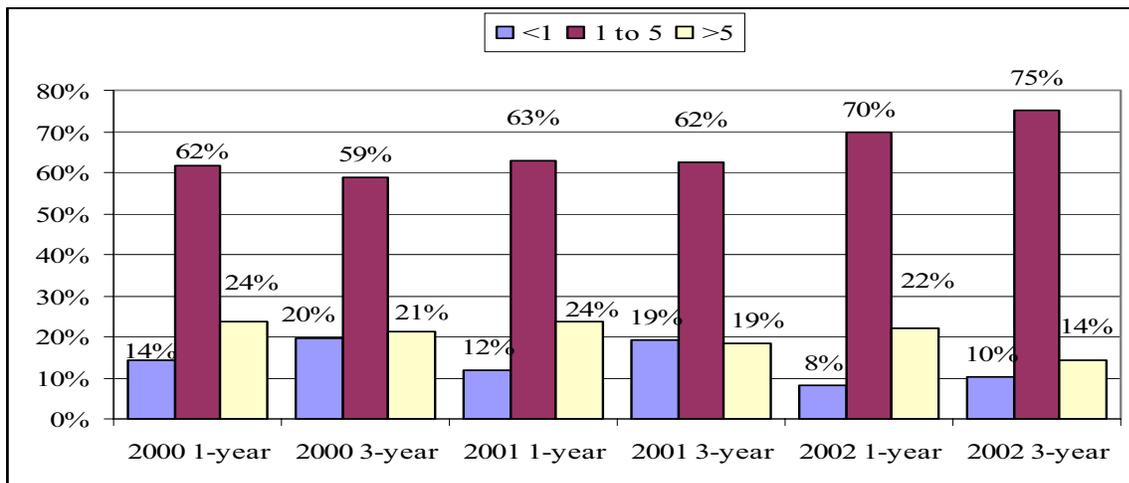


Figure 38. *Percent of times per week students go out with others.*

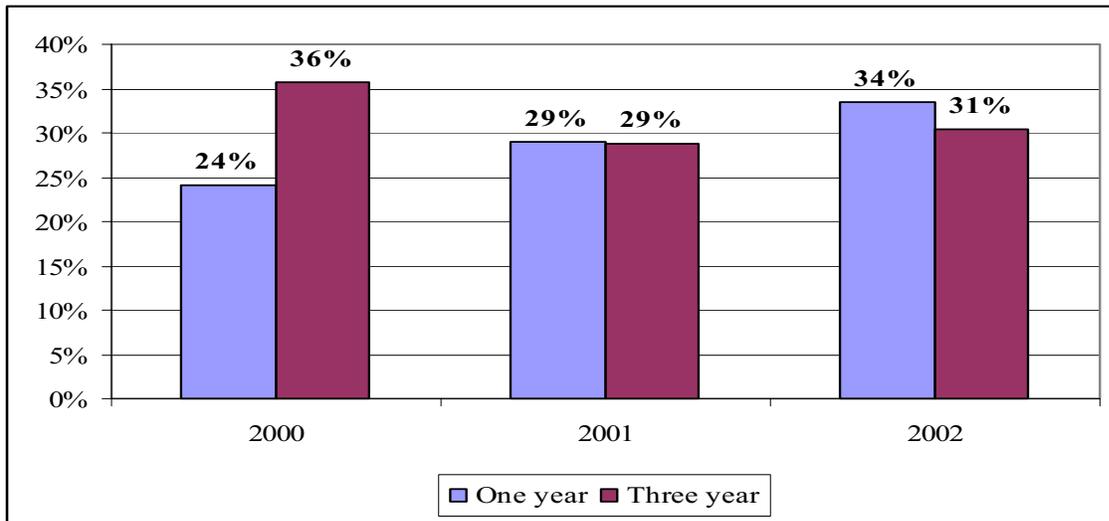


Figure 39. *Percent of students who do volunteer work.*

Accessing Adult Services

When parents were asked about the services the students had accessed since high school, approximately one fourth of the students received services. When asked three years after leaving school, the percentage decreased from 37% to 32% for the 2000 cohort and then dropped again from 26% to 16% in the 2001 cohort and from 25% to 17% in the 2002 cohort (Figure 40).

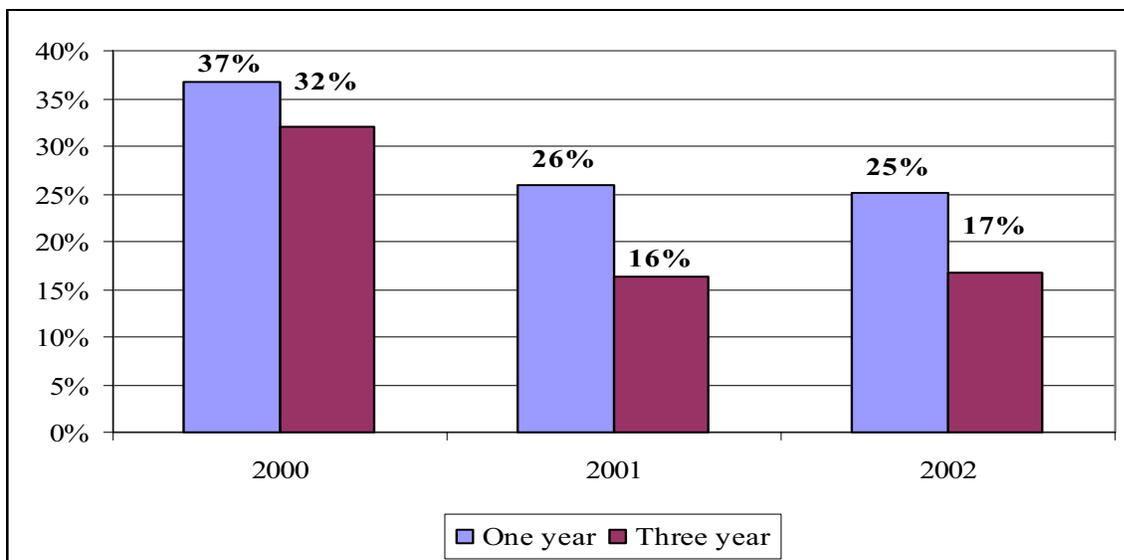


Figure 40. *Percent of students receiving post-high school services for their disability.*

Parents were then asked about specific services and differences between services accessed one and three years post-school appeared (Figure 41). 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, these numbers increased to 64% having accessed VR, 10% accessed DD, and 10% accessed Job Services.

One year after exiting high school the 2001 cohort accessed VR more often than other services. Responses indicated that all of the 2001 students accessed VR, and 83% accessed Job Services. Three years after exiting, the numbers decreased to 52% accessing VR and 15% accessing Job Services, with an increase in percentage of students accessing DD services.

The 2002 cohort also indicated a decrease in services three years after exiting school. One year after, 50% of the cohort received VR services, whereas only 36% did three years after exiting. A decrease of 5 % was indicated in services from DD as well as a 6% decrease in services received from Job Services.

