

# ND Transition Follow-up



## Annual Report Spring 2008

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This document was prepared by NDCPD at Minot State University through a contract by North Dakota Department of Public Instruction (NDDPI). The opinions expressed here are those of the authors and do not necessarily reflect the opinions or policy of NDDPI.

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## **Introduction**

Education laws have been in the spotlight recently, specifically No Child Left Behind and the changes in Individuals with Disabilities Education Improvement Act (IDEA 2004). At the national level, indicators have been developed to hold states accountable for student outcomes, including transition from high school to post secondary activities. State personnel must assure that students with disabilities receive an appropriate education, stay in school, make progress in the general education curriculum, and make a smooth transition from school to post secondary education and employment. The focus on transition began with the National Longitudinal Transition Study (NLTS) (from 1985-1993) through the second National Longitudinal Transition Study (NLTS-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.

To meet accountability requirements, state personnel have developed methods to collect data on statewide efforts of improving outcomes for students with disabilities. The data results are reported in various documents (e.g., State Performance Plans, Annual Performance Reports, and Performance Report Cards). For the past nine years, the North Dakota Department of Public Instruction (NDDPI) has conducted annual studies to determine the exit and post-school perceptions and outcomes of students with disabilities.

In 1998, staff from the NDDPI conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study was a longitudinal project that examined student status at exit from high school, and again at one and three year intervals post-school. The study now collects data only at the time of

school exit and one year later. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post-school involvement in employment, education, and services. The two phases of the study have expanded to include gathering school exit data from students with and without disabilities and/or their families, and gathering follow-up data one year later through telephone interviews. School personnel assist students in completing the exit interviews. The North Dakota Center for Persons with Disabilities (NDCPD) project staff and Minot State University (MSU) students conduct the follow-up telephone interviews.

Section One is a summary of the data and results of the *2007 Exit Survey* of ND students with and without disabilities. Educators in both special and general education classrooms across the state facilitated the collection of the raw data. The 2007 Online Exit Survey data for both special and general education programs and the comparison data across the most recent five exiting special education cohorts (2003-2007) are reported. Section Two is a summary of follow-up data at one year after exiting high school for students from special and general education programs who participated in the 2006 Exit Survey. This section presents data from the *2007 Follow-up Interview: One Year after High School Exit*. Section Three, titled *2002-2006 Follow-Up Interview Comparison: One Year after High School Exit*, offers a review of the one year follow-up data across the five most recent special education cohorts.

**Section One**  
**2007 Exit Survey**  
**And**  
**2003 – 2007 Exit Survey Comparison**

**Data Collection Method**

Data for this report were collected through a process established by the NDDPI. The NDDPI contracted with the NDCPD to collect data on students in special education and general education who exited high school.

*Instrument.* Prior to the 2004 Online Exit Survey, data were collected using a paper format of the Exit Survey. The Exit Survey was originally developed after extensive literature and material review. The NDDPI staff provided the NDCPD project staff with an initial outline of items for the 2006 and 2007 Exit Surveys based on the National Post School Outcomes (NPSO) Center recommendations. Items were analyzed and useful structural features were selected. Questions and response options from previous years were revised to elicit more specific information. Several items on the survey were presented in slightly different formats.

*Procedures.* Students exiting high school by graduating, aging out of services, or dropping out were assisted with the completion of the survey by special education staff. Written directions (see Appendix A) were provided to the school staff regarding the data collection process. School staff were instructed to assist students in completing the 2007 Online Exit Survey or to conduct personal interviews with each student who was exiting the special education program. Additional information was available in the student's school file or on the individual education program (IEP). Following the interview and file review, school staff, along with the student when possible, entered data into the 2007

Online Exit Survey. The NDDPI staff responded to procedural questions about the survey. Computer related technical support was provided to school personnel by the NDCPD project staff.

A similar exit survey process was conducted with students in the general education programs to provide a sample for comparison. Written directions (See Appendix A) were provided to principals with a designated number of logins and passwords. The number of students in the general education program surveyed was based on the number of students who exited special education from that school in 2006. Principals generally assigned a school staff member to facilitate the completion of the 2007 Online Exit Survey. The staff member provided logins and passwords to a designated number of exiting general education students. Students then logged into the 2007 Online Exit Survey and completed the ten item questionnaire.

After all special education units and schools reported that they had completed the 2007 Online Exit Survey, the NDCPD project staff locked the survey. Data was exported from the program to an Excel document in which students were assigned an identification number. The identification number was used to maintain confidentiality.

## **Participants**

*Participating special education units and general education districts/schools.*

Twenty-seven special education units participated in the 2007 special education exit survey, resulting in 568 exit interviews. Those not participating did not have exiters from their special education programs in the 2006-2007 academic year. All ND special education units were asked to participate. The “other” category from which participants came included private schools not specifically included in a special education unit (i.e.,

Dakota Memorial School, Marmot High School, Anne Carlsen Center for Children, and School for the Deaf). Numbers of students and percentages of the total response set are shown in Table 1. Forty-three districts/schools participated in the 2007 general education exit survey with a total of 678 participating general education students (see Table 2).

Table 1. *Student Numbers for Participating Special Education Units in 2007.*

<b>Special Education Unit (SEU)</b>	<b>No. Students</b>	<b>Percentage*</b>
Bismarck SEU	61	10.7%
Buffalo Valley SEU	21	3.7%
Dickey LaMoure SEU	5	0.9%
Dickinson SEU	23	4.0%
East Central SEU	8	1.4%
Emmons County SEU	4	0.7%
Fargo SEU	39	6.9%
Fort Totten SEU	2	0.4%
Grand Forks SEU	38	6.7%
GST SEU	23	4.0%
Lake Region SEU	46	8.1%
Lonetree SEU	18	3.2%
Morton Sioux SEU	30	5.3%
Oliver Mercer SEU	19	3.3%
Other	8	1.4%
Peace Garden SEU	36	6.3%
Pembina SEU	13	2.3%
Rural Cass SEU	13	2.3%
Sheyenne Valley SEU	20	3.5%
Souris Valley SEU	15	2.6%
South Central Prairie SEU	17	3.0%
South Valley SEU	22	3.9%
Upper Valley SEU	24	4.2%
Wahpeton SEU	7	1.2%
West Fargo SEU	22	3.9%
West River SEU	12	2.1%
Wilmac SEU	22	3.9%
<b>TOTAL</b>	<b>568</b>	<b>100.0%</b>
<i>* Percentage of 568 respondents, rounded to nearest tenth of a percent.</i>		

Table 2. *Student Numbers for Participating General Education Districts/Schools in 2007.*

<b>General Education Districts/Schools</b>	<b>No. Students</b>	<b>Percentage*</b>
Belcourt Public School District	38	5.6%
Belfield Public School District	10	1.5%
Bismarck Public School District	79	11.7%
Bottineau Public School District	20	2.9%
Burke Central Public School District	1	0.1%
Central Valley Public School District	6	0.9%
Dakota Memorial High School	6	0.9%
Drayton Public School District	10	1.5%
Enderlin Public School District	10	1.5%
Fargo Public School District	66	9.7%
Gackle-Streeter Public School District	10	1.5%
Grafton Public School District	20	2.9%
Grand Forks Public School District	48	7.1%
Halliday Public School District	3	0.4%
Hankinson Public School District	3	0.4%
Hazleton-Moffit-Braddock Public School District	1	0.1%
Hettinger Public School District	10	1.5%
Hillsboro Public School District	10	1.5%
LaMoure Public School District	10	1.5%
Larimore Public School District	10	1.5%
Lewis and Clark Public School District	12	1.8%
Linton Public School District	10	1.5%
McKenzie County Public School District	10	1.5%
Menoken Public School District	1	0.1%
Midway Public School District	10	1.5%
Minot Public School District	73	10.8%
Minto Public School District	13	1.9%
Mohall-Lansford-Sherwood Public School District	13	1.9%
Montefiore Public School District	10	1.5%
Montpelier Public School District	1	0.1%
New Town Public School District	7	1.0%
North Border Public School District	10	1.5%
Richland Public School District	18	2.7%
St. Thomas Public School District	4	0.6%
Stanley Public School District	10	1.5%
United Public School District	20	2.9%
Valley City Public School District	30	4.4%
Valley Public School District	10	1.5%

Wahpeton Public School District	10	1.5%
Westhope Public School District	9	1.3%
Williston Public School District	10	1.5%
Wimbledon-Courtenay Public School District	6	0.9%
Wyndmere Public School District	10	1.5%
<b>TOTAL</b>	<b>678</b>	<b>100.0%</b>
* Percentage of 678 respondents, rounded to nearest tenth of a percent.		

*Student demographic data.* The special education cohort consisted of 375 male (66.0%) and 193 female (34.0%) students. The general education cohort consisted of 338 males (49.9%) and 340 females (50.1%). Table 3 shows the racial/ethnic background of the students from both special and general education participants.

Table 3. *Racial/Ethnic Groups of 2007 Exiters.*

Racial/Ethnic Group	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
White/Caucasian	498	87.7%	591	87.2%
American Indian	54	9.5%	52	7.7%
Hispanic	8	1.4%	11	1.6%
Black	2	0.4%	5	0.7%
Asian/Pacific Islander	3	0.5%	6	0.9%
Other	3	0.5%	13	1.9%

*Disability category.* Table 4 shows the disability categories of students exiting special education programs. As with recent reports, the most frequently listed primary disability was specific learning disabilities (51.9%). This was followed by mental retardation (13.9%), other health impairment (10.7%), and emotional disorder (10.6%). These four categories represent approximately 87.1 percent of all participating special education exiters.

Table 4. *Disability Categories of 2007 Exiting Students in Special Education.*

Category Label	Frequency	Percentage
Specific Learning Disability	295	51.9%
Mental Retardation	79	13.9%
Other Health Impairment	61	10.7%
Emotional Disturbance	60	10.6%
Speech Impairment	41	7.2%
Autism	20	3.5%
Hearing Impaired	5	0.9%
Visual Impairment	4	0.7%
Traumatic Brain Injury	2	0.4%
Orthopedic Impairment	1	0.2%
Blind	0	0.0%
Deaf/Blind	0	0.0%
Multiple Disabilities	0	0.0%

## Results

The following section presents the results of the Exit Survey that was completed online beginning in the spring of 2007. Each item on the survey is presented followed by the responses from exiters in the special education cohort as well as the general education cohort.

*In which of the following areas did the student's most recent IEP have post-secondary goal(s) (choose as many as apply).* Exiting students who had an IEP had the following options available for selection: *training, education, employment, independent living, and no post secondary goal identified.* The top four responses were *education* (78.0%), *employment* (63.7%), *training* (52.1%), and *independent living* (48.9%). Seven (1.2%) students did not respond (DNR) to this question. See Figure 1.

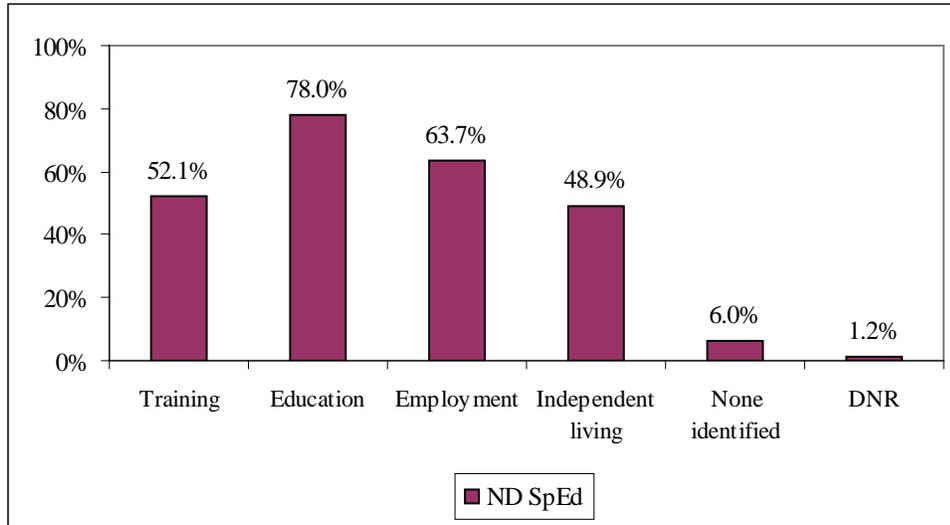


Figure 1. Categories in which students had postsecondary goals (2007 Special Education).

*Did you receive guidance in planning an anticipated career or post school employment goal?* Participants exiting from general education programs were asked about guidance received in planning for post school activities. Nearly three fourths of the participants received guidance in planning for post school activities (see figure 2).

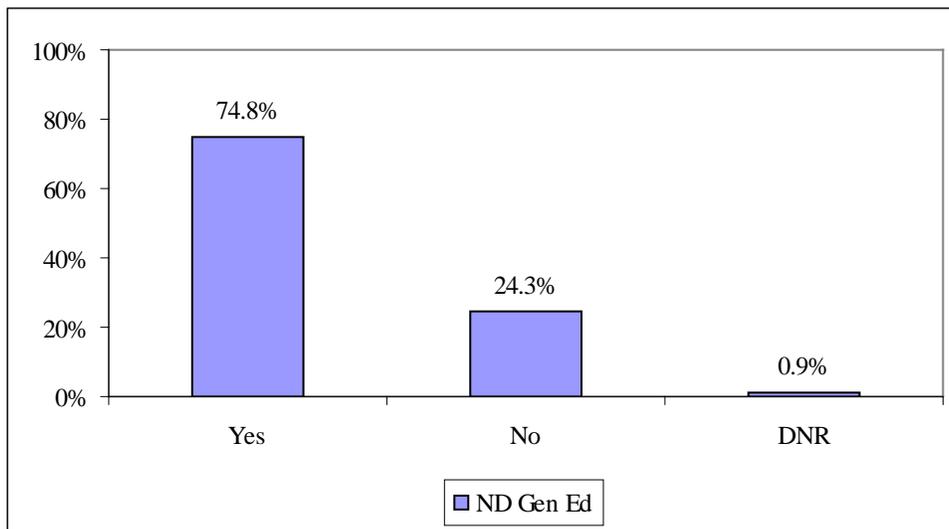


Figure 2. Received guidance in planning post school career or employment (2007 General Education).

*What was the student's level of attendance and participation in the most recent and/or exit IEP meeting?* These data are shown in Table 5. Based on the data, most

students exiting special education (85.0%) *attended and actively participated* in their IEP meetings. The question for students exiting general education programs was “What was your level of attendance and participation in meetings with the guidance counselor to discuss future career plans?” Table 5 shows the number of students exiting from general education that *attended and actively participated* in guidance meetings with a counselor.

Table 5. 2007 Participation in Exit IEP (Special Education) or Future Career Planning Meeting (General Education).

Participation Level	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Attended and participated	483	85.0%	437	64.5%
Attended but didn't participate	27	4.8%	101	14.9%
Did not attend	50	8.8%	69	10.2%
Not invited	1	0.2%	67	9.9%
Not reported	7	1.2%	4	0.6%

*What is this student's plan after high school?* Figure 3 shows the data on the 2007 exiting students' post-school employment/education plans. Almost half of the students exiting special education (47.7%) indicated anticipated *employment*, followed by *vocational training* (39.4%). Nearly two-thirds of the students exiting general education (67.8%) indicated plans to attend *university* followed by *employment* (25.7%) and *vocational training* (20.5%).

*Identify Adult Providers who will help the student as identified in the IEP.* The transition services needed for students to reach their post-secondary goals are identified on the IEP and may include the following adult service providers: Vocational Rehabilitation, Developmental Disabilities, Job Service, Social Security, University or College Disability Support Services, and Adult Learning Centers. Table 6 lists the service providers chosen by students based on participator's responses. It was reported that two-thirds of the students exiting special education programs had an identified possible future

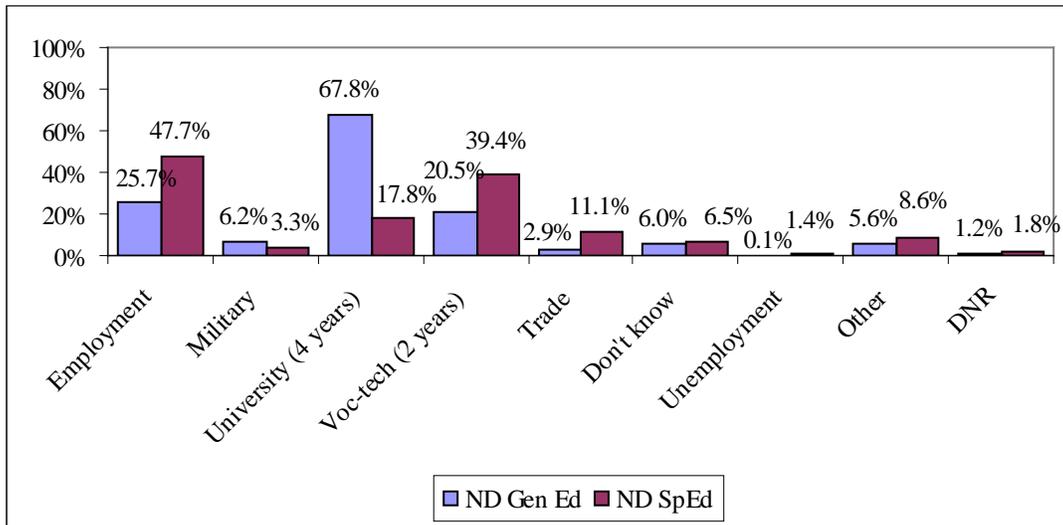


Figure 3. Postsecondary plans for 2007 exiters.

need for services from *Vocational Rehabilitation* (66.0%) and more than one third from *College/University Disability Support Services* (38.2%). Nine (1.6%) students exiting special education programs did not respond. More general education students (45.6%) indicated *No services needed* after leaving high school. However, 37.0 percent indicated possibly requiring services from *College/University Support Services*. Forty-three (6.3%) students exiting general education programs did not respond to this question.

*Identify Adult Providers who will help the student as identified in the IEP.* The transition services needed for students to reach their post-secondary goals are identified on the IEP and may include the following adult service providers: Vocational Rehabilitation, Developmental Disabilities, Job Service, Social Security, University or College Disability Support Services, and Adult Learning Centers. Table 6 lists the service providers chosen by students based on participant's responses. It was reported that two-thirds of the students exiting special education programs had an identified possible future need for services from *Vocational Rehabilitation* (66.0%) and more than one third from

*College/University Disability Support Services* (38.2%). Nine (1.6%) students exiting special education programs did not respond. More general education students (45.6%) indicated *No services needed* after leaving high school. However, 37.0 percent indicated possibly requiring services from *College/University Support Services*. Forty-three (6.3%) students exiting general education programs did not respond to this question.

Table 6. 2007 Adult Providers Who May Assist You After High School.

Service Provider	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Vocational Rehabilitation	375	66.0%	31	4.6%
Developmental Disabilities	73	12.9%	NA	NA
Center for Independent Living	NA	NA	31	2.7%
Job Service	119	21.0%	86	12.7%
Social Security	51	9.0%	31	4.6%
University Support Services	217	38.2%	251	37.0%
Adult Learning Center	6	1.1%	8	1.2%
Other	44	7.7%	34	5.0%
No services needed	78	13.7%	309	45.6%
Not reported	9	1.6%	43	6.3%

*Note: These are percentages of the total number of cases in the cohort and rounded to the nearest tenth of a percent. Students could select more than one provider.*

*Why did the student exit your program?* Figure 4 shows the breakdown of reasons for the students exiting school. For students exiting special education programs in 2007, 89.8 percent *graduated with a diploma*, 1.1 percent *graduated with a certificate of completion*, 3.9 percent *aged out*, 4.0 percent *dropped out*, and 1.2 percent DNR. Results for students exiting general education programs indicated that 97.9 percent of the students *graduated with a diploma*, 0.7 percent *graduated with a certificate of completion*, 0.4 percent *dropped out*, and 0.9 percent DNR. Not all exiting students from special and general education are represented in this survey which may account for discrepancies in drop out rates. Participation by students in general education is a sampling based on the number of students exiting special education programs who

participated in the 2006 Exit Survey. Only students who were still in school at the time of the 2007 Online Exit Survey participated in the study; therefore the drop out rate for special and general education participants is not accurate. Refer to the Data Collection Methods section on page 3 for further details on participation.

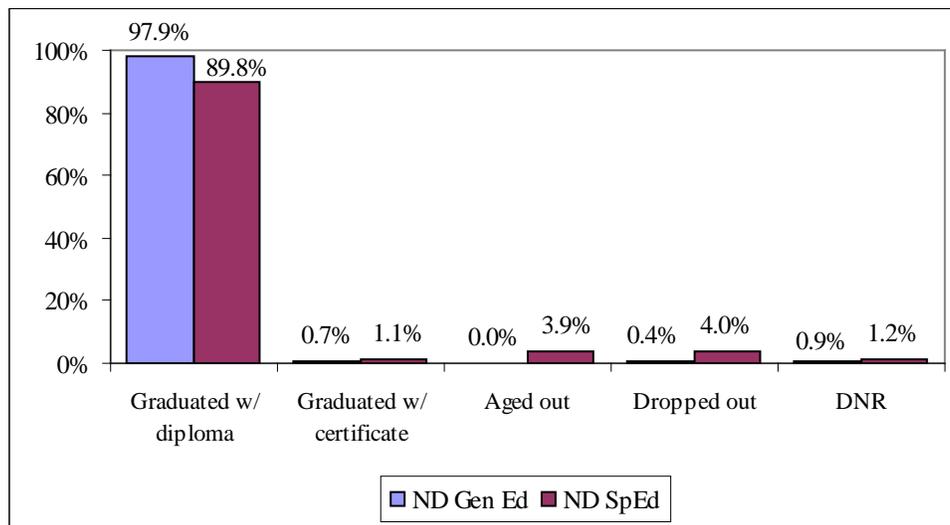


Figure 4. Reasons for exit in 2007.

*Identify occupational skills attained by the student during high school.* Table 7 presents this data. For students exiting special education in 2007, the largest percentages include *work skills* (82.4%), *computer skills* (80.1%), and *working in teams* (78.9%). Students exiting general education indicated attaining the following skills: *work in teams* (79.4%), *work skills* (78.3%), *social skills* (78.3%), and *computer skills* (76.5%).

*Identify student satisfaction with overall high school program, vocational or transition aspect of high school, and special education aspect of high school.* Students exiting special education programs were asked three questions regarding satisfaction with their programs. For each item, the students rated their satisfaction from A (*excellent*) to F (*terrible*). The results are shown in Table 8.

Table 7. *Occupational Skills Attained by the Student during High School in 2007.*

Skill Area	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Employment	422	74.3%	477	70.4%
Work skills	468	82.4%	534	78.3%
Social skills	424	74.6%	524	77.3%
Daily living skills	377	66.4%	456	67.3%
Community access	246	43.3%	318	46.9%
Computer literacy/keyboard	455	80.1%	519	76.5%
Work in teams/groups	448	78.9%	538	79.4%
Other	65	11.4%	44	6.5%
Not reported	14	2.5%	3	0.4%

*Note: These are percentages of the total number of cases in the cohort and rounded to the nearest tenth of a percent. Students could select more than one response.*

Students in the general education programs were asked three similar questions regarding their satisfaction with programs. *Identify your satisfaction with overall high school program, vocational or transitional aspect of high school, and high school coursework in preparing for adult life after high school.* Again, a rating from A to F was given (see Table 8).

Table 8. *Student Satisfaction with Various High School Programs in 2007.*

Rating	Special Education			General Education		
	Overall program	Voc/Trans	SpEd	Overall program	Voc/Trans	Academics
A	19.9%	23.9%	16.2%	21.0%	32.2%	45.6%
B	48.7%	46.9%	47.2%	43.8%	39.4%	34.2%
C	26.4%	25.2%	29.8%	28.0%	22.5%	14.8%
D	2.5%	1.5%	4.1%	2.6%	1.4%	1.1%
F	1.6%	1.6%	1.5%	0.7%	0.4%	0.5%
Not reported	0.9%	0.9%	1.2%	3.9%	4.0%	3.9%

*Note: These are percentages of the total number of cases in the cohort and rounded to the nearest tenth of a percent.*

In Table 9 data were converted to numerical forms. A rating grade point similar to a school grade point average (GPA) was calculated with each letter weighted from 0 through 4 (0=F, 4=A). The GPAs were calculated based on the number of students who responded to the item, not the whole number of student participants for the survey.

Students exiting special education rated the special education program the highest with a GPA of 3.2 while students exiting general education programs rated the overall high school program and the vocational or transitional programs the highest with a GPA of 3.3.

Table 9. 2007 Program Rating Grade Point.

GPA	Programs			
	Overall program	Vocational/ Transitional	Special Education	Academics
Special Education	2.7	3.0	3.2	NA
General Education	3.3	3.3	NA	3.1

*If you had to stay in school an additional semester and were free to choose classes, what would you take?* The results (see Table 10) suggest that 42.6 percent of the students exiting special education would take more personal interest courses. Nearly 40 percent of the participants indicated that they would take functional and vocational classes and 13.6 percent would take additional academic courses. Nearly two-thirds of the students exiting general education programs indicated they would take more personal interest courses, whereas 21.5 percent of the students would choose academic and 14.2 percent would choose functional/vocational courses.

Table 10. 2007 Choices for Additional Coursework.

Course topic/area	Special Education	General Education
Academic	13.6%	21.5%
Personal Interest	42.6%	63.1%
Functional/Vocational	39.8%	14.2%
Not reported	4.0%	1.2%

*Note: These are percentages of the total number of cases in the cohort and rounded to the nearest tenth of a percent.*

Data reported in this section is disseminated by NDDPI to personnel throughout the state including special education directors, special education teachers, and the Transition Steering Council. The data will be used to make program improvements in the

education of ND students as they transition from high school to postsecondary activities.

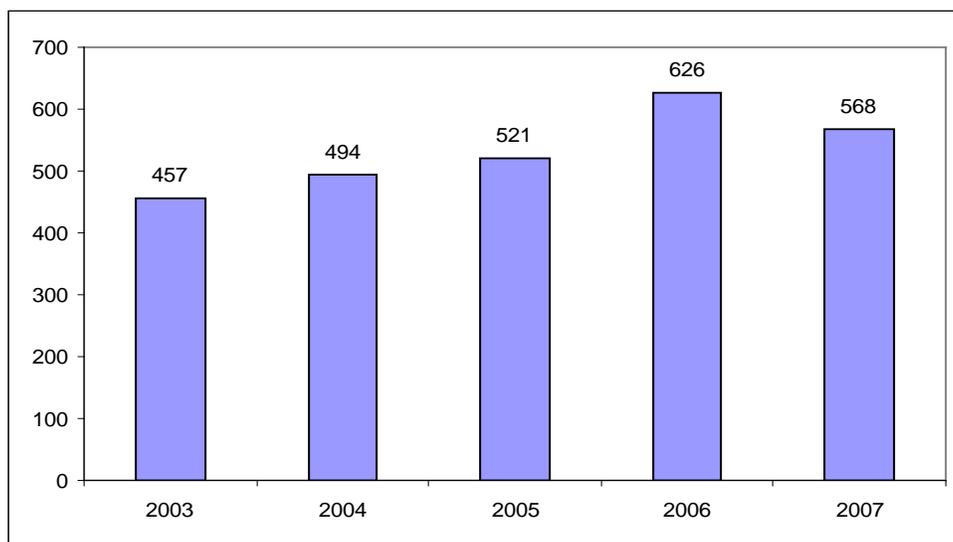
### **2003 – 2007 Exit Survey Comparison**

The Exit Survey has been completed with samples of students served in special education beginning in 1999. A comparison of the five most recent years' data is reported here.

Items on the Exit Survey from 1999 through 2005 were the same each year. Changes in process and question responses were made to the 2006 Exit Survey. Beginning in the fall of 2005, the Follow-up Interview was conducted online. Spring of 2006, the Exit Survey was also completed online. See Data Collection Methods section on page 3 for details on this process. Changes to specific questions and responses on the 2006 and 2007 Online Exit Surveys are noted in the text that follows.

### **Results**

The following section reports the results from the five most recent groups (2003-2007) of students exiting special education programs. See Figure 5 for a comparison of the numbers of participants in the Exit study.



*Figure 5.* Participants in exit study from 2003 through 2007.

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

Surveys from 2003 through 2006 had the same question. Responses on the 2003-2006 Exit Surveys included *attended and actively participated*, *attended but did not participate*, or *did not attend*. On the 2007 Exit Survey, the question asked respondents to identify their level of participation in the most recent and/or exit IEP. Response options for 2007 included the addition of *not invited*. Table 11 shows the percent responses to each of these options as well as the percent of surveys that did not have a response (DNR) recorded for each year.

Table 11. *Attendance and participation at the most recent and/or exit meeting (2003-2007).*

	2003	2004	2005	2006	2007
Attended, actively participated	85.3%	83.0%	83.3%	79.1%	85.0%
Attended, did not participate	4.6%	8.3%	5.2%	4.6%	4.8%
Invited, did not attend	7.0%	6.7%	9.4%	1.1%	8.8%
Not invited	NA	NA	NA	NA	0.2%
DNR	1.8%	0.6%	1.9%	15.2%	1.2%

*What is the student's plan after high school?* The student's plans after high school were identified next. In 2003-2007 students and/or their teachers indicated the student's plans after high school by selecting from the options listed in Table 12. In 2006 and 2007, the term *Postsecondary* was not used. Respondents were asked to select from the following options: a) *University (4 yr.)*, b) *Voc-tech (2 yr.)*, and c) *Trade (1 yr. or less, includes Job Corps)*. For the purpose of this comparison, the 2006 and 2007 options *University (4 yr.)*, *Voc-tech (2 yr.)*, and *Trade (1 yr. or less, includes Job Corps)* were combined and entered as *Postsecondary*. Figure 6 shows the two highest choices for each year, employment and postsecondary.

Table 12. *Postsecondary Plans (2003-2007).*

Post-secondary Plans	2003	2004	2005	2006	2007
<b>Employment</b>	35.9%	42.9%	48.6%	45.8%	47.7%
<b>Military</b>	5.5%	4.9%	3.8%	5.9%	3.3%
<b>Postsecondary</b>	64.8%	46.4%	61.2%	*69.2%	*68.3%
<b>Don't know</b>	5.7%	4.0%	3.3%	7.8%	6.5%
<b>Unemployment/not able to work</b>	0.4%	0.6%	0.8%	0.3%	1.4%
<b>Other plans</b>	3.9%	4.9%	3.3%	5.3%	8.6%
<b>DNR</b>	1.3%	1.8%	2.5%	3.9%	1.8%

\*Note: The 2006 and 2007 Exit Surveys had new response options that divided the post-secondary option to specific post-secondary programs.

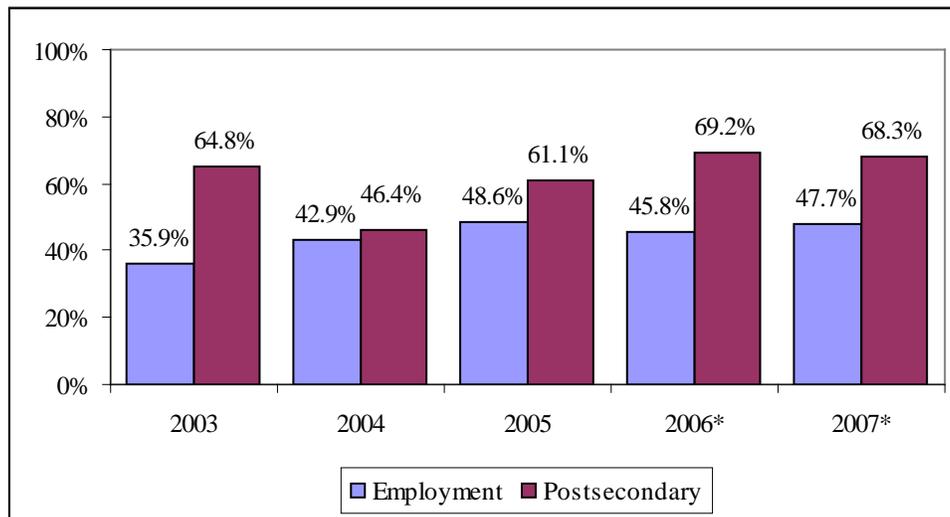


Figure 6. Percent of employment and postsecondary education plans (2003-2007).

*Identify Adult Providers who will help the student as identified in the IEP.* The transition services needed for students to reach their post-secondary goals are identified on the IEP and may include the following adult service providers: Vocational Rehabilitation, Developmental Disabilities, Job Services, Social Security, University or college Disability Support Services and Adult Learning Centers. Table 13 lists the service providers chosen by students based on participant's responses. Vocational Rehabilitation and College or University Disability Support Services were consistently identified as anticipated providers that would help the student after exiting high school.

Table 13. *Adult Providers Who Will Help Student as Identified in IEP (2003-2007).*

Service Provider	2002	2003	2004	2005	2006
No services needed	21.1%	20.4%	18.4%	14.8%	11.0%
Vocational Rehabilitation	61.0%	58.4%	61.5%	66.2%	72.2%
Developmental Disabilities	9.6%	8.1%	8.3%	10.6%	7.8%
Job Service	22.3%	19.3%	15.6%	16.1%	23.5%
Social Security	6.1%	6.8%	6.9%	6.1%	7.2%
College/University Disability Support Services	28.9%	27.6%	34.2%	29.0%	43.1%
Adult Learning Center	2.0%	0.4%	1.4%	1.2%	1.6%
Other (specify)	5.1%	5.0%	6.1%	4.0%	4.3%
DNR	3.2%	2.8%	1.6%	3.6%	3.4%

Why did the student exit your program? Table 14 shows the reasons participating students exited high school. These included *graduated with a diploma, graduated with a certificate, aged out, and dropped out*. Figure 7 shows the percent of students reported having graduated with diploma from 2003 through 2007.