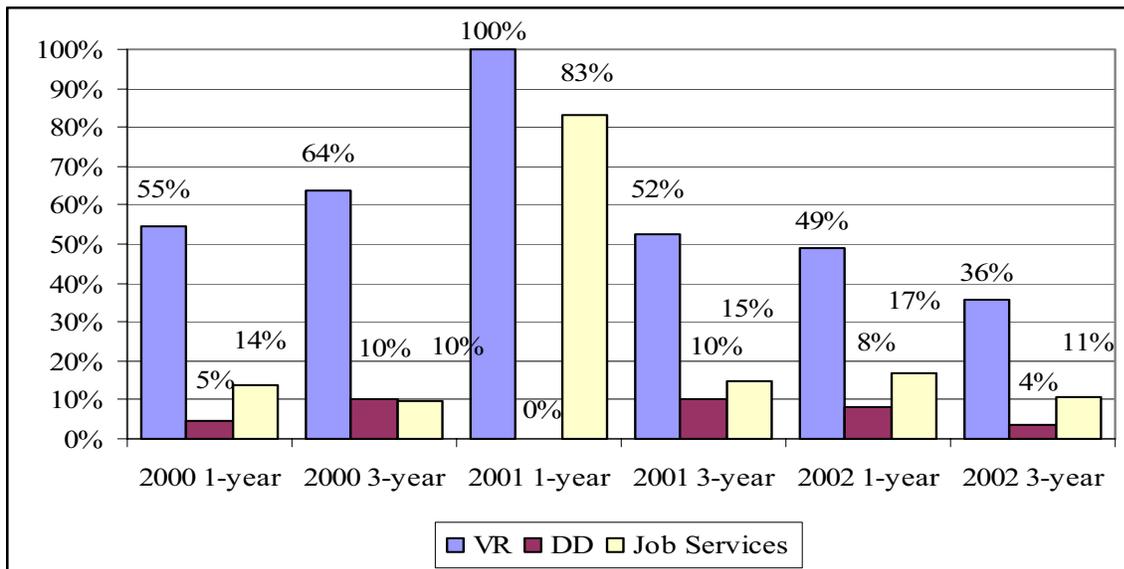


Figure 41. *Percent of students referred to adult service agencies for post-school services.*

Satisfaction with High School Programs

Parents were asked at one year after school exiting about the satisfaction with high school programs. It was found that this number decreased in all three cohorts three years after exiting. The 2000 cohort decreased from 78% to 67%, the 2001 cohort from 74% to 58%, and the 2002 cohort from 75% to 73%. Overall satisfaction with high school programs has consistently decreased in the three cohorts during the first three years out of school (Figure 42).

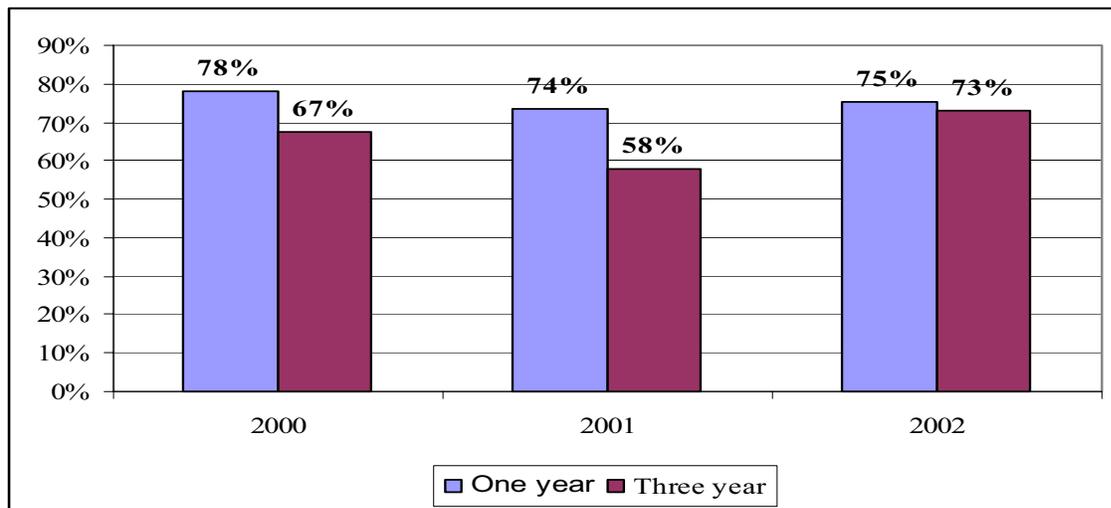


Figure 42. *Percent of students satisfied with high school.*

Responses in the 2000, 2001, and 2002 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:

- *He had a great teachers (10)*
- *Overall it was pretty good (12)*
- *He did pretty good considering his disability*
- *He/She got by (5)*
- *School was good (12)*
- *They gave a lot of help (16)*
- *The teachers did not care, they did not give him the help he needed*
- *The services were lacking (6)*

- *They didn't help him with anything, he doesn't know how to handle life experiences, he was treated differently because of his difficulties*
- *The LD program sort of pushed him along without thoroughly teaching him his academics*
- *They did not have good programs for kids with learning disabilities*

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

- *Nothing (55)*
- *Have her tested sooner (7)*
- *He would've applied himself more and tried a little harder. (8)*
- *The teachers (7)*
- *The disability services*
- *Make the people more real, not so fake.*

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 65% of the students who graduated in 2000 were prepared for life one year after exiting. This percentage slightly decreased to 64% three years after exiting (Figure 43). Percentages also slightly decreased in the 2001 cohort from 63% to 61%. However, percentages remained consistent between the three years after exiting in the 2002 cohort.

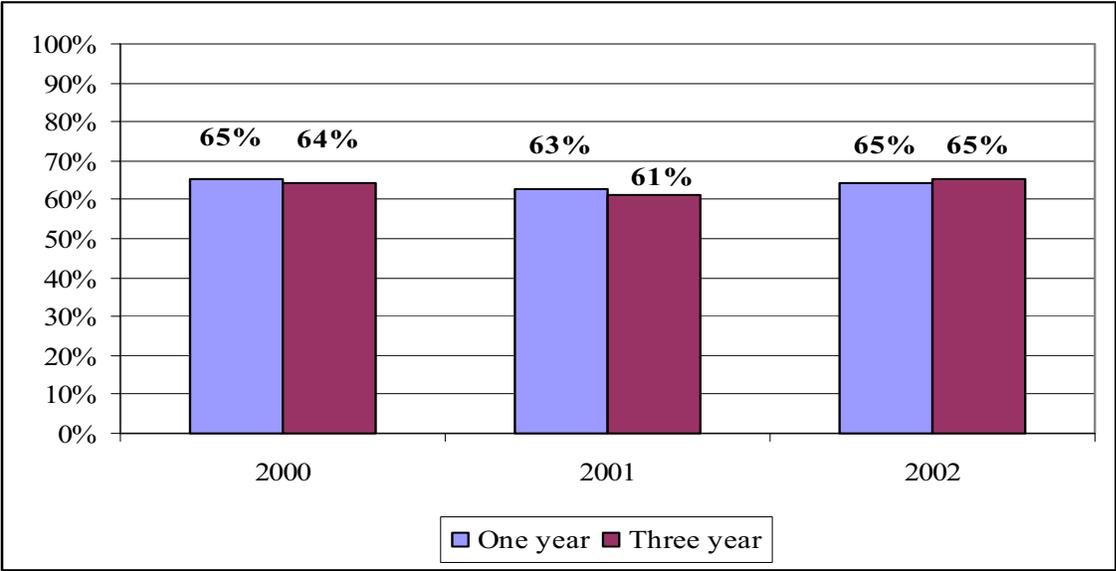


Figure 43. *Percent of parents who thought students were prepared for life after high school.*