Table 14. *Reasons for Exit (2003-2007).*

Exit Reason	2003	2004	2005	2006	2007
Graduated, diploma	92.3%	90.5%	90.4%	89.1%	89.8%
Graduated, certificate	2.6%	2.2%	3.5%	1.6%	1.1%
Aged out	2.6%	2.6%	2.5%	3.2%	3.9%
Dropped out	0.9%	1.8%	3.1%	5.0%	4.0%
DNR	1.5%	2.8%	0.6%	1.1%	1.2%

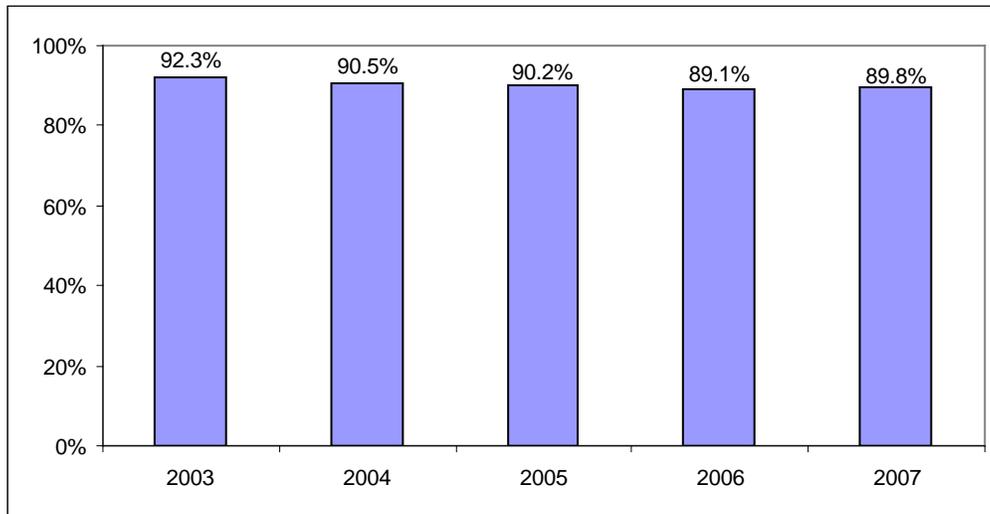


Figure 7. Percent graduated with diploma (2003-2007).

Identify student satisfaction with overall high school program, vocational or transition aspect of high school, and special education aspect of high school. Students gave each program a letter grade (A through F). A rating grade point similar to a school grade point average (GPA) was calculated with each letter weighted from 0 through 4 (0=F, 4=A). Each of the figures represents overall student satisfaction calculated as a GPA based on the number of students who responded. Figures 8 through 10 show average student satisfaction from 2003 through 2007.

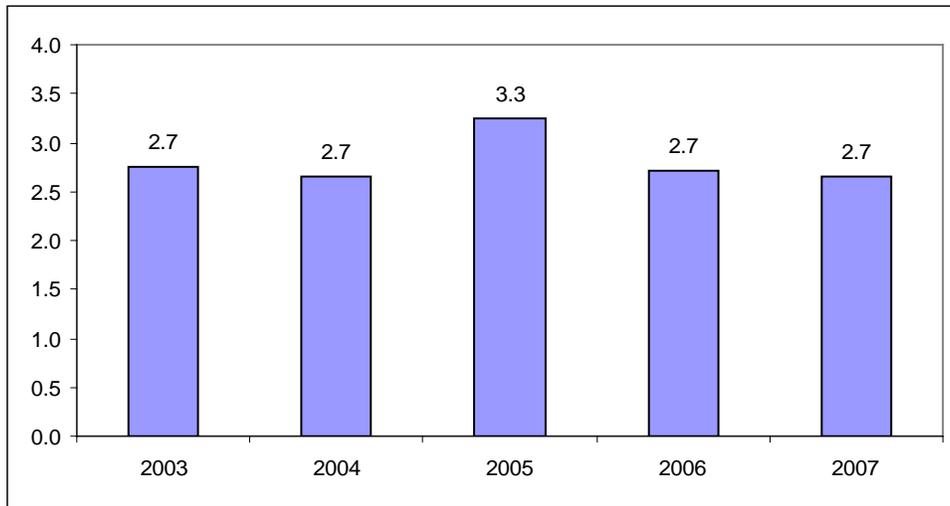


Figure 8. Satisfaction with overall high school program as GPA (2003-2007).

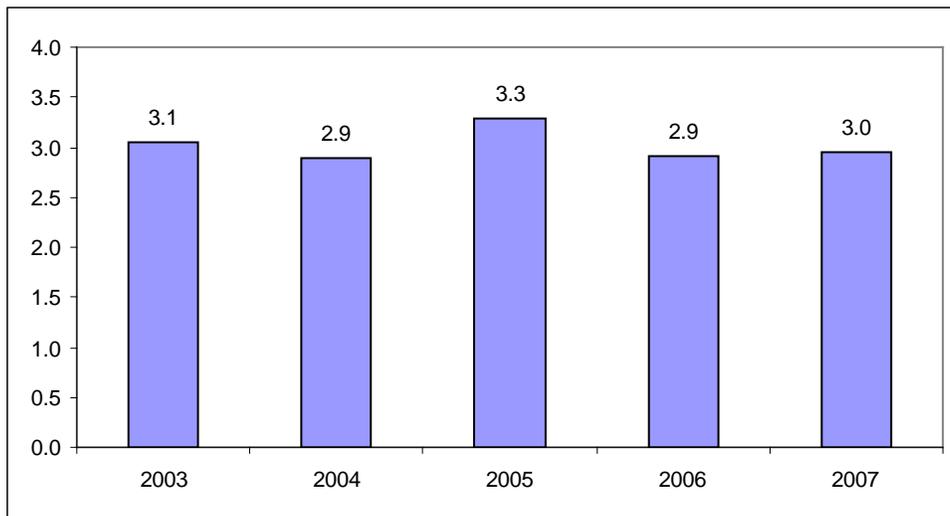


Figure 9. Satisfaction with vocational or transition aspect of high school as GPA (2003-2007).

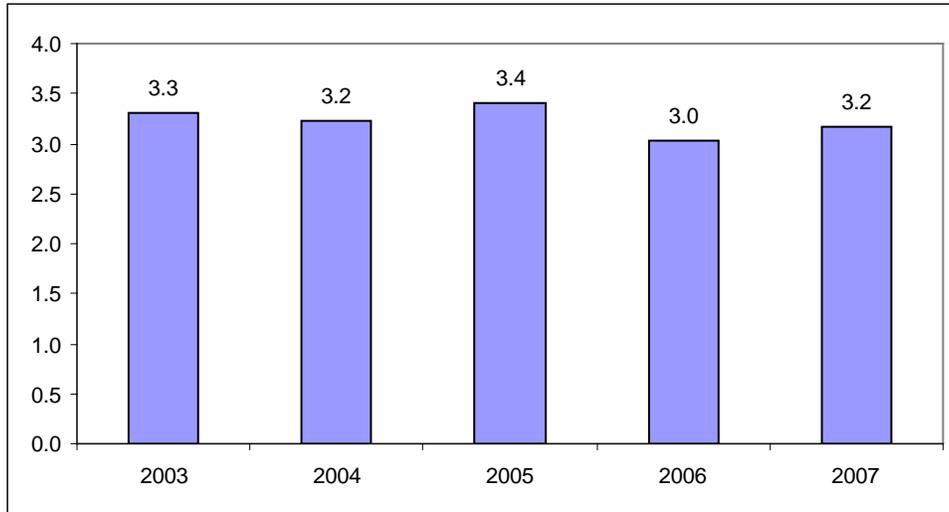


Figure 10. Satisfaction with special education program as GPA (2003-2007).

If you had to stay in school an additional semester and were free to choose classes, what would you take? Students could choose from *Academic classes*, *Topical/Interest classes*, or *Functional & Vocational classes*. The 2006 and 2007 Online Exit Surveys allowed students to choose only one response from the following options: a) *Academic classes*, b) *Personal Interest classes*, or c) *Functional or Vocational classes*.

See Figure 11.

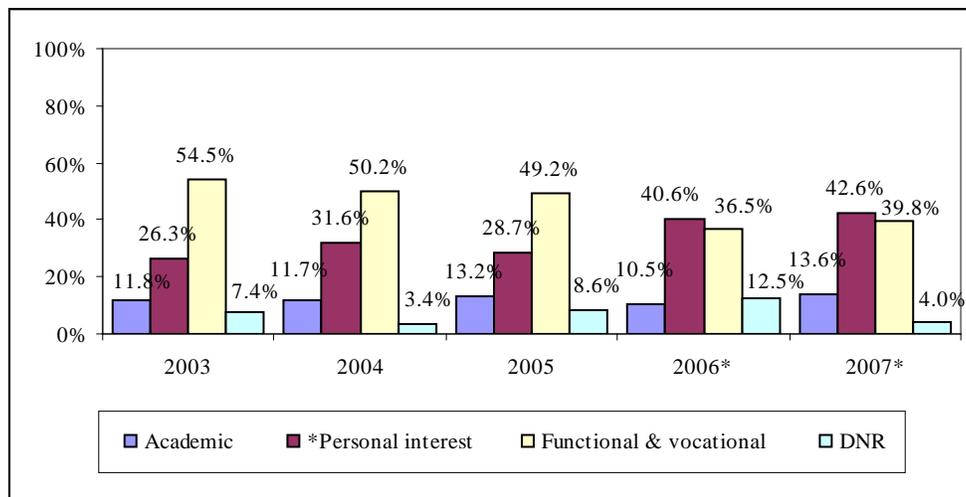


Figure 11. Choices for additional coursework (2003-2007).

\*Note: the 2006 and 2007 survey response options changed as described above.

## Section Two

### **2006 Follow-up Interview: One Year after High School Exit**

This report continues the series of technical reports on the ND Transition Follow-up Project, funded by the NDDPI, Office of Special Education. The NDDPI contracted with the NDCPD project staff to conduct follow-up telephone interviews with students or a designated contact person at one year after exit from high school. The following is a report of data from the 2007 Online Follow-up Interview for students who exited ND general and special education programs in the 2006 school year. The initial school exit data were presented in a previous report and are available from the NDDPI or from the NDCPD, as well as from their respective websites.

#### **Data Collection Method**

Contact information was obtained via the Exit Survey completed in the spring of 2006. The NDDPI provided additional participant data that included the names and contact information of students who had exited high school but did not complete the Exit Survey. Once contacted, the respondent (student or designated contact person) was interviewed using the *2007 Follow-up Interview* (see Appendix B). This instrument and the procedures are described below.

*Instrument.* The initial interview questionnaire was developed following an extensive review of materials. Initially, the National Longitudinal Transition Study was used to develop items to be included on the exit and follow-up instruments. More recently, the NDDPI staff provided the NDCPD project staff with the National Post School Outcomes (NPSO) Center essential questions. After several revised drafts by the NDDPI and NDCPD staff, the final version of the *NDDPI Follow-up Project Interview*

was developed. This questionnaire incorporated the most salient items of interest and provided an efficient instrument for gathering data via telephone interviews.

Prior to the 2005 Online Follow-up Interview, data were collected using a paper questionnaire. The new Follow-up Interview questions are based on current information necessary for special education data collection. Questions and response options from previous years were revised to elicit more specific information. Several items on the survey were presented in slightly different formats.

*Procedures.* The procedure for contacting participants was developed by the NDCPD project staff. The call list was compiled from the demographic information (name, address, phone number, and name of designated contact person) provided by the participating special education units and school districts through exit survey data collected. Student information is sometimes inaccurate one year after exiting high school due to incomplete information entered on the exit survey or changes that occur after the survey such as students and/or contacts (generally parents) moving, change in phone number, or a disconnected phone line. The NDCPD project staff worked to update missing contact information using public information sources such as the internet and local telephone books. To ensure that all exiting students were contacted in the follow-up interview, the NDDPI provided additional student demographic information for exiters of special education programs who did not participate in the exit survey. These names and demographic information were added to the call list. The updated call lists were used to construct computer data files in Excel that were password protected in order to ensure confidentiality. All student information was organized by identification codes rather than names, also to ensure greater confidentiality. These data files were used to generate

contact logs for the 2007 Online Follow-up Interview.

The NDCPD project staff trained the follow-up telephone interviewers in the procedures for conducting the telephone interviews using the Online Follow-up Interview system. The National Post-school Outcomes Center guide: *Training Interviews* was used as a reference tool for training the interviewers. The interviewers were also given a list of frequently asked questions (FAQs) that might arise during the interview. The FAQs are found in Appendix C.

The NDCPD project staff practiced with the interviewers the Follow-up Interview face-to-face and on the telephone until they were comfortable with the process and the materials. The interviewers were coached as to how to handle participant questions about the study such as requests for more information or services as well as on refusals to participate. Interviewers 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 from April through September. Additional calls were requested by the NDDPI in order to collect a data from a larger participant base. NDCPD project staff added two additional telephone call attempts to special education exiters as per this request.

## **Participants**

In 2006, 626 students from special education and 641 students from general education completed the 2006 Exit Survey. The NDDPI provided NDCPD with contact information for an additional 188 students from special education programs that exited in 2006 so that the 2007 One Year Follow-up Interview began with 814 students from special education.

Participants from special education programs received five call attempts while participants from general education received three call attempts. Under federal guidelines 743 students from special education programs included in the follow-up interview qualified as actual exiters whose data could be reported. Of the 743 students, 330 follow-up interviews were completed one year after exit for a 44.4 percent completion rate. Of the 641 students from general education, 261 follow-up interviews were completed at one year after exit for a 40.7 percent completion rate. Call results included fall-out of participants for the following reasons: *5<sup>th</sup> Contact Failed (for special education exiters)/ 3<sup>rd</sup> Contact Failed (for general education exiters), Phone Disconnected, Wrong Number, and Refused Participation.*

These interview results are reported by units and districts for all groups with 10 or more respondents. Data for units and districts with fewer than 10 respondents was not reported.

*Student demographic data.* The special education cohort consisted of 222 male (67.3%) and 108 female (32.7%) students. The general education cohort consisted of 134 males (51.3%) and 127 females (48.7%). Table 15 shows the racial/ethnic background of the students from both special and general education cohorts.

Table 15. *Racial/Ethnic Groups of 2007 Follow-up Participants.*

Racial/Ethnic Group	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
White	292	88.5%	244	93.5%
American Indian/Alaska Native	27	8.2%	11	4.2%
Hispanic	6	1.8%	1	0.4%
Black	3	0.9%	0	0.0%
Asian/Pacific Islander	0	0.0%	2	0.8%
Other	2	0.6%	3	1.1%

*Disability category.* Table 16 shows the disability categories of students from

special education programs for which an interview was completed. The most frequently listed primary disability was specific learning disabilities (59.1%). This was followed by emotional disturbance (10.3%) and other health impairment (9.1%). These three categories represent approximately 78.5 percent of all interviews for students from special education programs.

Table 16. *Disability Categories of 2007 Follow-up Participants from Special Education.*

Category Label	Frequency	Percentage
Specific Learning Disability	195	59.1%
Emotional Disturbance	34	10.3%
Other Health Impairments	30	9.1%
Mental Retardation	28	8.5%
Speech Impairment	22	6.7%
Autism	6	1.8%
Hearing Impaired	6	1.8%
Traumatic Brain Injury	4	1.2%
Visual Impairment	2	0.6%
Orthopedic Impairment	2	0.6%
Deaf	1	0.3%
Blind	0	0.0%
Multiple Disabilities	0	0.0%

*Who served as the source for this information?* Table 17 shows who served as the source for the follow-up interviews. Parents were most often the designated contact person who completed the interviews for students from both special education (52.4%) and general education (51.7%) programs. Forty two percent of the follow-up interviews for students in special education were completed by the student, while approximately forty five percent (45.6%) of students in general education completed the survey themselves.

Table 17. Who Served as the Source for This Information?

Source	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
The student	140	42.4%	119	45.6%
Parent	173	52.4%	135	51.7%
Guardian/Foster parent	2	0.6%	1	0.4%
Sibling	6	1.8%	1	0.4%
Grandparent	2	0.6%	1	0.4%
Other family member	1	0.3%	0	0.0%
Family friend	0	0.0%	0	0.0%
Other (specify)	1	0.3%	0	0.0%
DNR	5	1.5%	3	1.1%

Note: These are percentages of the total number of cases in the cohort.

### State Performance Plan Indicator 14 Information

Figure 12 shows the employment and postsecondary enrollment for the 2006 exiters at one year after high school. This data was compiled by the NDDPI staff for inclusion in the annual follow-up report. The visual representation was developed by NDCPD staff to assist with reporting of this information to school districts throughout North Dakota.

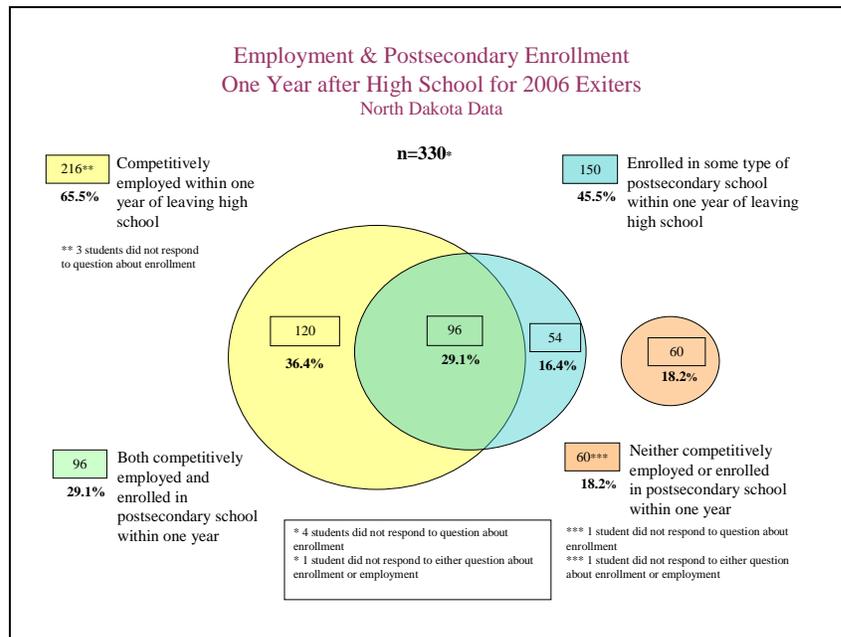


Figure 12. Employment and postsecondary enrollment of 2006 exiters at one year after high school.

## Results

The following section describes the results of the Follow-up Interview at one year after exiting high school for 2006 exiters. Each question from the interview is included with the results from the special education cohort and the general education cohort. Appendix D contains Follow-up Interview text responses and comments for all items to which a text response could be given.

*Has the student been enrolled in any of the following types of post secondary education at any time since leaving high school?* Respondents could select *no*, *yes* and indicate a program (*high school completion document or certificate program, short-term education or employment training program, vocational technical school- less than a 2 year program, community or technical college (2 year), or college or university (4 year program)*), or *yes (specify other)* and indicate a specific program. For this question *yes* and *yes (specify other)* responses were combined to calculate the total *yes* responses. Nearly half (46.1%) of students from the special education cohort had been enrolled in some type of postsecondary education since exiting high school (see Table 18). Just over half (52.4%) of respondents indicated that the student had not been enrolled and one percent did not respond. Approximately eighty-four percent (84.3%) of students from the general education cohort had been enrolled in some type of postsecondary education (see Table 16). Nearly fifteen percent (14.6%) indicated that they had not been enrolled and one percent did not respond to this question.

Table 18. *Enrollment in Postsecondary Education since High School.*

Postsecondary Education Enrollment	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	173	52.4%	38	14.6%
Yes	152	46.1%	220	84.3%
DNR	5	1.5%	3	1.1%

Figure 13 shows the options for types of postsecondary education programs students had been enrolled in since high school exit. Percentages are based on those who indicated *yes* or *yes (specify other)*. For students who exited special education programs and had been enrolled in a postsecondary program, over half had been enrolled in a community or technical college (2 year) program. Sixty percent of the general education exiters had enrolled in a college or university (4 year program). Table 19 shows the other types of postsecondary education programs. Other types of postsecondary education programs included “Military”, “Police Academy”, “Air Force Academy”, “Army”, and “National Guard”.

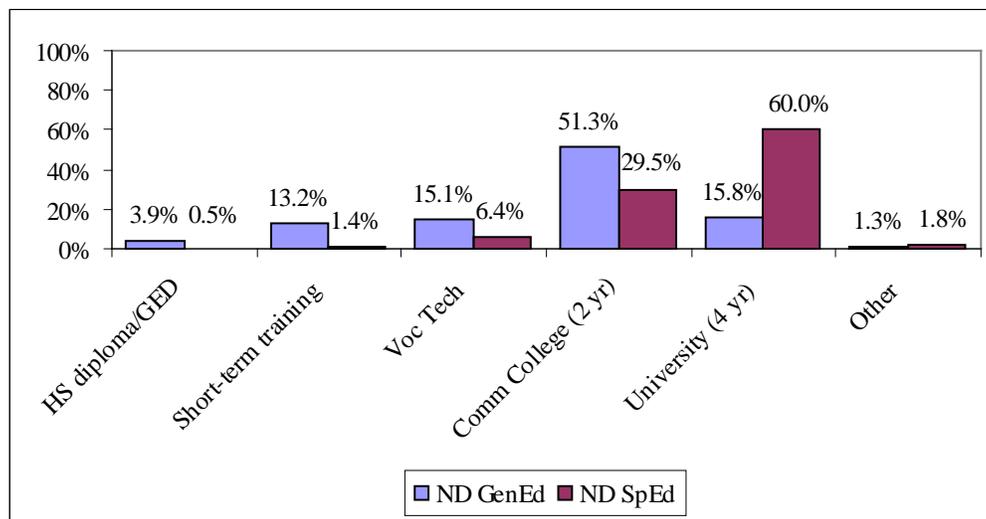


Figure 13. Types of postsecondary education enrollment (2006 exiters).

Table 19. *Other Types of Postsecondary Education.*

Special Education	Frequency	General Education	Frequency
Military	1	Air Force Academy	2
Police Academy	1	Army	1
		National Guard	1

*If not, why hasn't the student enrolled in postsecondary education since high school? (check as many as apply).* Table 20 shows the possible reasons for not enrolling in postsecondary education. Respondents for students who exited special education

programs and had not been enrolled in postsecondary education indicated the most common reasons for not attending were *working* (27.0%) and *other* (9.1%). General education exiters' reasons were most frequently *working* (5.7%) and *other* (5.7%). *Other* reasons identified by students from the special education cohort included "Military", "Family issues", and "Not sure what he/she wants to do yet". General education participants indicated *other* reasons as well; including "Military" and "Wanted to take a year off" (see Table 21). Appendix D includes a list of all comments and text responses from the Follow-up Interviews.

Table 20. *Reasons for not Enrolling in Postsecondary Education at One Year after Exit.*

Reasons for Not Enrolling in Postsecondary Education	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Lack training in immediate locale	3	0.9%	0	0.0%
Lacks skills/qualifications	34	10.3%	3	1.1%
Lacks transportation	1	0.3%	0	0.0%
Working	89	27.0%	15	5.7%
Did not want to go	18	5.5%	2	0.8%
Health problems preclude going	1	0.3%	0	0.0%
Believes cannot afford	2	0.6%	3	1.1%
Other (please specify)	30	9.1%	15	5.7%
Don't know	1	0.3%	2	0.8%
DNR	1	0.3%	3	1.1%

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

Table 21. *Other Reasons for not Enrolling in Postsecondary Education.*

Special Education	Frequency	General Education	Frequency
Military	5	Military	3
Family issues	4	Wanted to take a year off	2
Not sure what he/she wants to do yet	4	Attending in the fall of 2007	1
Wanted to wait, Doing own thing	2	Doesn't know what he wants to do	1
Planning to go back to high school	2	Had problems getting financial aid straightened out --> problem with the spelling of his name.	1

*Is the student currently employed?* Response options were *no*, *yes* and indicate employment type (*sheltered or supported employment setting, family member's*

*home/business/farm, or competitive employment setting (full or part-time basis, at or above minimum wage, integrated setting)), or yes (specify other) and indicate a specific employment type. Sheltered or supported employment setting was included as an option for students exiting special education programs only. For this question yes and yes (specify other) responses were combined to get the total percentage for yes. Nearly three fourths (73.6%) of students who exited high school special education programs were currently employed at the time of the follow-up interview (see Table 22). One participant from special education did not respond (0.3%). Two thirds of students who exited high school general education were employed at the time of the interview. One participant from general education did not respond to this question (0.4%).*

Table 22. *Employment Status at One Year after Exit.*

Currently Employed	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	86	26.1%	86	33.0%
Yes	243	73.6%	174	66.7%
DNR	1	0.3%	1	0.4%

Figure 14 shows the options for types of employment in which students were working. Percentages are based on those who indicated *yes* or *yes (specify other)*. For students who participated in special education programs and were working, nearly ninety percent (88.9%) were employed in a competitive employment setting at the time of the Follow-up Interview. Slightly more of students who exited general education programs (89.1%) were also working in a competitive employment setting.

*Other* types of employment noted by participants included military, summer work, volunteer work, work study, and working on a farm (see Table 23). See Appendix D for a full listing of *other* types of employment noted during the interviews.

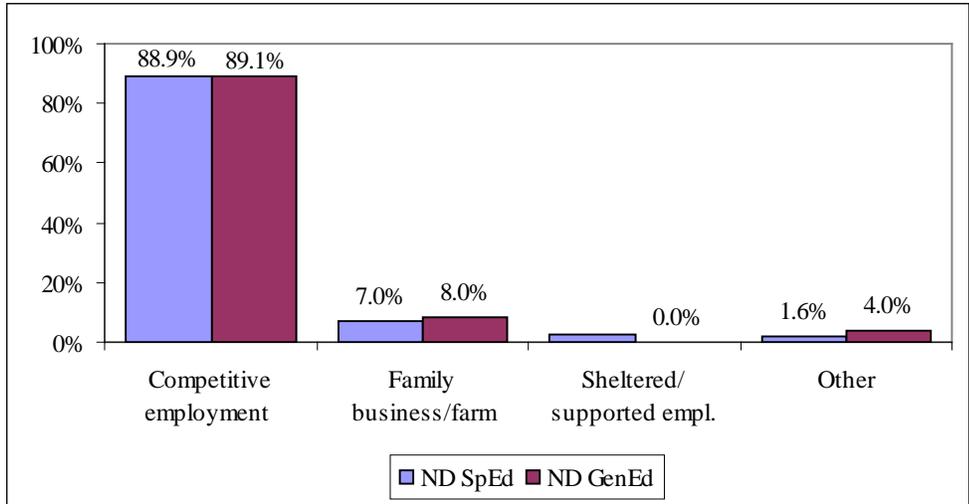


Figure 14. Categories of employment at one year after exit.

Table 23. Other Types of Employment.

Special Education	Frequency	General Education	Frequency
Military	2	Military	5
Only during the summer	1	Work Study through the University	1
Volunteer working	1	Works on a farm, but not his family farm	1

If the student isn't working, why not? Table 24 shows the possible reasons for not working. Students who were not working at the time of the follow-up interview most often were attending a postsecondary program for both the special education cohort (7.6%) and the general education cohort (22.2%).

Table 24. Reasons for not working at one year after exit.

Reasons for Not Working	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Lack of employment opportunities in immediate locale	23	7.0%	1	0.4%
Lacks the necessary skills/training for employment in the area	8	2.4%	0	0.0%
Lacks transportation	1	0.3%	0	0.0%
Attending a post secondary program	25	7.6%	58	22.2%
Does not want to work	6	1.8%	1	0.4%
Health problems that preclude employment	4	1.2%	1	0.4%
Believes lose benefits if works	18	5.5%	28	10.7%
Other (please specify)	4	1.2%	4	1.5%
Don't know	1	0.3%	2	0.8%
DNR	23	7.0%	1	0.4%

Note: These are percentages of the total number of cases in the cohort. Respondents could choose more than one.

Table 25 shows the *other* reasons for not working which included joined the military, going to school and looking for a job, to name a few. Twenty three students who had attended special education programs (7.5%) and one student (0.4%) who had attended general education programs did not respond to this question.

Table 25. *Other Reasons for not Working.*

Special Education	Frequency	General Education	Frequency
Looking	3	Going to school	12
Army	1	Just got back from training	1
Being a stay at home mom	1	Broke his hand/medical	1
Between jobs	1	Doesn't work in winter	1
Changing jobs	1	Is in treatment	1

*If the student is not currently employed, has the student been employed at any time since exiting high school?* Options for this question included: *currently employed*, *no*, and *yes*. More than half of students in both cohorts who were not currently employed indicated that they had been employed since leaving high school (see Figure 15).

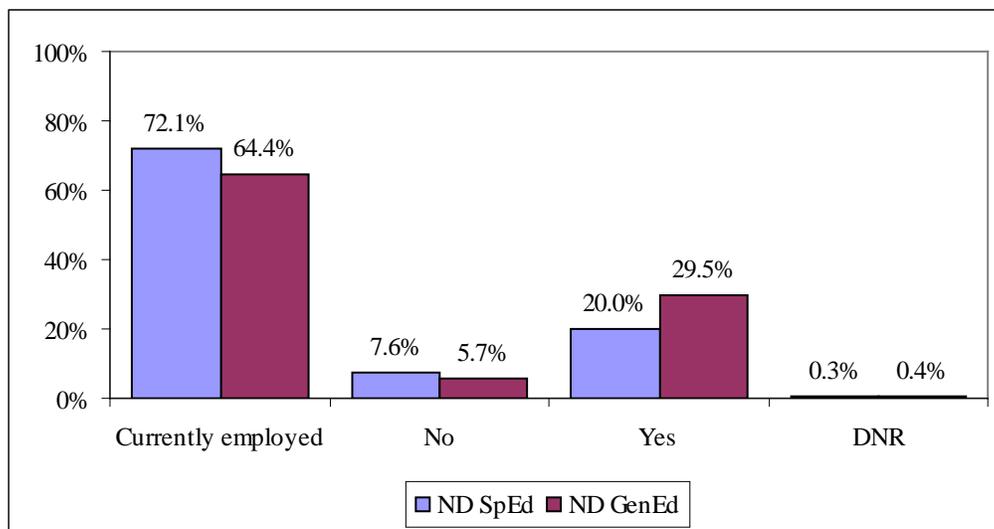


Figure 15. Employment since exiting high school.

*How many hours on average does the student work per week?* Table 26 shows the breakdown of responses (*full-time (more than 35 hours/week)*, *part-time (35 or less hours/week)*, *refuse to answer*, *don't know*, or *no answer*) for hours worked per week.

Nearly half (48.8%) of students in the special education cohort were reported as working *full-time*. Fifty-nine percent of the students from the general education cohort were reported as working *part-time* and thirty-one percent reported working *full-time*. Figure 16 shows the comparison of full-time and part-time employment reported.

Table 26. *Categories of Hours Worked per Week at One Year after Exit.*

Hours worked per week	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Full-time (more than 35 hours)	161	48.8%	81	31.0%
Part-time (35 or less hours per week)	127	38.5%	154	59.0%
Refuse to answer	0	0.0%	0	0.0%
Don't know	15	4.5%	6	2.3%
No answer	13	3.9%	8	3.1%
DNR	14	4.2%	12	4.6%

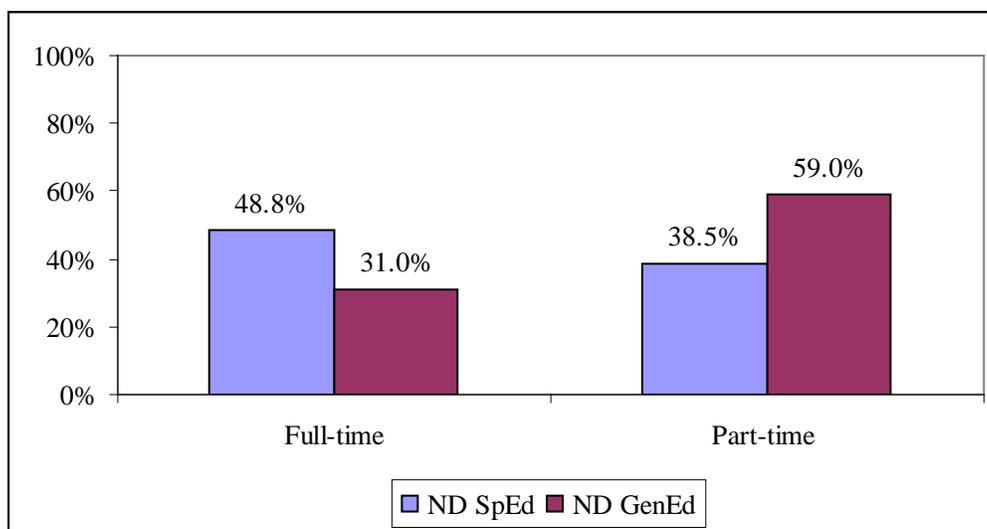


Figure 16. Percents of full-time and part-time employment at one year after exit.

*How much does the student make per hour?* Table 27 shows response options for hourly wage (*unpaid or volunteer, less than minimum wage, minimum wage, more than minimum wage, refused to answer, don't know, no answer*). Nearly half (48.8%) of the responses for students in the special education cohort reported that the student was earning *more than minimum wage* and 22.7 percent were earning *minimum wage*. Sixty

percent of the responses for students from the general education cohort reported that the student was earning *above minimum wage*. Twelve percent were earning *minimum wage* while nearly four percent were earning *less than minimum wage*. Figure 17 shows the comparison of *unpaid/volunteer*, *less than minimum wage*, *minimum wage*, and *more than minimum wage*. Thirteen respondents (3.9%) in the special education cohort and 11 respondents (4.2%) in the general education cohort did not respond to this part of the question.