The accompanying comments from parents on this question were similar in all three cohorts and included the following:

- *He/she is prepared (21)*
- *As good as he/she could be (4)*
- *He/she is independent (13)*
- *As far as school yes, but life skills no. He is still learning*
- *Poor guiding with the school counselor, so he didn't really know which direction to take. Otherwise he was prepared for the challenges.*
- *He had a lot of trouble with money, finances, etc (4)*
- *She just wasn't ready for anything; she wasn't able to get a job during high school that would've prepared her socially and financially.*
- *The school does not prepare you for certain situations in the real world*
- *Gave her the self esteem she needed, and she graduated and is doing well, she has the advancement to move forward*

Summary

- The percent of students attending school after high school increased from one year to three years after exiting high school (one year average = 53%; three year average = 63%).
- The percent of students employed after high school increased from one year to three years after exiting high school with the largest increase (14%) in the 2002 cohort (one year average = 69%; three year average = 77%).
- Generally, a decrease was seen in percent of students seeking employment from one year after exit to three years after exit. The 2001 cohort saw an increase in students seeking employment.
- The percent of students with other jobs increased from one year to three years after exit from high school with the largest increase in the 2001 exiters (one year average = 63%; three year average = 74%).
- Students were generally satisfied with their current job (one year average = 3.92; three year average = 3.8) with only a slight decline seen from one year to three years after high school.
- Overall, the percent of students who rented or shared rent increased over time with the exception of the 2000 cohort. Conversely, living with parents decreased over time, again with the exception of the 2000 cohort.

- The percent of students from 2000-2002 who were married increased from one to three years after exiting high school. Similarly, the percent of students with children increased from one to three years after high school.
- Times per week that students went out with others stayed fairly consistent from one to three years after exit from high school.
- Involvement in volunteer activities carried across cohort groups. The average from one year after high school was 29% and from three years after high school was 32%.
- Students accessing adult services decreased overall from one year after high school exit (26 %) to three years after exit (22%).
- A drop was seen in percent of students accessing adult services from one to three years after exit from high school. Students accessed VR more than any other adult service. The percent of student accessing DD services remained about the same across cohorts while access to Job Services decreased consistently.
- Overall satisfaction with high school programs has consistently decreased in the three cohorts during the first three years out of school.
- The percent of parents who thought their child was prepared for life after high school remained fairly consistent with minimal changes in percentages from one year to three years after high schools.

Appendix A

Exit Interview Directions

Special Education Student Exit Interview – 2005 Directions

Complete this interview questionnaire with all 2005 exiters receiving special education services in your unit. This is intended to be a **personal interview** with each student as not all information is identifiable in 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 GERRY TEEVENS, SPECIAL EDUCATION REGIONAL COORDINATOR 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 exiters 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**.

- | | |
|------------------------------------|------------------------------|
| 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)

General Education Student Exit Interview – 2005 Directions

Please complete this interview questionnaire with one or two classes of students exiting your high school this spring, 2005. This interview should take no more than 5-10 minutes per class. Identify School District, school students attend, and individual completing the survey form. Please ensure that all questions are completed by the students unless the student has already taken it in another class. *Complete one sheet per student.*

IF YOU HAVE QUESTIONS AT ANY TIME DURING THE STUDENT INTERVIEWS, PLEASE CALL GERRY TEEVENS AT SPECIAL EDUCATION OFFICE 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 exiting school, and their participation is important. Follow up in one and three 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 survey form.

Student Name: Last name first, then first (middle initial optional).

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

Social Security Number: This information will be useful as we track the same group of exiters one and three years after high school and access additional information through FINDET. This information is generally part of the student’s cum file. 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**.

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

QUESTIONS

The following questions are to be answered by each exiting student, discussed/clarified if necessary and then recorded by the student according to the response code. For questions 3, 4, and 6 there may be an open-ended response; please write that response in the appropriate boxes located the answer form. Additional paper or the back of the form can be used if necessary. Be certain to identify responses with the corresponding question.

Q 1: Did you receive guidance in planning an anticipated career or post school employment goal?

This question will provide valuable information regarding the accountability of education and planning for ones future.

Enter 1 for “yes” if the student received guidance for anticipated career or post school employment. Enter 2 for “no” if the student did not receive guidance for future employment or if student was ‘undecided’ in his/her post school employment goal.

Q 2: Did you attend meetings with the guidance counselor to discuss future career plans?

This information will allow measures of correlation between student attendance or 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 planning meetings for future employment or post secondary education.

Enter 2 if the student **attended, but did not participate** in planning meetings for future employment or post secondary education.

Enter 3 if the student **did not attend** planning meetings for future employment or post secondary education.

Q 3: What are your plans 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 and three 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 may assist you after high school:

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) **Centers for Independent Living:** enter 3
- 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 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 are you exiting high school?

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.
- 2) **Graduated with a certificate:** enter 2 if student exited the educational program through receipt of a certificate of completion was attained.
- 3) **Aged out:** enter 3 if student exited the educational setting as a consequence of reaching the maximum age.
- 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 you attained 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, 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 your 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 your satisfaction with vocational or transitional aspect of high school.

Student satisfaction with services as they related 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 your satisfaction with high school coursework in preparing for adult life after high school.

Student satisfaction with the educational offerings while in high school is important to document accountability as well as future planning.

Ask the student: Think about the services or guidance 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 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

Sped code key

Sped Exit interview

Gen ed code key

Gen Ed Exit Interview

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 st Call Result:	_____
2 nd Call Result:	_____
3 rd Call Result:	_____
_____ 1 st Yr Contact	
_____ 3 rd 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. <u>Past Employment</u>	Job 1	Job 2	Job 3
Job Title	_____	_____	_____
How long employed	_____	_____	_____
Why job stopped	_____	_____	_____
Hours Per Week	_____	_____	_____
Was «Stud_First» 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

2004 – First Year Follow-up

Question 2: Where did you attend?

University and Colleges	Other Post-secondary Programs	Other	
Minnesota State College and Technical	7 Joseph's School of Hair Design	3 Nursing home	
Wahpeton	23 Northwest Tech	Harvey hospital	
North Dakota State College for Science	6 Wyoming Tech	Sykkes	
Moorhead State Community and Technical College	12 Aakers	Dickinson	2
MSU	11 RD Hairstyling College	Grand Forks	
Mayville State	Job training	Military	3
Bottineau	4 Job Corps	3 Grafton	
BSC	22 Thief River Northland Tech	Mayville	
Valley City State	2 Cordon Bleu Culinary College	Texas	
Lake Region State College	3	Colorado	
Williston	7	Mexico	
Devils Lake Community College	2		
University of Mary -	2		
Northland Technical College			
Central Lakes College	2		
UND			
SBCC			
Northern Community College			
University of Minnesota	3		
St. Paul			

What did you study?

Telecommunications	Ministry	Cosmetology	4
Welding	3 Elementary Education	2 Occupational skills program	2
Occupational Therapy	6 Generals	21 Carpentry	4
Liberal Arts	1 Accounting	2 Early Childhood Development	6
Culinary Arts	6 Diesel Mechanics	5 Auto body Repair	2
Business Management	11 Auto mechanics	7 Plumbing	3
CNA	5 Computers	5 Military	3
Firefighter	Farming	Electrical	4
Nursing	Architecture	Criminal Justice	2
Law	Customer Service	Music	
Power plant Tech	2 Job Corp	4 Small Engine Repair	3
Commercial Arts	Refrigeration	Wild Life Management	
psychology	Landscape Design	Art	
Engineering	Communications	Interior Design	
Architectural design	2 Photography/Graphic Art	Biology	

What is your current job title?