Table 27. *Categories of Hourly Wages at One Year after Exit.*

Hourly wage	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Unpaid	10	3.0%	2	0.8%
Less than minimum	11	3.3%	10	3.8%
Minimum wage	75	22.7%	32	12.3%
More than minimum	161	48.8%	157	60.2%
Refused to answer	3	0.9%	3	1.1%
Don't know	44	13.3%	33	12.6%
No answer	13	3.9%	14	5.4%
DNR	13	3.9%	11	4.2%

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

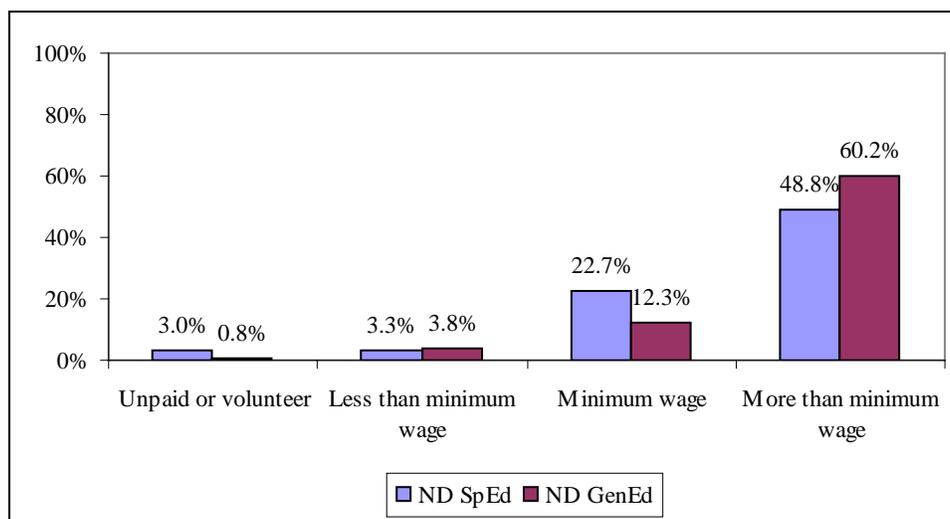


Figure 17. Categories of hourly wage at one year after exit.

*Does the student have health insurance?* Frequency and percentage of students who had or did not have health insurance are shown in Table 28. If the student had health insurance they were asked to identify the source of the insurance. Most responses indicated that the parent was the provider of the health insurance (see Figure 18).

Table 28. *Does the Student Have Health Insurance?*

Health Insurance	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	111	33.6%	29	11.1%
Yes (please specify source)	216	65.5%	229	87.7%
DNR	3	0.9%	2	0.8%

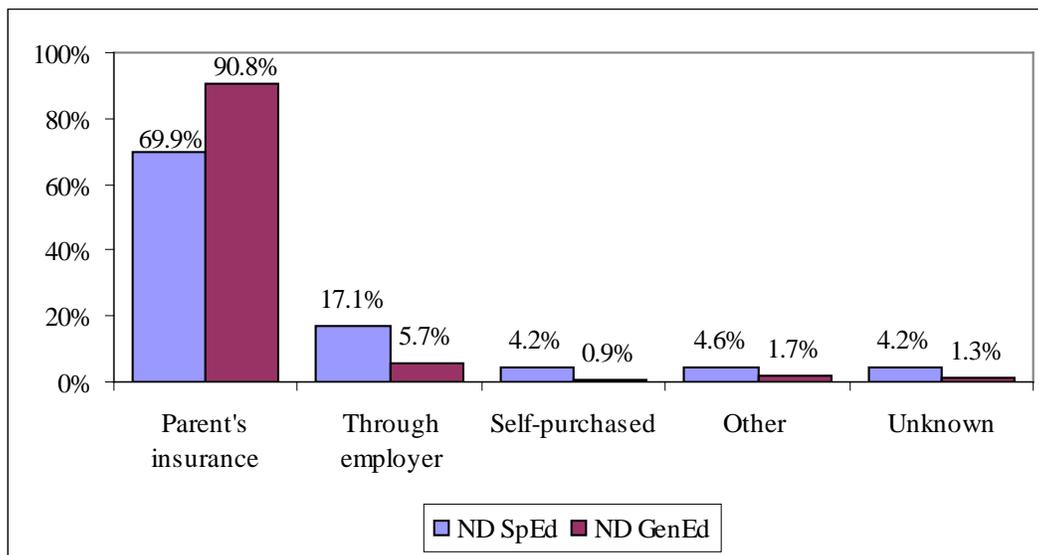


Figure 18. Source of health insurance ay one year after exit.

*What is the student's current living arrangement? Pick best fit from description.*

Table 29 shows living arrangements at the time of the follow-up interview.

Approximately half of the students who exited high school special education programs lived with their parents. Other living arrangements included dorms, military bases, or with family among others. The majority (45.2%) of students who exited general education programs were living in a dormitory. Figure 19 shows the three living arrangements that were most often reported.

Table 29. *Living Arrangements at One Year after Exit.*

Living Arrangements	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Own home or buying it	9	2.7%	2	0.8%
Live independently in a rented apartment/house with or without a roommate	114	34.5%	55	21.1%
Live in a dormitory	16	4.8%	118	45.2%
Live with parents	166	50.3%	73	28.0%
Live with relative (not parents)	13	3.9%	11	4.2%
Live in a residential facility (such as an institution like the Developmental Center or vocational program with onsite housing like Job Corps)	8	2.4%	0	0.0%
Other-please specify	2	0.6%	1	0.4%
DNR	166	50.3%	1	0.4%

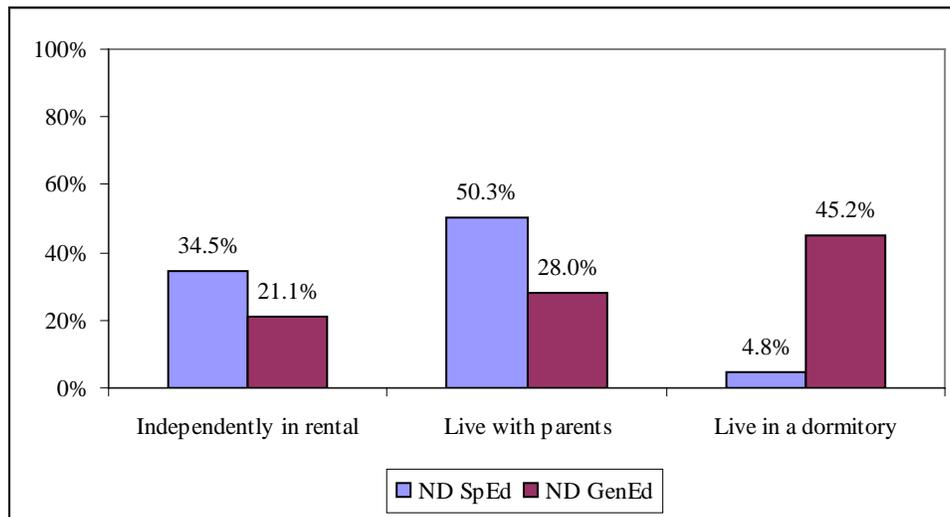


Figure 19. Three most common living arrangements at one year after exit.

*If the student chose to drop out of school, what is the reason he/she left?* Table 30

contains a listing of up to five comments made by participants in response to this question. See Appendix D for a complete list of responses.

Table 30. *Reasons for dropping out of school.*

Special Education		General Education	
Accidentally took a knife to school, got kicked out for half a year. Being too strict	1	1 course to finish	1
Course work too hard	1	Already had a career lined up to work with at his fathers company	1
Had trouble with the learning process	1	Just wanted to take a year off	1

*What would have helped the student stay in school?* Table 31 contains a listing of up to five comments made by participants in response to this question. See Appendix D for a complete list of comments.

Table 31. *Things that may have helped the student stay in school.*

Special Education		General Education	
A different group of friends?	1	1/2 a credit short	1
Didn't get a lot of tutoring she was promised, didn't come through	1	Having someone in the high school or more readily available to help with the financial aid part	1
He needed help, and he got into alcohol	1	Nothing	1
I suppose I got the credits I earned that they didn't give to me	1	Nothing in particular due to the fact he had a job already lined up	1
The school tried hard and really worked with him, but it didn't work out	1		

*Has the student been referred to ... (choose as many as apply).* Based on responses in this interview, 31.8 percent of the students who participated in special education programs in high school were referred to *Vocational Rehabilitation* (see Table 32). Close to seven percent of students from the general education cohort were referred to *University/College Support Services*. Other adult services to which students were referred are displayed on Table 33.

Table 32. *Referral to Adult Services at One Year after Exit.*

Referred Services	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Vocational Rehabilitation	105	31.8%	8	3.1%
Disability Service	4	1.2%	2	0.8%
Job Service	44	13.3%	10	3.8%
Independent Living Centers	5	1.5%	3	1.1%
University/College Support Services	10	3.0%	18	6.9%
Other (please specify)	11	3.3%	9	3.4%
DNR	3	0.9%	1	0.4%

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

Table 33. *Other adult service to which students were referred.*

Special Education	Frequency	General Education	Frequency
Academic Success Center at University	1	Called them, they never got back to her	1
Case manager came out to their house and explained different services and they can contact this lady if they feel he needs any services	1	Career services at the University	1
ETC	1	Financial aid	1
Family services	1	Grants	1
Has applied for disability and would like assistance from Vocational Rehabilitation	1	Job Fair at his Technical School	1

*Does the student receive services for his/her disability?* Respondents could answer *no*, *yes* and select from identified service providers, or *yes (other specify)* and write in a service provider (see Table 34). Nearly one-fourth (24.2%) of the students were receiving services for their disability at one year after exiting high school. Table 35 shows the services students were receiving at one year after high school exit based on participants responses. Of the services students accessed after high school, *Vocational Rehabilitation (VR)* was the most commonly accessed (62.5%). *Other* service providers from which disability services were accessed included “Human Services,” “On campus” services, “REM,” “case worker,” and “Welfare.”

Table 34. *Receipt of Services for Disabilities at One Year after Exit.*

Services Received	Special Education	
	Frequency	Percentage
No	245	74.2%
Yes	80	24.2%
DNR	5	1.5%

Table 35. *Service Providers from Which Disability Services are Received.*

Services Providers	Special Education	
	Frequency	Percentage
VR	50	62.5%
Social Security	6	7.5%
DD	2	2.5%
Job Service	14	17.5%
Independent Living Centers	1	1.3%
Disability Support Services	8	10.0%
Other	9	2.7%
DNR	5	1.5%

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

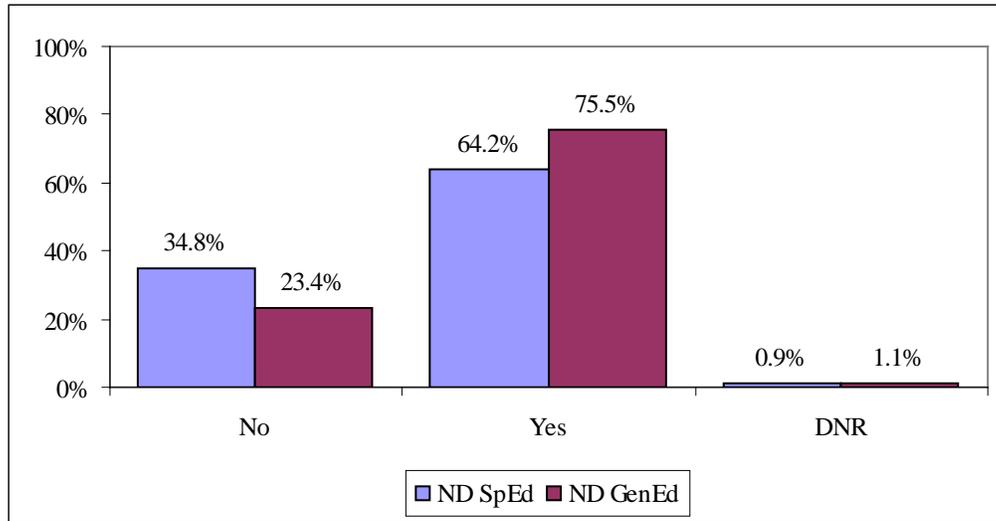
*If the student could change anything about his/her high school experience what would he/she like to change?* Table 36 shows some responses to this question. The highest number of responses for the special education cohort (108) and the general education cohort (82) was “nothing.” See Appendix D for a complete list of suggested changes.

Table 36. *Change to high school experience at One Year after Exit.*

Special Education		General Education	
A better experience all together	1	Applied self more	2
Be a little more involved in extra curricular activities	1	Be more involved in extracurricular activities	1
Diagnosed with a Learning Disability earlier	1	Be more opinionated and vocal in classes	1
He needed to be involved in more clubs	1	Had a great high school experience	5
He should have been mainstreamed more, and better speech services	1	Have a wider variety of classes to choose from	1
I just know that I need to go back and finish school	1	How to write papers better/writing	1
I needed help and didn't get it	1	I should have taken more business classes	1
I should have attended more classes	1	It wasn't the school, he thinks once you turn 18, your parent's are stupid	1
I should have paid more attention	1	Not to get so serious about boys	1
I should have tried harder	1		
More vocational training	1		

*Do you feel that the student was prepared for life after leaving high school?*

Figure 20 shows that respondents for the special education cohort reported approximately one-third of students were not prepared for life after high school while nearly two-thirds were prepared. Tables 37 and 38 show several responses to this question when the answer was *no* or *yes* respectively. See Appendix D for a complete list of responses.



*Figure 20. Perceived Preparation for Life after Leaving High School at One Year after Exit.*

*Table 37. Reasons Student Were Not Prepared for Life after High School at One Year after Exit.*

Special Education	General Education
No child is	Bigger school would have helped
Don't exactly prepare you for everything in college, get you mostly set up, but it's different	Not really
He has some special needs	Felt that she could have been better prepared for college. Doesn't feel that she was prepared as much as she could have been.
I needed to work harder	More responsibility on myself
That is part of the reason I have join the national guard, but I feel like I am getting back on track	She can do some stuff, but not cooking or stuff like that
Wished he was more prepared for doing finances	We weren't taught how to apply what we had learned

*Table 38. Reasons Student Were Prepared for Life after High School at One Year after Exit.*

<b>Special Education</b>	<b>General Education</b>
After he graduated he knew what he wanted to do, took over the family business	Academically he was prepared, but not emotionally
As much as anyone can be prepared after high school	Felt prepared for college classes. Feels that he took enough classes in high school to prepare him for the college classes.
Because of a lot of hardwork from his family. Not the school district.	Had excellent study habits
College wasn't for him but he likes farming	He was ready to move on and was well adjusted for life.
Felt that the school helped build your confidence to get through things	It's nice being away from home
He can do things for himself	She is driven in what she wants and goes after it and gets.
I am pretty good at handling things that come my way	Very well prepared for academics, had excellent teachers and the quality of education at her high school was great.

## Section Three

### 2002 – 2006 Follow-up Interview Comparison One Year after High School Exit

The following section compares the Follow-up Interview data covering the most recent five years. Some questions changed slightly over time but are still comparable. The changes are noted in the text. Other questions included in the interview could not be compared across time. See Appendix B for the Follow-up Interview questions used with 2006 exiters one year after they exited high school.

#### Results

Results reported in the following section are based on the participation of students or their contact person from special education programs at one year after high school exit (2002 through 2006). There were 169 exiters in 2002, 171 in 2003, 243 in 2004, 138 in 2005, and 330 in 2006 that participated in the follow-up interview at one year after high school exit.

*Is the student attending or has attended any type of school or other training after high school?* Respondents could answer *no* or *yes*. The 2006 and 2007 Follow-up Interview asked the respondent if the student had been enrolled in any type of post secondary education since leaving high school. In 2006, respondents could answer *no*, *yes*, *yes (specify other)* or *don't know*. In 2007, the *don't know* option was deleted. *Yes* and *yes (specify other)* responses were combined to report the *yes* data for 2005 and 2006 exiters. Figure 21 shows the percent of interview responses in which the answer to this question was *yes*.