Clerk/Cashier	30 Daycare Center	9 Dishwasher	2
Construction	8 CNA	6 Maintenance	4
Booth Service Worker	House Monitor	3 Military	3
Laborer	16 Waitress	4 driver	
Chef assistant/Cook	7 Welding	2 Mechanics technician	
Ranch/Farm Hand	6 electrical alignment	stocker at a grocery store	2
HIT program for disabled kids	Customer Service Representative	YWCA after school program	2
Cabinet making	REM of Minnesota	Elder care Provider	
Bean plant	2 Auto body	outfitter	
Supervisor	2 book-keeping	packaging	
Maintenance Engineering	Busser	2 assembling electronics	
D.O.T	Mechanics assistant	3 Furniture Delivery	
Housekeeping	5 Window Assembler	Paper shredder	
Yard work	2 Refrigeration/AC Tech	Insulation company	
Cosmetologist	Apprentice Electrician	Food Preparer	
Mover/Transitioner	bartender	Group home	
plumber	shift manager at midway	Ticket Sales	
Truck Driver	Production Worker	Writes papers	
Agriculture	Roofing	Rock Crusher	
Oil Company	2 Furniture Delivery	butcher shop	
Tri State Auctioneer	at a training center	Trinity Nursing Home	

Please explain your (dis)satisfaction with your high school experience:

Satisfaction:

A lot of people made fun of my disabilities and fights broke out. The teachers treated me with a lot of respect though, so I appreciated that a lot. 4

School was good for him- he got the help he needed and the resource program helped him a lot. 23

Teachers were good 3

She really liked high school; she liked the one-on-one she had. She knew who to go to with questions. 3

They had good hands-on teaching 3

They worked really hard with him, and helped him get into college, they were very encouraging

She's just glad it's done. She has fond memories of her teachers.

There was a lot of teacher support and aide support, a lot of kind and considerate people at that school.

Thrilled to graduate and proud she completed it.

I think she did fine for the most part.

She did really well and was involved in organizations. Overall it was good for her.

High school was hard for him because of his disability, and they did a great job of modifying his weak subjects to meet his pace.

He enjoyed the extra curricular which made up for his struggling academically.

The school was wonderful with him although he had a poor attitude. They gave him everything he could.

He has always been a good student

The social aspect of school kept her going. She liked her counselor and IEP a lot which helped her.

It was an average school 2

He didn't mind school. He had very enjoyable and helpful teachers.

She had many opportunities offered to her and loved school because of it. There were many chances for her to advance and she took them.

He really liked his special ed teachers, they were a big help for him. He knew he always had someone to go to.

He was proud of himself that he did 4 years of high school in about 2 1/2.

She was held back in 8th grade so was ready to graduate as she was older than everyone her senior year.

He had wonderful teachers, and case managers, that gave him the best education he could get. He was offered a variety of activities, and opportunities to explore.

It was good enough to help me get to college now.

It was a good experience 3

They did a good job of Special Education, she had good modifications when needed

They helped her get the job she currently has

She had a good relationship with the teachers

He should have had more help with his writing skills

They always helped him 15

IEP teacher was great 4

They were caring, and advocated for her, they were understanding, appropriate modifications were made

It was planned so well

They did a very good job, he got help, had modifications made

Everyone accepted me for who I was and school was really good for the most part.

Overall they gave me the life experience and the knowledge I needed to move forward in my life.

She was fully included in the regular classes 50% of the time. She had a lot of friends and participated in many activities. She was very well accepted.

She enjoyed it and got a lot of the extra help that she needed.

He liked and succeeded in football, which made him stick out the academic and structured part. He had a good relationship with the teachers but not so much the administration and higher levels of authority who labeled him as a trouble maker.

He made some close friends and got along with everyone. The classes were challenging but he did okay.

The IEP meetings and the teachers were really good, but she has been trying to contact her case manager that was switched during high school for a long time, but there is no answer or she is not in every time.

She was in the system and received very good services, accommodations were made

He had good resources, he had the time to help him

I got the help I needed to graduate, I am just glad to be done.

She liked school a lot and pretty much everything about it.

The school did a good job at providing him the assistance he needed

She got the services she needed

They treated him well

He had a good REC engines teacher which helped him decide his career. He received extra help, which was awesome combined with good fighting parents which helped him like school.

They have a great staff at Bismarck

She was always happy in school; I never had a problem getting her to go to school. She enjoyed her classes and LD teacher which made a big difference for her.

He did well in sports

As a whole, he was content with it.

He got the help he needed; they had a lot of patience and were great with him.

High school was good; I liked the electives a lot.

I got the help that I needed, just clashed with the authority sometimes.

She was taught strategies to help her be independent

She really liked school

20

She got good grades

4

It was fun, I was taught well

The school helped him, he had good encouraged

She got along with everyone

8

Her mother died when she was 13, and couldn't read even until the 8th grade, she is still 5 years behind her classmates but then in high school she got some extra help, and some motivation

She liked high school a lot, had very informative teachers. I wish there was a lower student-teacher ratio to keep the kids more on task, and also more ways to involve the non-disabled with the disabled children.

Struggled with homework, but had the help he needed for the most part.

She got a lot of individual attention that helped her develop her skills. She liked her teachers as well.

Later years were good, but earlier he had a crisis with living arrangements so it was difficult

Involved in and enjoyed all the sports which kept him happy. School was okay too.

Very supportive school system. He received a lot of help that he needed and appreciated

Work was hard for him

satisfied overall - fought for extra help

Did very well in high school, worked very hard. No bad experiences with assistance in high school.

Very helpful faculty and staff.

2

Finally got motivated his last year in high school, accepted the help he was provided.

Let her do her own thing while helping her along.

Loved school, teachers, very active in a lot of things. Had a lot of friends. Sufficient help with the teachers, positive attitudes, etc.

he had a good IEP leader, and the team was responsive to his needs, and provided him with the appropriate education needed for college

Beyond one bad math teacher everything was good.

I think he felt satisfied of his own achievements the most. The teachers may have helped a little too much, as now he thinks that if he has a hard time someone will always be there to help.

The parents were very active in the IEP meetings, and everyone was helpful

she had a good IEP, she was accepted by everyone, was very involved with activities, treated as an equal

There were not enough options, school was not interesting

She had a good teacher's aid, she had extra help from the LD teacher

She had fun, but when it came down to the work she just didn't like it.

Liked the social part of it the most- glad the work is over.

Country school was more one on one with him which was good.

He had a good personality that helped him go with the flow of high school and didn't create any problems.

Even when she comes back home she'll stop at the school and visit, she loved it.

He had almost perfect attendance so it must've been a good place for him.

IEP teacher was too involved with her personal life

He graduated on time

She's pretty shy so she never said much.

The LD teacher worked hard with him. Would not have changed a thing about the high school experience

She was Salutatorian upon graduation and was able to give a speech at graduation.