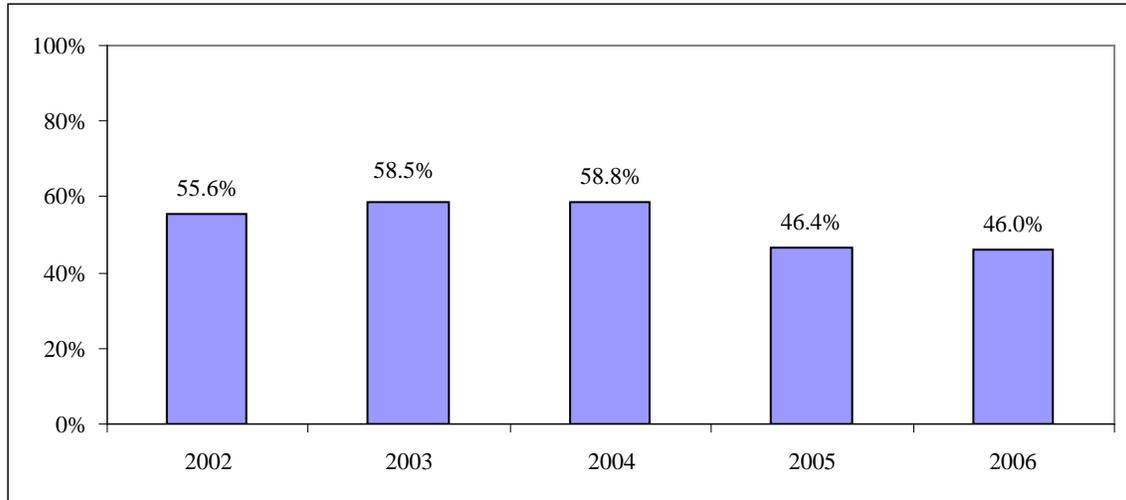


Figure 21. Student attendance in postsecondary education or training since exiting high school (2002-2006).

*Is the student currently employed?* The percent of students who were working at the time of the one year follow-up interview stayed fairly consistent, with a slight increase from 2001 through 2004 (see Figure 22). Nearly three-fourths of respondents for the 2006 exiters indicated employment at some time in the one year since the student exited secondary education.

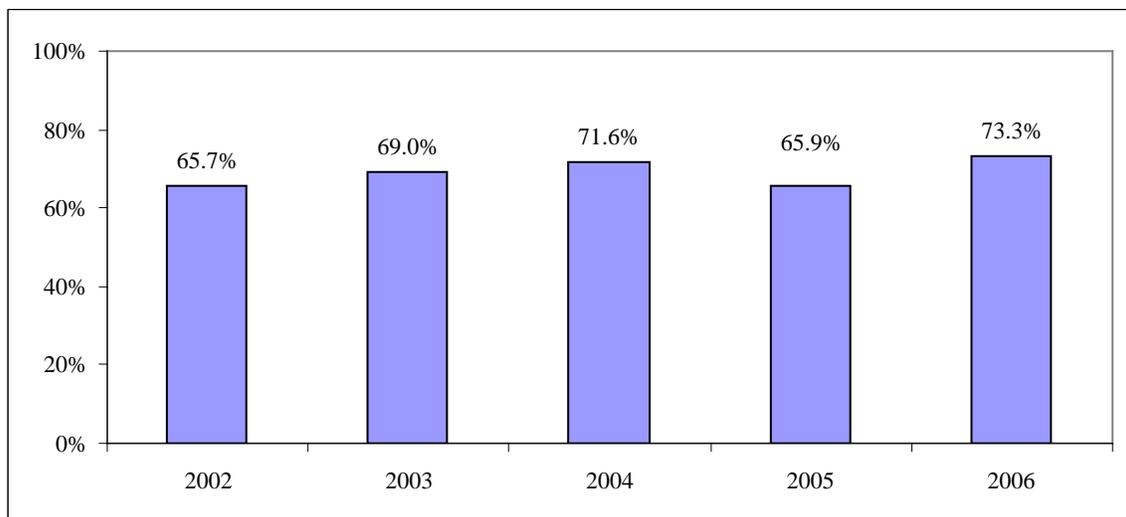


Figure 22. Percent of students employed at the time of the follow-up interview.

*What is the student's current living arrangement? (Pick best fit from the description).* Percents of responses are reported in Table 39. The table indicates the living

arrangement at the time of the follow-up interview. The two highest overall responses to this item are reported in Figure 23. In 2007, the Follow-up Interview combined *Live independently in a rented apartment/house* and *Live independently and share a rented apartment/house with a friend*. To reflect this change, previous years' percentages have been combined in order to compare across time. Other options that were available were not comparable across all five years and are not shown here.

Table 39. *Living Arrangements at One Year after Exit (2002-2006)*

	2002	2003	2004	2005	2006
Own a home or is buying it	3.0%	0.6%	2.1%	1.4%	2.7%
Live independently in a rented apartment/house with or without a roommate	*36.7%	*33.9%	*39.1%	*26.8%	34.5%
Live with parents	34.9%	43.9%	40.7%	39.9%	50.3%
Live with relatives (not parents)	0.6%	0.6%	2.9%	5.1%	3.9%
Other (specify)	22.5%	17.0%	12.8%	21.0%	0.6%
DNR	0.6%	0.0%	0.0%	1.4%	0.6%

\*Note: These data were combined as described in the narrative above.

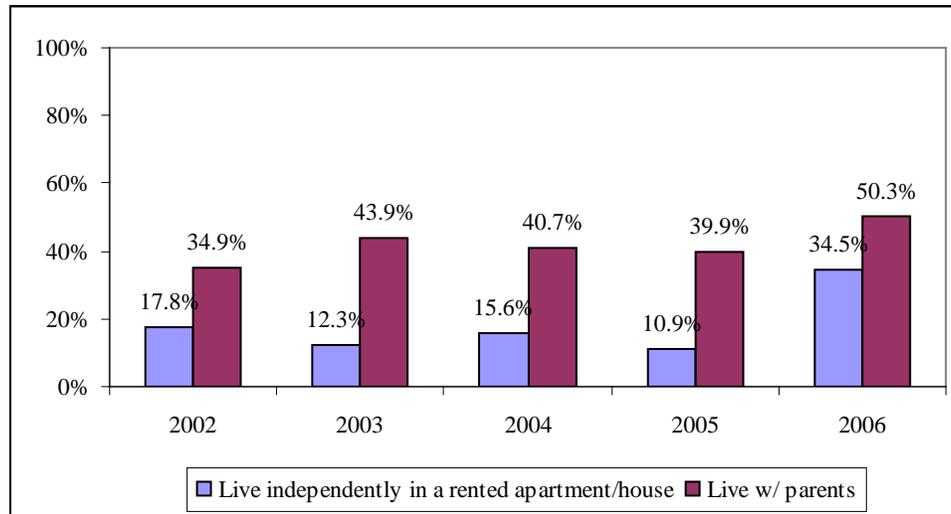


Figure 23. Highest reported living arrangement at One Year after Exit (2002-2006).

*Do you feel that the student was prepared for life after leaving high school?*

Figure 24 shows that generally more students were prepared for life after high school as reported one year after exiting high school.

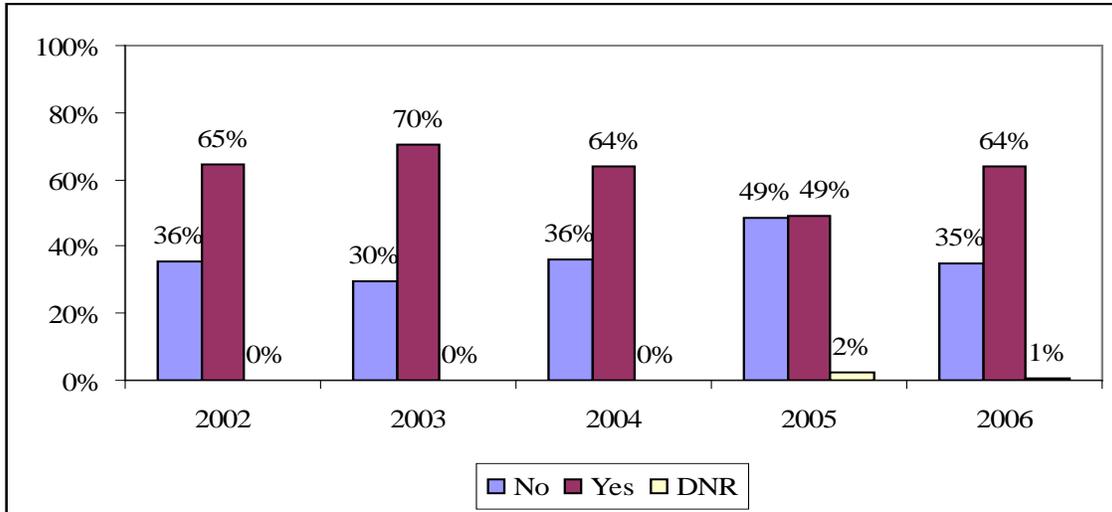


Figure 24. Perceived preparation for life after high school after one year exit at one year after exit (2002-2006).

*Does the student receive services for his/her disability? Between 21 and 32* percent of students reported having received services for their disability after exiting high school (figure 25). Exiters from 2005 were reported as the having the largest percent of students receiving services for disabilities at one year after exit from high school.

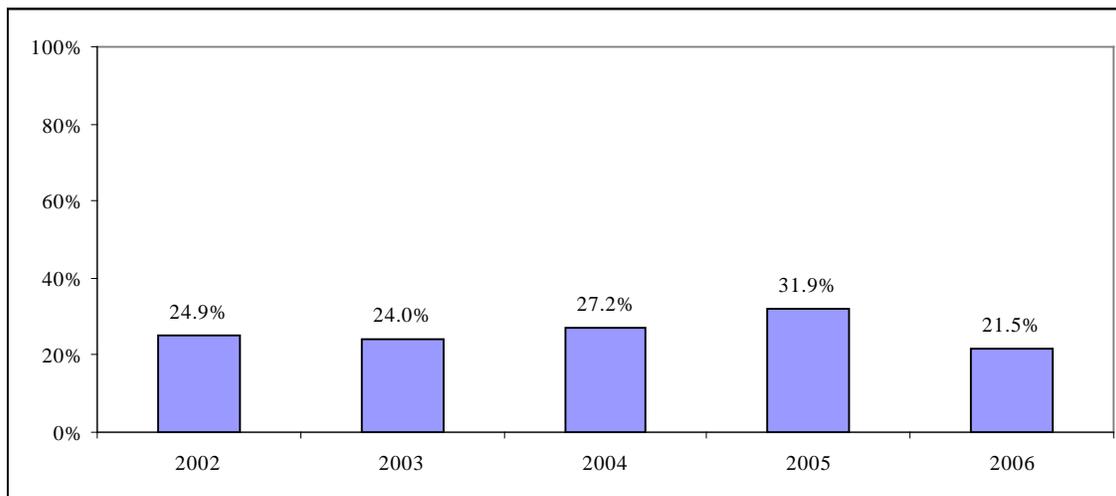


Figure 25. Percent of students receiving services for his/her disability at one year after exiting high school (2002-2006).

Those respondents who identified the 21 to 32 percent of students receiving services were then asked to identify the specific services. These are identified in Table 38

and included *Vocational Rehabilitation, Developmental Disabilities, Job Services*, or *other services*. In 2006, the follow-up interview question included *Independent Living Centers, Disability Support Services*, and *Other* as additional options. As these were not included in past years, they were combined with the *other services* category for comparison purposes in Table 40. *Social Security* was added as an option in the 2007 Follow-up Interview and is included in the *other* sum for 2006 exiters.

Table 40. *Services Received at One Year After High School Exit (2002-2006)*.

	2002	2003	2004	2005	2006
Vocational Rehabilitation	37.3%	14.6%	14.8%	63.6%	62.5%
Developmental Disabilities	5.3%	1.8%	2.9%	4.5%	2.5%
Job Services	12.4%	4.1%	4.1%	18.2%	17.5%
Other	13.0%	22.2%	N/A	*18.2%	*21.5%

\*Note: These data were combined as described in the narrative above.

**Appendix A**  
*2007 Exit Survey*  
*Directions*

**ND Transition Exit Survey 2007-Special Education Student**  
<http://ndcpd.org/TransitionSurvey>

Complete the online ND Transition Exit Survey with all 2007 exiters receiving special education services in your unit. This is intended to reflect a **personal interview** with each student as not all information is identifiable in the IEP and/or student file review. This survey should take no more than 15 minutes per student. Complete all questions for all students.

**IF YOU HAVE QUESTIONS AT ANY TIME DURING TRANSITION EXIT SURVEY PROCESS, PLEASE CALL GERRY TEEVENS, SPECIAL EDUCATION REGIONAL COORDINATOR AT (701) 328-2277.**

**Student Name:** First Name, Last Name (in designated boxes).

**Address:** Mailing address, city, state, and zip code.

**Phone:** (701) XXX-XXXX

**Gender:** Identify **male** or **female**.

**Disability:** Identify according to the **primary disability** identified for each student.

**Race:** Identify student **race**.

**Contact Name:** First Name, Last Name (in designated boxes).

**Contact Phone:** (701) XXX-XXXX

**Questions:** The following questions are to be asked of each exiting student, discussed/clarified if necessary, and then recorded by the Unit designee. For questions 3, 4, and 6 there may be an open-ended response; log that response in the appropriate boxes.

**Q 1: In which of the following areas did the student's most recent IEP have post-secondary goal(s) (choose as many as apply):**

The Transition IEP includes the section *Post-secondary outcomes*, where student long range goals are identified. This question will provide valuable information regarding the accountability of education and planning for ones future. **Select all that apply.**

Select "**training**" if the student's IEP goal addressed specific vocational or career field, vocational training program, apprenticeship, military, Job Corps, etc.

Select "**education**" if the student's IEP goal included further education such as university (4 yr.) or Voc-tech (2 yr.).

Select "**employment**" if the student's IEP goal addressed employment to include paid (competitive, supported, sheltered) and unpaid work experiences both in school and as a post secondary goal.

Select "**independent living**" if the student's IEP goal addressed adult independent living activities such as home living, community access, recreation and leisure skills, health and safety, etc.

Select "**No post secondary goal identified**" if there was no post secondary goal identified in the student's IEP.

**Q 2: What was the student’s level of attendance and participation in 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. **Choose only one.**

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

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

Select **student was invited but did not attend** if the student was invited but did not attend his/her most recent and/or exit IEP meeting.

Select **student was not invited** if the student was not invited to 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 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.**

**Employment:** 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). If student knows he/she will seek work, but is uncertain about what and where, employment and *identify ‘uncertain’ in the box.*

**Military:** 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.

**University (4 yr.):** student will attend a liberal arts program (e.g., UND, NDSU);

**Voc-tech (2 yr.):** the student will attend a two-year community college (e.g., BSC, NDSCS);

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

**Don’t know:** student has no future plans following high school.

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

**Other:** the choice of student is something other than those above and *describe his/her response in the box.*

**Q 4: Identify Adult Providers who will help the 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.**

**No services needed:** no Adult Providers are necessary for assistance.

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

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

**Job Services:** JS services to include JTPA/WIA programs, placement assistance, Job Corps.

**Social Security:** SS services to include PASS, income supplement.

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

**Adult Learning Center:** services to include further study at any ALC.

**Other:** 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 the student exit your program?**

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

**Graduated with a diploma:** student exited the educational program through receipt of a diploma identical to that for which non-disabled students are eligible.

**Graduated with a certificate:** student exited the educational program through receipt of a certificate of completion, modified diploma fulfillment of an IEP.

**Aged out:** student exited the educational setting as a consequence of reaching the maximum age for receipt of special education services.

**Dropped out:** 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 the student during high school.**

**Identify all skills that apply for each student.** This information may come from instruction/coursework, IEP goals, etc.

**Employment:** student held any form of employment during high school regardless of who arranged.

**Work skills:** student acquired specific instruction to arrive at work on time, dress appropriately, and perform tasks under supervision;

**Social and/or interpersonal skills:** student acquired specific instruction on how to interact appropriately with others, handle conflict, talk socially with coworkers and customers, ask/answer questions, etc;

**Daily living skills:** student acquired specific instruction in independent living, grooming, hygiene, etc;

**Community access skills:** student acquired specific instruction in how to access such

community facilities as churches, bank, courthouse, recreation centers, etc;

**Computer literacy/keyboarding:** student learned how to use a computer and/or type.

**Work in teams/groups:** student learned how to work with others, participate, delegate, etc.

**Other relevant skills:** student learned other specific skills acquired during high school that will positively impact work skills and *specify what information you can in the box.*

**Q 7: Identify student satisfaction with the overall high school program.**

Overall student 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?

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 8: Identify student satisfaction with the vocational or transition aspect of high school.**

Student 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?

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 9: Identify student satisfaction with the special education aspect of high school.**

Student 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?

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 10: 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?

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

**Personal interest** classes (music, band, gym, etc.)

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

**ND Transition Exit Survey 2007-General Education Directions**  
<http://ndcpd.org/TransitionSurvey>

Please facilitate completion of the online survey with the identified number of students who are exiting your school in the spring of 2007. This survey should take no more than 15 minutes. Please ensure that all questions are completed by the student. Note: Rationale for each item is provided before the directions for that item.

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

**Student Name:** First Name, Last Name (in designated boxes).

**Address:** Mailing address, city, state, and zip code.

**Phone:** (701) XXX-XXXX

**Gender:** Identify **male** or **female**.

**Race:** Identify student **race**.

**Questions:** The following questions are to be answered by each exiting student, discussed/clarified if necessary, and then recorded by the student. For questions 3, 4, and 6 there may be an open-ended response; please type that response in the appropriate box.