He had a great teacher who helped him all the time, she was great

He caught his disability early, and everyone was very helpful

They were very good about letting the parents know about her progress
He had wonderful teachers, and the students were so nice to him

Dissatisfaction:

It was hard for her to advocate for herself, she needed more help
I think the schools could do more with reading disabilities by giving more help. They also should not throw all the kids with disabilities together regardless of their disability.
He wishes that he would've done better. The kids picked on him because he was different.
He completed it but it wasn't the best time of his life. Schoolwork was very difficult and he did receive adequate help. The school lacked knowledge of Turrets syndrome.
The classes were too difficult, and were irrelevant
he was bored, the classes were boring
The teachers were too old school, and do not believe in modification, a lot of put downs
he was a follower, he got into a bad group of friends
He did not receive enough help
The school was horrible
He should have had more help with his writing skills
The teachers did not care about him
The way she educated her did not help
He wasn't ready to accept a lot of the help and opportunities. He didn't agree with the way they were doing things but they were very good to him.
He was not challenged enough, he was just pushed to the side
It was difficult for her- the classes were very hard and she had a different case worker every year. She was re-evaluated her junior year and lost a lot of services that she needed which made it harder.
The IEP meetings and the teachers were really good, but she has been trying to contact her case manager that was switched during high school for a long time, but there is no answer or she is not in every time.
They need to get back to the basics, they modify too much
We didn't have many choices
The teachers were not great
The teachers did not understand him, the assistant principal was only there for himself not the help anyone,
The kids were very, very mean to her. She was teased a lot. Her teachers were really great with her though, just the kids made it miserable for her.
She didn't like school at all which contributed to the problems she was having.
It felt more like a daycare setting
It took too long and too many arguments to make them realize he needed an IEP
They didn't provide enough help
The teachers did not treat him very well
She had a hard time in school, she didn't receive any help
I got the help that I needed, just clashed with the authority sometimes.

6

I don't think a lot of the teachers would work with him and his disability. Some were okay, but there were a lot that wouldn't bother.

He kind of slipped through

Her IEP was not followed, she is very motivated but she never got the help she needed

The scheduling did not serve her well, because most of her work was done at the school and she did not get to do homework at home on her own, so when she got to college she did not have the responsibility to do the homework

She liked high school a lot, had very informative teachers. I wish there was a lower student-teacher ratio to keep the kids more on task, and also more ways to involve the non-disabled with the disabled children.

Didn't want to go to school her last year, became very anxious. It was hard keeping her there her last year. I think it was a combination of both teacher's and aide's lack of positive treatment.

For the most part it was okay- there was a lot of teasing and seclusion for him that tore him down.

She didn't receive enough help from teachers, hard time making friends, left on her own a lot. She didn't get the tutoring she needed, was sort of lost. I went to the district superintendent to beg for help after failed attempts with the local school teachers and principal, but little changes were made.

Attended 1 year, then transferred to "Life Education" transition for 19-21 yr. olds. Teachers had difficulty placing her in a suitable classroom/level. Also, the case-managers had poor advocating of understanding her limitations and capabilities, both mental and physical

Poor assistant principal, unfair faculty.

the teachers did not understand him, and were not willing to help

The school was not accommodating to his learning styles

the teachers said they would do things but never went through with it

they were not willing to test her for her LD

There were not enough options, school was not interesting

Teachers would tell her she was lazy, lack of help.

The teaching was inadequate, not enough sign language

He needed services earlier than high school but wasn't identified as in need. This made it harder for him to accept that he needed special services. Also his IEP was too generic and we as parents had to do a lot work to narrow it down. Several teachers showed attitudes towards him lazy and unmotivated.

The school system would not do anything, they did not care, they were discriminatory, they don't want to help kids with disabilities, and they could care less if they drop out of high school.

teachers did not have the time to do the one on one time with him, and prefer to put him in the hallway so he doesn't disrupt other children

He didn't get the help he needed. As a parent I had to step in and help him otherwise he wouldn't have graduated. He would do poorly and the school would fail to contact me. A very poor job overall and terrible organization.

I could have done better

He had a lot of difficulties, the teachers did not modify for him, he really struggled because of it

They just wanted to get her through, they didn't really care

If you could change anything about your high school experience, what would you like to change?

Not listen to the people that would put him down.	
would have taken more Spanish	
They didn't have Industrial Arts	
nothing	69
Not Sure	10
The IEP instructor did not prepare her for college	
More recognition of his intelligence and motivation for him, have the school make him feel capable of succeeding.	
A different principal, one that wasn't biased.	
I would've taken school more seriously.	2
She would change her attendance record.	
Get more reading help- his reading tests were very low.	
She passed up on the college entrance exam; she wishes she would've taken it because now her options are limited.	
Wish they would've had Title I more available in all the high school, as it wasn't offered in her school.	
Wishes he would've done better in school and sports.	2
Take more classes that weren't scholastic-more electives.	
More appropriate classes like life skills	
Have better classes	
She probably would've worked a little harder to get better grades.	
Take advantage of taking harder classes her senior year.	
Have easier classes.	2
She would've liked to get away from her learning disability.	2
He would've had a different work ethic and work harder.	
He needed more accommodations	
Change wouldn't help; they don't listen, because you can't change these old teachers. They need more education on disabilities	
More variety in classes	
The principal of the school	
He didn't get enough tutoring classes	
Get tested earlier	5
Get more help	4
She had a lot of pressure to go to college	
Needed more one on one time	2
Home schooled him	
That I would've had someone to go to senior prom with.	
Not be so singled-out. be more of the group	
She would've had it last longer- she misses it.	
She would've tried some courses she ignored originally because she didn't think she could pass them.	

A different high school
Wished he had the IEP sooner 2
Trying to get her to go to school
She really liked her first case manager; she wishes that it would've been consistent for her.
They should have been more understanding, the school should have been more involved
She would probably accept more help.
Back to the basics
I wish he went to a bigger school to have more classes to choose from
Sent her to a different high school
Very happy, but she should be more social
I wanted people to be more knowledgeable, he needed some modifications made and they weren't made
Make the kids be more acceptable and nicer.
Less peer pressure 3
They need to have a better understanding of how to work with these people
She would've gone to more sports games, social events, etc.
The teachers were not great 3
He wishes he would've gone out for basketball.
Better interactions with the teachers, they didn't understand his disability, they just labeled him
Applied him/herself more. 9
Received more help especially financially, she was labeled, she was teased
Go to Bismarck High instead like my dad did.
Not get kicked out of band with only one week left- and given the opportunity to finish what he loved.
They need to have followed her IEP plan, the teachers had no understanding of different learning styles
The special education unit was not great
The special ed teacher was useless
I was bored
Not have moved, because it caused stress 2
Have her enrolled with a more traditional scheduling, so she could do more on her own
More teachers per student (ratio) More interaction between those with disabilities and those without.
Probably accepted more of the help with an open mind before it wasn't there to take anymore.
I would like to see aides working with them that would provide a more positive learning environment, bigger classroom sizes to stop crowding.
Less bullying
Find a way to keep the kids with disabilities integrated more with the other kids, keeping the disabilities more confidential. Maybe divide the classrooms more- (don't group ALL the disabled together).
Nothing- overall satisfied with school, had higher expectations for basketball.
Nice if he was more involved with other kids and less serious.

He should have been more honest about homework. The IEP should have taken a more active role to check up on him, to make sure his work was getting done.

Not mature enough

More active involvement (athletics, social events) with different groups.

More counseling to instill the idea that she could learn. Also, more one-on-one tutoring in Math and English.

More awareness and education for teachers as to what special education students are capable of- for example, capable of food, art activities, etc. Not only what they were not capable of.

Be more involved in extra-curricular activities.