**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.

Select **yes** if you received guidance for anticipated career or post school employment.  
Select **no** if you did not receive guidance for future employment or if you are 'undecided' in your post school employment goal.

**Q 2: What was your level of attendance and participation in 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.

Select **attended and actively participated** if you attended and actively participated in planning meetings for future employment or post secondary education.

Select **attended, but did not participate** if you attended and actively participated in planning meetings for future employment or post secondary education.

Select **did not attend** if you did not attend planning meetings for future employment or post secondary education.

Select **was not invited** if a planning meeting was held regarding your future but you were not invited to attend.

**Q 3: What are your plans after high school?**

The intent of this question is to establish a baseline as to your plans at the time of high school exit, and will be compared with similar questions asked at one year after high school.

If you plan to be involved in more than one of the choices listed, mark all choices that apply.

**Employment:** you plan to seek and secure employment. If the employment is known, please note such in the indicator box for this question (be as specific as possible). If you know you will seek work, but are uncertain about what and where, select “employment” and identify ‘*uncertain*’ in the box.

**Military:** you plan to 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.

**University (4 yr.):** you plan to attend a liberal arts program (e.g., UND, NDSU).

**Voc-tech (2 yr.):** you plan to attend a two-year community college (e.g., BSC, NDSCS).

**Trade (1 yr. or less, includes Job Corps):** you plan to attend a specific trade program or Job Corps. This can include BSC or NDSCS, or other programs if duration is less than 12 months.

**Don’t know:** you have no future plans following high school.

**Unemployment/not able to work:** you choose to not work or are unable to maintain employment as a result of personal choice or disability.

**Other:** something other than those above and *describe response in the box.*

**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.

**No services needed:** no Adult Providers are necessary for assistance.

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

**Centers for Independent Living:** such as Options, Freedom, Dakota Center for Independent Living.

**Job Services:** JS services to include JTPA/WIA programs, placement assistance, Job Corps.

**Social Security:** SS services to include PASS, income supplement.

**College/University Support Services:** services to include academic accommodations and supports while pursuing postsecondary education.

**Adult Learning Center:** services to include further study at any ALC.

**Other:** other services provided that benefit your post school or career goal and *specify what information you can in the box.*

**Q 5: Why are you exiting high school?**

The intent of this question is to identify the exit status of each student. Choose only one.

**Graduated with a diploma:** you exited the educational program through receipt of a diploma.

**Graduated with a certificate:** you exited the educational program through receipt of a certificate of completion.

**Aged out:** you exited the educational setting as a consequence of reaching the maximum age.

**Dropped out:** you 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.**

Identify all skills that apply. This information may come from instruction, coursework, etc.

**Employment:** you held any form of employment during high school regardless of who arranged it.

**Work skills:** you received specific instruction to arrive at work on time, dress appropriately, perform tasks under supervision, and work as a team.

**Social and/or interpersonal skills:** you received specific instruction on how to interact appropriately with others, handle conflict, talk socially with coworkers and customers, ask/answer questions, etc.

**Daily living skills:** you received specific instruction in independent living, grooming, hygiene, etc.

**Community access skills:** you received specific instruction in how to access such community facilities as churches, bank, courthouse, recreation centers, etc.

**Computer literacy/keyboarding:** you learned how to use a computer and/or type.

**Work in teams/groups:** you learned how to work with others, participate, delegate, etc.

**Other relevant skills:** you learned other specific skills during high school that will positively impact work skills and *specify what information you can in the box.*

**Q 7: Identify your satisfaction with overall high school program.**

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

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

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 8: 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.

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?

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 9: 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.

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?

**A (excellent)**

**B (above average – very good)**

**C (average - ok)**

**D (below average – not good at all)**

**F (terrible)**

**Q 10: 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.

(Hypothetically) If you had to stay in school an additional semester and were free to choose classes, what would you take?

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

**Personal interest classes** (music, band, gym, etc.)

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

**Appendix B**  
*2007 Follow-up Interview*  
*Questions*

## 2007 Follow-up Interview Questions (SPED)

### Survey symbols

= radio button, only one answer can be selected when used.

= check box, more than one answer can be selected when used.

= text box, text can be given when used.

### Questions

1) Has (student) been enrolled in any of the following types of postsecondary education at any time since leaving high school?

- No (see question 2)
- Yes
  - High school completion document/certificate program (Adult Basic Education, GED, etc.)
  - Short-term education or employment training program (Job Corps, etc.)
  - Vocational Technical School -less than a 2-year program
  - Community or Technical College (2 year)
  - College or University (4 year program)
- Yes (specify other)

2) If not, why hasn't (student) chosen to enroll in post secondary education since high school?  
(check as many as apply)

- Does not apply \* Mark if has been enrolled and answered "yes" to question 1.
- Lack of post secondary training opportunities in the immediate locale
- Student lacks necessary skills/qualifications to enter post secondary education
- Student lacks transportation
- Student is working
- Student does not want to go to post secondary education
- Student has health problems that preclude going to post secondary education
- Student believes he/she cannot afford to go to school
- Other (please specify)
- Don't Know

3) Is (student) currently employed?

- No (see question 4)
- Yes
  - In a competitive employment setting for pay (competitive employment means work on a full or part time basis, at or above minimum wage in an integrated setting)
  - In a family member's home, business, or farm
  - In a sheltered or supported employment setting
- Yes (other--please specify)

4) If (student) isn't working, why not?

- Does not apply \* Mark if working and answered "yes" to question 3.
- Lack of employment opportunities in the immediate locale
- Student lacks necessary skills or training for employment in the area
- Student lacks transportation
- Student is attending a post secondary program
- Student does not want to work
- Student has health problems that preclude employment
- Student believes he/she will lose benefits if he/she works
- Other (please specify)
- Don't know

5) If (student) is not currently employed, has (student) been employed at any time since exiting high school?

- Currently employed
- No
- Yes

6) How many hours on average does (student) work per week? (current or most recent job)

- Full-time (more than 35 hours/week)
- Part-time (35 or less hours/week)
- Refuse to answer
- Don't know
- No answer

7) How much does (student) make per hour? (current or most recent job)

- Unpaid or volunteer
- Less than minimum wage
- Minimum wage \* Based on minimum wage of \$5.15
- More than minimum wage
- Refused to answer
- Don't know
- No answer

8) Does (student) have health insurance?

- No
- Yes (please identify the source of the insurance)
  - Parent's insurance
  - Through student's job
  - Self-purchased
  - Other
  - Unknown

9) What is (student's) current living arrangement? (Pick best fit from the description)

- Own home or is buying it
- Live independently in a rented apartment/house with or without a roommate
- Live with parents
- Live with relatives (not parents)
- Live in a dormitory \* "Dorms" includes college/university or military
- Live in a residential facility (such as an institution like the Developmental Center or vocational program with on-site housing like Job Corps)  
\* Any housing that is required as enrollment in a service.
- Other

10) If (student) chose to drop out of school, what was the reason (student) left?

- NA (student did not drop out)
- Dropped out (please explain reason)

11) What would have helped (student) stay in school?

- NA (student did not drop out)
- Dropped out (please explain)

12) If (student) could change anything about his/her high school experience, what would he/she like to change?

13) Do you feel that (student) was prepared for life after leaving high school?

- No (Please explain)

- Yes (Please explain)

14) Since exiting high school has (student) been referred to...? (Choose as many as apply)

- None
- Vocational Rehabilitation \* VR includes supported employment, placement assistance, & funding assistance for higher education.
- Developmental Disabilities \* DD services include case management, residential or day programs, group home living.
- Job Service \* JS provides job seekers with training & placement, work incentives, job searches, as well as unemployment info.
- Independent Living Centers \* ILCs provide disability services like independent living skills, advocacy, money management, etc.
- Disability Support Services \* College disability support services (tutoring, testing, etc.)
- Other (please specify)

15) Does (student) currently receive services for his/her disability?

- No
- Yes (choose as many as apply)
  - Vocational Rehabilitation
  - Social Security \* SS income supplement and work incentives
  - Developmental Disabilities
  - Job Service
  - Independent Living Centers
  - Disability Support Services \* College disability support services
- Yes (other-please specify)

16) Who served as the source for this information?

- The student
- Parent
- Guardian/Foster parent
- Sibling
- Grandparent
- Other family member
- Family friend
- Other (specify)

## 2007 Follow-up Interview Questions (Gen Ed)

### Survey symbols

= radio button, only one answer can be selected when used.

= check box, more than one answer can be selected when used.

= text box, text can be given when used.

### Questions

1) Has (student) been enrolled in any of the following types of postsecondary education at any time since leaving high school?

No (see question 2)

Yes

High school completion document/certificate program (Adult Basic Education, GED, etc)

Short-term education or employment training program (Job Corps, etc)

Vocational Technical School -less than a 2-year program

Community or Technical College (2 year)

College or University (4 year program)

Yes (specify other)

2) If not, why hasn't (student) chosen to enroll in post secondary education since high school? (check as many as apply)

Does not apply \* Mark if has been enrolled and answered "yes" to question 1.

Lack of post secondary training opportunities in the immediate locale

Student lacks necessary skills/qualifications to enter post secondary education

Student lacks transportation

Student is working

Student does not want to go to post secondary education

Student has health problems that preclude going to post secondary education

Student believes he/she cannot afford to go to school

Other (please specify)

Don't Know

3) Is (student) currently employed?

No (see question 4)

- Yes
  - In a competitive employment setting for pay (competitive employment means work on a full or part time basis, at or above minimum wage in an integrated setting)
  - In a family member's home, business, or farm
- Yes (other specify)

4) If (student) isn't working, why not?

- Does not apply \* Mark if working and answered "yes" to question 3.
- Lack of employment opportunities in the immediate locale
- Student lacks necessary skills or training for employment in the area
- Student lacks transportation
- Student is attending a post secondary program
- Student does not want to work
- Student has health problems that preclude employment
- Other (please specify)
- Don't know

5) If (student) is not currently employed, has (student) been employed at any time since exiting high school?

- Currently employed
- No
- Yes

6) How many hours on average does (student) work per week? (current or most recent job)

- Full-time (more than 35 hours/week)
- Part-time (35 or less hours/week)
- Refuse to answer
- Don't know
- No answer

7) How much does (student) make per hour? (current or most recent job)

- Unpaid or volunteer
- Less than minimum wage
- Minimum wage \*Based on minimum wage of \$5.15
- More than minimum wage
- Refused to answer
- Don't know
- No answer

8) Does (student) have health insurance?

- No
- Yes (please identify the source of the insurance)
  - Parent's insurance
  - Through student's job
  - Self-purchased
  - Other
  - Unknown

9) What is (student's) current living arrangement? (Pick best fit from the description)

- Own home or is buying it
- Live independently in a rented apartment/house with or without a roommate
- Live with parents
- Live with relatives (not parents)
- Live in a dormitory \* "Dorms" includes college/university or military
- Live in a residential facility (such as a treatment center or vocational program with on-site housing like Job Corps) \* Any housing that is required as enrollment in a service.
- Other

10) If (student) chose to drop out of school, what was the reason (student) left?

- NA (student did not drop out)
- Dropped out (please explain reason)

11) What would have helped (student) stay in school?

- NA (student did not drop out)
- Dropped out (please explain)

12) If (student) could change anything about his/her high school experience, what would he/she like to change?

13) Do you feel that (student) was prepared for life after leaving high school?

- No (Please explain)

- Yes (Please explain)

14) Since exiting high school has (student) been referred to...? (Choose as many as apply)

- None
- Vocational Rehabilitation \* VR includes supported employment, placement assistance, & funding assistance for higher education.
- Disability Service \* Disability services provided through county social services.
- Job Service \* JS provides job seekers with training & placement, work incentives, job searches, as well as unemployment info.
- Independent Living Centers \* ILCs provide disability services like independent living skills, advocacy, money management, etc.
- University/College Support Services \* May include disability services, tutoring, etc.
- Other (please specify)

15) Is (student) currently receiving services from...? (Choose as many as apply)

- None
- Vocational Rehabilitation
- Disability Service
- Job Service
- Independent Living Centers
- University/College Support Services \* May include disability services, tutoring, etc.
- Other (please specify)

16) Who served as the source for this information?

- The student
- Parent
- Guardian/Foster parent
- Sibling
- Grandparent
- Other family member
- Family friend
- Other (specify)

# **Appendix C**

## ***Frequently Asked Questions***



## North Dakota Follow-up Project *Frequently Asked Questions*

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

- 1. 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 NDDPI'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.
- 2. 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 the NDDPI'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.
- 3. How did you get my number?** Your phone number was recalled from the demographics section of the Transition Exit Survey completed by the exiting student in his/her final year of high school. You were listed as the contact person who may be willing to participate in the one-year follow up telephone survey.
- 4. 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.
- 5. From where did you get my information?** The information we needed to contact you and know about you was provided by the exiting student in the Transition Exit Survey. When your son/daughter was in his/her last year of high school he/she volunteered to participate in a study organized by the NDDPI looking at their Transition from High School and after High School as well as their opinions of how helpful the high school was to prepare them for leaving school.
- 6. What will you do with this information?** The information that we will collect for the study will go into a database. 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.
- 7. What is NDCPD?** The 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.
- 8. 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 they could get a job, let them know you are not qualified to assist them in this area but they can refer to the contact information on the postcard and contact Janet Green (1-800-233-1737).
- 9. My son/daughter doesn't have a disability ...** Students in both general education and special education have participated in the Transition Exit Survey. My records don't indicate any specifics.

**Appendix D**  
*Follow-up Interview*  
*Text responses*

## 2006 One Year Follow-up Survey Comment Responses (SPED)

Question 1: Has (student) been enrolled in any of the following types of postsecondary education at any time since leaving high school?

Military	1	Police Academy	1
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Question 2: If not, why hasn't (student) chosen to enroll in post secondary education since high school? (check as many as apply)

Didn't get university papers submitted in time	1	No time between work and transportation issues.	1
Didn't feel like it	1	Not interesting	1
Doing her own thing	1	Not sure what he/she wants to do yet	2
Doing military training	1	Planning to go back to HS	1
Family business	1	School was always very hard and doesn't feel that she could do well.	1
Family issues	1	Started his own business with his father	1
Got married last summer	1	Stay at home mom of step son who has Cerebral Palsy and a brand new baby	1
Haven't decided where want to go yet	1	There were some family health issues and he is needed around his house	1
Haven't figured out what wants to be	1	Thought about going into the service	1
He cannot read	1	Voc Rehab didn't get back to her	1
In the military	1	Wanted to take a year off and is enrolling for Fall 2007	1
Is going to do his GED this fall	1	Wanted to wait	1
Joined Army	1	Was busy taking care of his mom who was very sick	1
Needs to get his GED and is going to do that this winter	1	Will be going to Basic Training for National Guard this summer	1
No ambition, not a follow through-er	1		

Question 3: Is (student) currently employed?

Gets paid from National Guard for drills and things like that	1	Only during the summer	1
Military	1	Volunteer working	1

Question 4: If (student) isn't working, why not?

Army	1	Is waiting on temporary disability	1
Being a stay at home mom	1	Just had a baby	1
Between jobs, Currently looking for a job	2	Laid off	1
Changing jobs	1	Looking	2
Family health issues and he is needed at home	1	Waiting to see how his school workload is and then wants to get a job	1
Goes from job to job	1	No reason why he is not working	1
Having a hard time finding a job	1	Parents help him out	1
He got into some trouble	1	Moving	1

Question 10: If (student) chose to drop out of school, what was the reason (student) left?

Accidentally took a knife to school, got kicked out for half a year. Being too strict	1	I was kicked out of school	1
Course work too hard	1	It was a constant struggle	1
Doesn't feel comfortable answering this question	1	Lots of reasons	1
Has ADHD and had a really hard time concentrating, couldn't sit still in class, and got very frustrated	1	Teachers. Didn't like the lectures. Would have liked more one on one assignments. Went to an alternative high school and liked their program better.	1
Hated it, thought kids picking on her	1	Personal reasons, didn't like school	1
He did not get along with the principal	1	She became pregnant	1
He got into some trouble	1	She had issues with her weight	1
He had reading troubles and did not get enough help	1	The school pushed him out, they didn't want to deal with his ADD, and refused to help him	1
He needed more attention	1	The principal told him he was worthless	1
I didn't want to go anymore	1	Messed up and dropped out	1
I don't know	2	The school system	1
I don't want to say	1	The teachers and kids were mean	1
I felt like I wasn't getting the credits I deserved	1	There were multiple reasons	1

Question 11: What would have helped (student) stay in school?