2

He would have taken advantage of the services earlier (prior to his last year of high school).

Wouldn't change many things- maybe taken a math sooner than she did.

If he would've been more social he would've been happier, more involved probably.

9th grade was horrible, switch schools

Bigger city, to be exposed to students with the same handicap

More choices for classes

The school in general should have handled his learning styles differently, and been more attention to bullying

Better friends

Graduation because I did not graduate on time, learn more

She had good grades, wouldn't change a thing

More emphasis on study skills

More hands on activities.

More helpful teachers that understood her more, not just put her in a general group of disabled.

He wanted more electives like auto mechanics offered.

Utilize the English and Reading services a little more while it was available in high school.

Wish she would've gotten involved in the Usher's Club earlier.

More integration- not make him leave the room so often to get services, it made him feel like an outcast.

Never have her in IEP

More sign language instruction

Less name calling, more respectful students.

He needed to do more homework, and get it in on time

Be more integrated with the high school. Accept help more easily.

More individualized instruction.

Had to push him hard

Less comments from peers about her disability.

Be accepted more.

Not sure if he'd change anything. Maybe he'd try a little harder to get better grades.

He probably would've decided to go to a smaller school, more one-on-one and other benefits.

He didn't want anyone to know he had a disability

Her school was so far away

Have more help available- good services are 60 miles away. Have teachers understand that just

because he's on medication doesn't cure him of his disability.
 The school could have been better, the principal was horrible
 His parents smothered him
 Some classes were hard
 How the school system works with students who have disabilities
 Just because she has a disability that does not mean she needs someone to hold her hand 24/7

Where did you volunteer?

Baby sits	6	Food Pantry	Kiwanis
Elementary Schools		Friend's ranch	Student senate
Church	18	farm, neighbors	3 Anne Carlson Center
Fireman		Easter seals, school	pick up donations for businesses
school		Environmental group	hospital 3
Help relatives	3	Humane Society	2 Christian athlete group
Activity coordinator		Seeds of Hope 2nd Hand Store	at the bowling alley
New Orleans		life organization	girls hockey coach
4-H		Domestic Shelter	Habitat for Humanity
Twist of Fate		The Restore	Sporting Chance
St. Josephs youth group		Head Start	Soccer coach
retirement home			

What community organizations, if any, are you currently involved in?

Church	62	Bowling League	Drama Club, Intramural sports
SADD		DEX Club	United Blood Services
None	24	Community Action, Big Brother	Family AA meetings 2
Special Olympics	7	Campus Crusades	4H
Wild life functions		Young Life	Volley Ball
Bowling League	2	Softball league	Broom Ball League, Four Wheel Drive Club
Horseback clubs		YMCA	Proactive program against drugs church youth group
Horseshoe club		Interior Design Club, Campus Crusades, Habitat for Humanity.	Habitat for Humanity, disabled community for veterans
Fire department		coaching	Community club, fair board
Electrical Worker Club		Automobile club	Twist of Fate

What types of things do you do for recreation?

Four wheeling,	6	Video games	25
Hang out with friends	45	Watch TV or movies	62
Collect music from Japan		Hunting	58
Exercise	8	Fishing	36
Draw		Paintball	5
Horses	11	Water sports	4
Computer	17	Golf	8
Swimming	7	Walk	9
Motor cross		Ride bikes	7
Basketball	8	Music	18
spend time with boyfriend	2	Play pool	6
Bowling	12	Shopping	12
Softball	4	Camping	8
Sports	24	Outdoor activities	6
Board games	3	Photography	1
Collects cards	2	Boating	6
Being with family	5	Playing his organ	
Motorcycles	5	Talk on phone	3
Work on motors	10	Snowmobiling	5
Dancing	6	Rodeos	3
Frisbee	3	Tennis	
Read books	7	Hockey	3
Play volleyball		Knit	1
Rollerblades	5	Write songs	1
Go to the library		Winter sports	
Drive around		Lift Weights	2
Go to concerts		Photography	
Skateboard		Racing cars	
Cross-Stitch		Art	2
Working with animals/pets	2	Demolition Derby's / Race cars	3
Ski	2	Little of everything- not picky	2
Snowboarding		Cliff-diving	
Jet ski	2	Hike	2
She lost interest in many things that would give her a sense of accomplishment.		Running	2
Cook		Scrap books	2
Target shooting		Bingo	
Darts			

University and Colleges		Other Post-secondary Programs		Other	
Minnesota State College and Technical	2	Joseph's School of Hair Design	2	Red Cross	
Wahpeton	13	Northwest Tech	2	Anne Carlson Center	
Dakota Technical School	2	Wyoming Tech	1	Dickinson	3
NDSU	5	Job Corps	6	Military	
Moorhead State Community and Technical College	3	Cordon Bleu Culinary College		Utah	
MSU	3			California	
Mayville State	2			Mexico	
Bottineau	4			Mandan	
BSC	18			East Grand Forks	4
Lake Region State College	4			Seattle	
Williston					
Devils Lake Community College	7				
UND	2				
NDSCS	2				
Northern Community College					
University of Minnesota	6				
Fargo	5				
Black Hills State					

2002 - Third Year Follow-up

Question 2: Where are you or did you attend?

What did you study?

Welding	5	Elementary Education	4	Cosmetology	6
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Electrician management		Generals	11	CPR	2
Service Technician	1	Accounting		Early Childhood Development	3
Agriculture		Diesel Mechanics	4	Auto body Repair	2
CNA	3	Auto mechanics	2	Machinery	
Firefighter		Computers	4	Dental Hygiene	
Nursing	2	Secretary	3	Electrical	2
Carpentry		Heating/AC		Air Craft Mechanics	
Commercial Arts		Vet Tech		Animal Science	
Paramedics		History		Education	2
Motion Graphics		Physical Education		Liberal Arts	2
Business	4	Farm Management		Ranch Management	2
Power plant Tech	3	Photography/Graphic Arts	2	Science	2
Child Care	3	Criminal Justice	5	Advertising	
Tourism		Administration		Architects	
Gas Station	2	Commercial Diving		Crop Science	

What is your current job title?

Clerk/Cashier	5	Daycare Center	4	Dishwasher	
Construction	2	CNA	5	Recreation Worker	
Receiving associate		Dietary	3	Dry Wall Specialist	
Laborer	11	Waitress	5	Building Guard Rails	
Chef/Cook	5	Welding	2	Janitor	
Farming	6	Electrician	2	Moving Company	2
HIT program for disabled kids		Working with people with disabilities	4	Opportunity Foundation	
Delivery person		Shampoo carpets		Coach	
Truck driver	3	Elevator Worker		Concrete Company	
Supervisor/Manager	6	Dental Assistant		Mill Operator	
Office Assistant		Compositor		Shop Foreman	
Police Officer		Diesel Mechanics		Computer Technician	2
Housekeeping		Hair Stylist		Auto Technician	
Mowing lawns/landscaping	2	Framing Pictures		Operator	
Cosmetologist		Library Assistant		Honey Factory	
Assembly Line		Maid		Engineering	
Paramedic		Environmental Aide		Sales	5
Truck Driver	3	Records Worker		Repair	
Work Study	4	Head Start		Bank	
Telemarketer		Self Employed		Masonry	
Oil fields	4	Meat Department		Detailing	
Customer Service		Motel/Hotel	2		

Please explain your (dis)satisfaction with your high school experience:

Satisfied:

Got along with everyone	
He had fun	
He was able to get preparation for journalism and got great technical assistance. The school worked very hard with him and supported him a lot.	
He had a great teachers	10
He was just proud to graduate. He loved wrestling and was proud there too.	
She got good grades	
She loved mostly everything about it- the teachers were wonderful with her. She was very involved and had no complaints.	
They helped him, they found his disability early	
Overall it was pretty good.	12
The Voc Rehab people got really close to him and they were appreciated.	
He did pretty good considering his disability	
Once he reached high school and diagnosed his disability, he loved school and did great. The staff was excellent.	
He/She got by	5
We were satisfied they had some good life skills training	
He loved learning	
It was exciting	
She didn't really like school- it was due mostly to her own attitude of inadequacy. The services seemed to help her gain confidence once she received them.	
Not sure	3
He/She had very good counselors, and the special ed people were very helpful	2
She/He was successful and was given a lot of opportunities	5
He/She liked school	8
The teachers modified things for her	
She/He seemed happy	4
He/She graduated	4
School was good	12
He had a great advisor	
The special education made a big difference, she got the help she needed, they really helped her with different methods for learning, she could run her own IEP's, she did great she got a scholarship	
It was okay but his interest was limited to mostly computers and classes similar to that.	
The teachers were very understanding, and went out of their way to help her	
She was on the honor roll, she had some modifications made for her	
They prepared her for college	
Academically she was satisfied with everything- the instructors were very helpful. She had a little trouble with peers but not much.	
The LD program was good	8
They gave a lot of help	16

She/He had work experience it helped her with her job

3

The L.D. teacher made her stay in the program, but she didn't really use the services except to have a quiet place to study for a test. Other than that she liked high school.

She had trouble making friends with people her own age, but enjoyed other aspects like sports and things.

He really liked basketball and football over the academic part as he struggled with that.

He liked school a lot and had a friend who was in the resource room with him, which made things easier on him as they went through a lot together.

He enjoyed the people and sports, and school overall.

Dissatisfaction:

They did not teach her a lot of living skills

She had a lot of issues that prevented her from becoming independent, she was abused by her father

There was not enough information provided to help him

The teachers did not care, they did not give him the help he needed

He needed more support

The school system didn't help he did it on his own

Because of her work experience

They didn't help him with anything, he doesn't know how to handle life experiences, he was treated differently because of his difficulties

He's still searching

Due to parenting mostly, he was prepared for life's next step. The school didn't do much to educate him on the future. He has great social, decision-making skills, and common knowledge that put him in good standing.

No comment

The school teachers don't teach kids enough about life skills- money management, financial skills, bills, consequences, etc.

The school should be enforcing life issues-like cost of living expenses, financial skills (balancing a checkbook, etc.) And also be explaining how to getting to college and receive scholarships, etc. early on to prepare them more.

It did not prepare him for college

He just didn't like the academic part of school- the social part of it was good but not the book part

The teachers used Ritalin as a crutch

She didn't get along with her Special Ed. teacher among several other things- overall she didn't really like school.

The IEP was horrible

The services were lacking

6

The high school was not very good, they did not teach him what he needed to learn

He didn't like how the LD kids were singled out and sort of labeled, and also monitored a little closer

They needed more job training

Since it was a small school and he is a shy, quiet kid, who was often on the outside of his peers.

He just didn't fit in and didn't like it. He needed a different environment than the classroom to learn and it wasn't available. He was very happy to graduate.

She wasn't interested in subjects at school, and lacked in the social scene too.

She had no friends and felt totally excluded.

The LD program sort of pushed him along without thoroughly teaching him his academics.

He did not get the help he needed in regards to his disability, the teachers think all kids learn the same

The kids were mean to her

They did not have good programs for kids with learning disabilities

She was given higher expectations as far as services she was eligible for, then didn't qualify for those services they said she would.

He had attention deficit disorder and they wanted him on medication, I thought this was unnecessary. He was embarrassed about it.

She did not have a lot of friends, the teachers were not helpful

The school system did not care about the kids with special needs

He was just glad to get it done with- he didn't really care for school overall

She didn't like being pulled from her normal classes to a special classroom where they weren't teaching the same material as the normal classroom. The room she was put in was a filled with children who were more disabled than she was and it was frustrating.

The kids were very mean to him and teased him a lot. He had a very hard time, especially when the teachers failed to put a stop to it.

Teachers were not great; they are not very qualified

My son is not disabled they just said he was

He didn't like school at all- he was put with a tutor early on, and then when he was integrated with the other kids he wasn't accepted and was tortured a lot by his peers in the 11th grade.

He got grouped and labeled, even though he excelled in certain areas and learned in a different way than others.

She was prejudged

Poor administration

He had a tough time

She fell through the cracks, and no one paid attention to her

She had help with some good teachers, but many teachers felt she was a "nobody". Things were sort of up and down.

There was one teacher who was abusive

He enjoyed his high school in Minnesota more than in North Dakota; mostly due to more activities and options for him to take part in.

If you could change anything about your high school experience, what would you like to change?

- Nothing 55
- He has a lot of problems
- Be included/participated in more regular classes.
- Started some projects before her senior year to prepare her more.
- Got him/her more tutoring 2
- Teach her more living skills 3
- Be provided with a different approach to learning.

Have her tested sooner	7
Have the teacher fired	2
Have more hands on training	
Have little or no speech impairment	
Not sure.	3
He wished he wouldn't have separated his shoulder in football.	
The teacher's attitudes- a lot of them didn't want to put in the extra effort.	
He hated school	
Some of the teachers, and coaches, they did not understand a learning disability	
Give the students more freedom	
He wishes he could've gone one more year to high school to take more of the hands-on courses/electives.	
He would've applied himself more and tried a little harder.	8
Get better grades.	4
Would've participated more in extra-curricular activities.	3
I wish he didn't need the special classes	
Some more practical classes	
The way he was treated	
The teachers	7
They were discouraging about his career choice	
Have the staff maintain more control over the other students as to not interfere with the ones who want to learn.	
Different teachers and faculty- ones that would motivate her and be fair/open-minded.	
Be more included with the other students, more hands-on classes.	3
Needed a school that cared	
School was hard	
Given him a better opportunity to be with other hearing impaired students	
He would've attended a different school.	
She would've liked to have more friends.	
Be more included with the normal classes or at least cover the same material only at a slower pace	
The way they taught the people who needed help	
They are too quick to medicate, not really willing to help	
She had issues, her mom died when she was young she had to be strong	
The school was away from home	
Have the people be more real with her, not fill her head with ideas or expectations that weren't possible.	
I wish he could see better	
The special ed dept. was not very good	
The other students attitudes towards her	
I wish he/she got more help	2
She had difficulties because of her disability, there was a negative aspect from other children	

The kids teased him

Better relationships with the principal- maybe have one with a fairer attitude and actions.

She would just like to have been smarter.

Make the people more real, not so fake.

Losing 2 of his closest peers to an accident- caused him a lot of trauma.

The disability services

Not have been thrown into a large group of children who were disabled, regardless of the severity.

This didn't motivate him to excel. He also wished he wouldn't have been discouraged from elective courses like computers, etc. that he was capable of excelling in.

He was labeled, he should not have been on the IEP

Not have been in special ed.

Taken him off Ritalin sooner

Offer more courses like algebras that he needed in college but didn't get in high school.

Please explain (your feelings on post high school preparedness):

He went to life ed after high school till he was 21

He has learned to accept responsibility for his own decisions and be a self-advocate. He was confident that he could do whatever he wanted.

He has compensated for his LD

He had an idea of where he was going, and was sort of pushed towards wrestling over school and chose to go to college for wrestling.

When she went away to school, she did very well on her own. She wasn't afraid at all, got a job right away and did well.

He is unprepared and doesn't understand math

With her/his parents help, she was prepared; the school did little to prepare her/him. 9

She can't cook, pay bills, not organized

He just needs constant help and training and he wasn't ready or prepared after graduating

She/He is mature 3

He/she is prepared. 21

She was prepared to a certain point, but transition after high school to a different agency was very hard on her- the adult agencies lacked the consistency that she needed.

He graduated

The school did not teach her enough life skills

He just didn't have a realistic view of things.

She/he took the classes she needed 2

His study ethics he was prepared and good with. He was also ready to get along with other people socially. He also knew he had to stick to his studies and work hard.

She is not able to hold down a job, she can't live on her own

As good as he/she could be 4

Immature 3

He can do things on his own

No bad being for his disabilities

None of us ever are

He was a homebody who seldom went out with his friends. He needed to get out and do other things, which put him behind a little bit socially.

He/she is independent

13

She learned responsibility for her actions and has done fairly well since.

He is married and doing fine

They worked on everyday living skills at school

Some classes were modified for him and that helped, like math, and he was taught basic skills that he would need

We are still working on this

He kind of learned on his own, he is very well rounded

She had some help at home and at work

She does not make enough money to live off

He doesn't have a job

He has a career

She dropped out of college

As far as school yes, but life skills no. He is still learning.

I wish the school, as a whole would've done more education on careers and what is out there for kids.

The school did a lot of extra work on life skills- money, jobs, etc. that interested him a lot and prepared him.

Poor guiding with the school counselor, so he didn't really know which direction to take. Otherwise he was prepared for the challenges.

He had a lot of trouble with money, finances, etc

4

The first year she was too trustworthy and persuaded too easily. After the first year she grew up a lot.

She just wasn't ready for anything; she wasn't able to get a job during high school that would've prepared her socially and financially.

He had his heart set on going to college, but he didn't realize how much work it would be for him, especially since the help wasn't there at a college level.

I think the school needs to enforce money management and more life skills, bills, work force, etc. He had a little idea of cooking, cleaning, and money skills besides what he learned at home.

He is doing good on his own, he went to a city school which is good because rural kids are scared to get out on their own

The school does not prepare you for certain situations in the real world

Gave her the self esteem she needed, and she graduated and is doing well, she has the advancement to move forward

He lacks the ability to plan ahead of time and see beyond the present.

He had great work ethic and knowledge. He is very successful

College was a good step for her that actually prepared her to be on her own.

She needs a lot of help

He/she's sort of ready

4

He had jobs prior to graduation, and involvement in clubs such as FFA, which prepared him for a lot of life's issues after graduation.

She has a good head on her shoulders. She manages her money very well and makes good decisions.

Due to health conditions, he couldn't work a lot in high school, which would've helped him socially and with work ethic and money management, etc. I wish the school would've had a program to prepare the seniors before they exit.

He is a normal well adjusted person

He graduated, he can pay his own bills, can hold a steady job, can make the right choices

He needs more schooling

We did a good job along with the school to prepare him.

After high school, he found a job, and is doing great

He gets along with everyone, he works hard

She got pregnant and her child takes up all of her time, she can't afford to live on her own and take care of the baby

He got a lot of help at school

She didn't try her hardest in high school and therefore is still a little reluctant at trying new things or taking risks. This set her back on being prepared.

She is still struggling

She had an idea that everything would be taken care of for her after graduating. Things like a place to live, a job arranged, etc. But then she found out that she needed to work for those things and she was unprepared.

Skills were not taught for life, he needed more vocational help

They helped me out, and showed me how to do things on my own

It's hard to explain, she has unrealistic views of things

He needs more medication for his mental condition

There are still a lot of skills she is not competent at

She has it all together, she works, saves her money, and then buys what she needs, she took out a loan on her own, she is very responsible

He had a good head on his shoulders when he left and learned a lot from his surroundings growing up.

She has never really accepted the fact that she has a disability, but it does interfere with academics, not socially

She is capable of paying her own bills, she knew what to expect because she at help at both home and school

She has a good education and the life skills to go on

The staff worked really hard with her, but sort of too hard. She became too dependent on the help and used the system to avoid work that she was capable of.

She was prepared due to her family background and the school's job with her.

He received a lot of help at home and school

He still had difficulty with his illness and therapies and things, which have regressed even more to set him back from many things.

Overall she had a good head on her shoulders and was ready to start her life. She knew she wanted to be a dental assistant and went after it.

He is doing awesome, the school didn't help but he has a 3.55 GPA in school and working, so I would say he is just fine.

He sort of felt that he would be taken care of and things would be handed to him right away. He found out that he had to work for things.

5

He has always been independent and responsible which put him on the right track after graduating. No real trouble finding his place after graduation, just didn't really know what he wanted exactly. He was always good about taking care of himself. At first he wasn't ready to be so far away from school but shortly found out that he just preferred to go to a college closer and has been doing great.

Where did you volunteer?

Baby sits	2	Selling Tickets	2	Wild Inspired	
Bank		Bismarck Bobcat		Bible Work	2
Church	8	Hospital	2	Library	
Fireman	4	Coaching	3	Relatives	
Tutoring	3	Humane Society	2	Boy scouts	
Big Brother/Sister	2	At the racetrack		Tri-city	
Through work		Nursing Home	3	Mowing Lawns	
New Orleans relief	2	Neighbors	5	Circle K	

What community organizations, if any, are you currently involved in?

Church	42	Speedway Club		Big Sister	
Ag club		Special Olympics	2	Kiwanis	
Curves for Women		UND football		Intramural Sports	2
SNDEA		Wild life club		American Legion Auxiliary	
Coached wrestling		Health Club		Yoga	
Nothing	2	Archery Club		Cooking Club	
		Ark		Breast Cancer Foundation	

What types of things do you do for recreation?

Four wheeling	8	Video games	6
Hang out with friends	20	Movies	32
Hockey		Hunting	52
Exercise	5	Fishing	25
Watch T.V.	5	Taxidermy	
Riding horses	5	Water ski	2
Computer	10	Golf	
Swimming	5	Walking	5
Baseball	3	Biking	4
Basketball	6	Music	10

Going out to eat	5	Play pool	2
Bowling	10	Shopping	8
Softball		Camping	4
Sports	3	Outdoor activities	8
Board games	2	Photography	
Quilting		Boating	5
Being with family	8	Sky diving	
Motorcycles	5	Listen to books on tape	
Going to Plays		Snowmobile	11
I don't know		Puzzles	
Mechanics		Clean	
Read	2	Hockey	2
Volleyball	4	Work on cars	5
Rollerblade	6	Go to the lake	
Paintball		Watching sports	3
Football	2	Lift Weights	
Go to concerts	2	Photography	
Drawing		Racing cars	3
Painting		NASCAR	
Scrap booking	2	Cards	5
Skiing	3	Dirt Biking	
Snowboarding		Writing	3
Jet ski	3	Hiking	
Crochet		Running	3
Cook		Rec. Center	
Travel	4	Darts	3
Guitar		Animals/pets	4