A better principal, a sooner diagnosis, more help	1	I suppose I got the credits I earned that they didn't give to me	1
A different group of friends?	1	I wish I would have stayed in school	1
A smaller school	1	If she didn't get pregnant	1
Better environment. The teachers and the principals.	1	I was with the wrong crowd and smoking a lot	1
Better school	1	If the teachers would have helped me	1
Didn't get a lot of tutoring she was promised, didn't come through	1	Teacher's who understood bi-polar disorder	1
Don't really know	1	More one-on-one help	1
Got counseling	1	Not enough attention from the teachers	1
He needed help, and he got into alcohol	1	She got her GED through Job Core	1
He needed more help	1	More Chippewa	1
He needed some guidance	1	The school tried hard and really worked with him, but it didn't work out	1
I can't answer that it was complicated	1	Too strict in the dorm, didn't let him hang out with other people	1
I don't know	3		

Question 12: If (student) could change anything about his/her high school experience, what would he/she like to change?

A better experience all together	1	More help	1
A bigger and better school	1	More help from the teachers	1

A lot	1	More one-on-one help	1
Be a little more involved in extra curricular activities	1	No he enjoyed high school and would probably go back if someone asked him	1
Better classes	1	More vocational skills	1
Better direction	1	More vocational training	1
Better grades	1	My smoking habits	1
Better IEP help	1	Needed to more social activities	1
Better reading program	1	No complaints	1
Better science department	1	More variety of classes	1
Better teaching instruction	1	No I don't think so he seemed to enjoy high school	1
Better transition services	1	No it was a really good experience	1
Character counts	1	No way mom could answer that.	1
Diagnosed with a Learning Disability earlier	1	Not having to go down to a room to get different help than everybody else, having people think you're different, because you get different help	1
Have his learning disability better recognized	1	Not let anybody know she had a learning disability, they didn't accept her	1
Don't even get me started, I don't want to talk about this, this interview is over	1	Not really. She was in the SPED all the time	1
Everything	2	Not sure	3
Everything, I would have sued the school if I had the money	1	Paid attention more in class and been more diligent in doing homework	1
For her to have actually graduated	1	Nothing	102
For the most part it was okay	1	Nothing I liked high school	1
Get better grades and work harder	1	Nothing it was a good experience	1
Get more education out of it instead of partying	1	Pretty much everything. I didn't like high school at all.	1
Got better grades	1	Nothing it was very good	1
Different classes	1	Nothing, everything went well	1
He did not receive any help, it was a terrible experience	1	Nothing, I very much enjoyed high school	1
He felt dumb	1	Nothing, he was happy	1
He got into trouble with alcohol	1	Nothing, I got help when I needed it.	1
He had ADHD and OCD	1	Nothing, he had a good time	1
He hated school.	1	Nothing, it was pretty good	1
He liked school	1	Nothing--it was a great experience	1
He loved high school	1	One of his friends	1
He needed an overall better experience	1	People that I meet	1
He needed lots of help	1	Parent doesn't feel she can answer that	1
He needed more help through his IEP	1	Parent wouldn't change anything	1
He needed to be in a smaller school, there were some administration issues, but the staff was good	1	Not sure but doesn't have fond memories because of the teasing but that got better as the years went on	1
He needed to be involved in more clubs	1	Played more sports	1
He needed to pay more attention	1	Nothing it was pretty good	1

He should have been mainstreamed more, and better speech services	1	She got picked on a lot, make it easier for other kids, less prejudice	1
He should have put in more effort	1	Probably nothing	3
He should have studied harder	1	Respect goes both ways	1
Her friends	1	She got help when she need it	1
He's never said he didn't like it, I don't know	1	She got pregnant and so I wish things would have been better for her like prom and stuff	1
His work habits	1	She had a great experience	1
Hours they start, hate waking up in the morning	1	She was pretty satisfied, difficult had really good help	1
I can't think of anything	1	She had a very tough time in high school	1
I didn't get a lot of help	1	She is bi-polar and needed more help	1
I didn't like high school	1	She should have paid more attention	1
I didn't like some of the teachers	1	Should have played more sports	1
I don't know	37	Should have worked harder	1
I don't know he really enjoyed high school	1	Should have paid more attention	1
I don't know I think she sometimes thinks she didn't get enough out of it	1	She wouldn't have changed anything, she enjoyed it	1
I don't know nothing really	1	Should have tried harder	1
I don't know that he would change anything, he was suspended from college, back on probation, because they didn't test him in high school he didn't qualify for services in college, kept pushing technical school, should have tested him in high school	1	Some of my teachers got changed around and I would changed them back so my last year would have gone better because I know who can explain things to me better	1
I don't know, I don't know if she's ready to say she would have finished, I don't know what she'd say	1	Smaller classes	2
I don't know.	1	Some of the classes	2
I don't know. He didn't really like school very much. He wanted to complete and was happy when it was down. He had a really hard time.	1	The High School itself, people weren't very friendly, I would change the condescending attitude of the shop teacher	1
I don't really think there would be anything that I would change	1	Some of the teachers	2
I don't think anything, she really liked it	1	Some of the teachers were dull	1
I don't think he'd change anything	1	Study more	1
I don't think so	1	Teacher's perspectives and training for individuals with disabilities	1
I have no idea	1	The doctor should have correctly diagnosed him, cause then we could have got him services earlier	1
I just know that I need to go back and finish school	1	The teachers were not very understanding	1
I loved the small classes	1	The school itself	1
I moved around too much and went to lots	1	The school was too small, not enough	1

of high schools		choices	
I needed help and didn't get it	1	The Teachers	1
I should have attended more classes	1	They did not teach him to read	1
I should have paid more attention	1	Unknown	1
I should have tried harder	1	There needed to be more one-on-one time	1
I think his ability to socialize better with his peers.	1	They were very good to her	1
I think the students that she went to school with because they are downright mean. She got beat up in the bathroom.	1	The way they teach, be more individual, rather have courses he was interested in, rather than general classes	1
I thought it was pretty good, probably nothing	1	Thinks he would, but not sure what	1
I want to change myself	1	To have gone to a bigger school, Loved the variety of classes he could take at a larger school. Small school didn't want to implement new ideas.	1
I wish I would have played more sports	1	Tried harder	1
I wish she would have gone to college	1	Tried harder in school	1
I wish there would have been more electives	1	I don't remember what high school was like	1
I would not have changed anything	1	I'd probably change a couple of classes, I liked everything about high school	1
I'm not sure	2	Maybe some of the classes I took	1
I'm not sure, i really don't know	1	Nothing really, wish I could have taken a few more classes	1
In his senior year, said he didn't give it enough go, would have put more effort into it	1	Was able to get [name] the help he needed for high school and throughout college with neuropsych testing	1
It was better than her experience in elementary school	1	Was not prepared to go to college and he should have been more prepared	1
It was great	1	Was more involved	1
It was okay	2	Would get better grades	1
It was okay I guess	1	We changed schools and then it was better	1
It was pretty good, I thought it was pretty good	1	Went to a school where more people were Chippewa	1
Just happy he graduated	1	Went to class more	1
Keep going to school after graduating instead of waiting	1	Would have changed the semesters that he took certain classes	1
Keep him away from women	1	Would have had better grades so that he could have participated in sports.	1
Kid's attitude	1	Would have done better	1
Learned more, small town, better teaching	1	Would if I could	1
Like high school	1	Wouldn't change anything	2
Liked to graduate	1	Would have hung out with more people in his grade and not just his friends would have liked to meet more people	1

Listen more, did his work, more time into his work. Use the help a lot more.	1	Would have partied a little more and take some welding classes	1
Mom doesn't think he would change anything. Felt good about the classes he took to prepare him for college.	1	Would have taken some different classes...there were some classes I wish I would have taken	1
Maybe tried a bit harder	1	Would have gone to [school] instead of [school] for the last two years of High School, but [school] had more automotive classes that he wanted to take	1
Meet more kids. Moved in the 10th grade.	1	Lunch	1

Question 13: Do you feel that (student) was prepared for life after leaving high school?  
No please explain.

Again alcohol	1	I'll go to Job Corps	1
Background, she's done really well, had a lot to learn,	1	In a way no, in a way yes, disability in judging reality	1
Because I dropped out	1	I'm not sure	1
Not a very good advocate for herself, didn't get the proper training in school. Diagnosed too late, failed her. Doesn't understand questions on Job Apps. Basic survival skills, doesn't even know how to manage her bank account. trouble with basics, cause	1	In high school they are only required to take two credits of math so Joel didn't have math in his sophomore or senior year and I feel that he should have had to take the math basics at least every year because he is very behind on math and will always be	1
But is any kid at that age	1	Is anyone prepared?	1
He had the idea, he's old enough, can do what he wants, wasn't responsible	1	Is very manic depressive and wasn't prepared at all	1
But somewhat i guess	1	It took a village to raise him	1
Cause of the trouble he was in	1	Kind of confused, what I wanted to do	1
Definitely not	2	It's hard to tell	2
Don't exactly prepare you for everything in college, get you mostly set up, but it's different	1	It's going to take awhile, can't manage money, schooling, keeping friends, can't take care of any of that	1
He can only read at the 6th grade level, and has lots of health problems	1	Knows he needs his education, wants it back	1
Had he been more involved, he'd be more involved in things	1	Maturity level, a little immature, depends on us for a lot of stuff	1
He better be he already has 4 kids	1	No child is	1
Felt 50/50 about being prepared for life	1	No kid is	1
He can't read	1	No one is	2
But it's because of health issues	1	No one is at 18	1
He has financial issues	1	But he never will be	1
Not having an education limits what you can do in life.	1	Not as many choice of classes and not enough classes for college credit	1
She doesn't have a clue, used to live next door, then moved to town, had a rude awakening, paying bills, no clue	1	Not as will as he though he was, wished there was more classes to prepare them for life.	1
He is bipolar and has a lot of difficulties	1	Not at all	2

He is in jail right now	1	Not at the moment	1
He is not mature for his age	1	Not enough life skills	1
He is unsure of himself	1	He has no job, no home, no direction	1
He needed more hands on learning (experience)	2	Not quite still needed some time to gather my maturity together	1
He just wanted to get out of school	1	Not really sure	1
He needed more schooling	1	Not that prepared for college	1
He needs more help	1	Not when he left school but he does now	1
He needs service 24/7	1	She can't even make change	1
He needs to go back to school	1	He has some special needs	1
He quit school when he was 18	1	She doesn't know what she is doing	1
He quit school and isn't sure if he'll go back	1	She is bi-polar and does not make the right decisions	1
He should have stayed in school	1	She is immature	1
He still lives at home	1	She still needs help	1
He was fired from his last job	1	She will go back to get her high school diploma though	1
He wasn't after high school	1	She's still learning	1
High schools need to teach more general and life skills, like how to interact with others	1	That is part of the reason I have join the national guard, but I feel like I am getting back on track	1
Her family helped but the school did not	1	That is why I'm going back to school	1
He's getting there though	1	The high school did not teach him any life skills	1
He's not doing anything	1	The school did not help at all	1
He'll be okay he just got out of rehab and will get his life back on track	1	There needed to be more vocational training	1
I don't think the school prepared him, even with his learning disability, wasn't prepared with the self confidence, older son, without disability wasn't prepared for college either	1	There was one thing that we continually asked for all through high school and never got. We requested that Lacey get a tutor because she had trouble with math. Since she graduated the school has gotten math tutors. She needed help with learning to add and	1
I don't know	8	Things are always changing	1
His reading skills are poor and still needs a lot of help	1	Thought he was but wasn't and there wasn't anything anyone could have done to change that	1
I just wasn't	1	Tough for him to do very much	1
I needed to work harder	1	Uncertain	1
I should have looked more at going to college	1	Value of money, how hard you have to work, budgeting	1
I will go back and get my GED	1	Very few kids are prepared	1
I went to college for a bit but I needed more	1	Wished he was more prepared for doing finances	1

Question 13: Do you feel that (student) was prepared for life after leaving high school?  
Yes please explain.

After he graduated he knew what he wanted to do, took over the family business	1	I knew what I wanted to do, since I already knew what I wanted to do I knew how to prepare.	1
About 90%	1	I know what I'm doing	1
A little bit	1	I think I am	1
A lot of classes just kind of played along with everyday things you have to do	1	I think she was	2
As best as could be expected	1	I think so	4
As best as they could prepare him	1	I took some good classes	1
As much as the school could prepare him	1	I will be going to college in January	1
As much as anyone can be prepared after high school	1	I'm going to go to college in the fall, pretty well prepared to do stuff	1
As well as he could be for 18 years old	1	I'm in training	1
Basic education for life	1	I'm not sure	2
Basic living, tried her best, she didn't realize how hard it would be for her to learn what she wanted to.	1	But could have used a class in financial counseling that would have focused on budgeting and investing	1
Because of a lot of hard work from his family. Not the school district.	1	I'm raising a child as a single parent	1
I'm on my own	1	In some areas I guess, not completely	1
But he needed more life skills	1	In some ways	1
But wished they would have taught more about finances	1	Is very self sufficient, can take care of his money, is good with general living, was all around prepared for life.	1
But it was a struggle	1	It took him a while, but yeah	1
But the school did not help	1	Just felt prepared	3
But wished the school would have prepared him more for money saving	1	Kind of have to learn on your own	1
But I still need to finish school	1	Kind of	1
College wasn't for him but he likes farming	1	Kind of, not sure of what he wanted to do	1
Except for his speech	1	Learn on my own how to be ready for life	1
Except I still live at home	1	Military helped	1
Feel he is ready for college	1	Mostly	2
Felt prepared	1	Moved to California	1
Felt really good about mathematics	1	Not sure	1
Felt that the school helped build your confidence to get through things	1	Once I finish high school I will get a different job	1
For college but not for life	1	Once in a while he still needs help	1
For his ability level	1	Only in some aspects though	1
For the best of his abilities	1	Prepared for college, but wished the school had done more with English and math, but he never took to that	1
For the most part	3	Prepared me for raising kids	1

Get on with life	1	Pretty good	1
Had good classes that help prepare you for life and the teachers were really great about teaching them and if you had questions, they would sit down and talk with you about it	1	He has mild learning disabilities, functions normal, takes longer to process things. College he wasn't prepared for, reading and test taking	1
He can balance a check book	1	Pretty much aware of everything that's right from wrong I'm sure he can make it on his own if he gets a job	1
He had help at school	1	She can handle it	1
He had a job and knew value of money. He cooked and did his own laundry at home.	1	She could do everything. Cook and survive. Knew what she needed to do to live on her own.	1
He had help in classes and his parents	1	She does pretty well on her own	1
He has his head on straight	1	She got good help in high school	1
Pretty much	1	She has been on her own ever since high school	1
He is a hard worker	1	She is married now	1
He is very independent	1	She is mature enough to be on her own	1
He just had different expectations of things	1	She went out on her own as soon as she graduated	1
He loves his job	1	She was prepared	1
He still needs lot of help	1	She is very independent	1
He still needs to figure out what he wants to do though	1	Sort of but wished I had been more prepared for college	1
He was able to find a job right away	1	Somewhat	2
He was more prepared than I was, He has goals, Kids are more prepared than the parents are	1	Somewhat I guess	1
He was prepared for life but not for college. He has always had a hard time with school and always will that is just the way it is. I don't think he could have really been more prepared for college.	1	Still had lots to learn, but learned a lot at her tech school.	1
He works hard	1	Sort of	1
He's a farmer	1	She's growing up a little each year.	1
He's almost done college	1	Sort of I guess	1
He's doing alright	1	Somewhat, maybe not totally	1
He's doing fine	1	Taught us to be responsible.	1
He's doing much better	1	Taught well	1
He's doing okay	1	The military helped	1
He's going to college	1	The school did their job	1
He's living with his brother and they help each other out	1	The school did a pretty good job preparing me	1
He's out on his own	1	They did a pretty good job with that	1
High school helped me to learn to take directions from a boss	1	There wasn't anything she could have been more prepared for.	1
I believe so	1	To the best of her ability	1

I am raising a 4 month old baby	1	Was ready for his career path	1
I am very prepared	1	Very prepared and the army helped	1
I am pretty good at handling things that come my way	1	Was excited to go to college and get a career started.	1
I didn't leave home until I was ready	1	Was prepared for work and knew what he wanted to do	1
I felt like the English classes and all the work I did helped me with paperwork at my jobs	1	Was prepared for work. He worked at the nursing without pay during high school to be trained for the job he has now.	1
I don't know how to explain, just taught basics of life, come up with challenges, how to prepare for college	1	Took family living and different classes in high school that prepare you for the real world	1
I don't know	1	We had some good hands on experience	1
I guess so	5	Well she is raising a two-year old and doing well	1
I guess so pretty much	1		

Question 14: Since exiting high school has (student) been referred to...? (Choose as many as apply)

Academic Success Center at University	1	Psychiatrist	1
Case manager came out to their house and explained different services and they can contact this lady if they feel he needs any services	1	SBDC is a service to help individuals set up and start their own business	1
ETC	1	University level	1
Family services	1	Used Job Service website	1
Has applied for disability and would like assistance from Vocational Rehabilitation	1	Wrote a letter to voc rehab and never heard back from them	1
Productive Alternative	1		

Question 15: Does (student) currently receive services for his/her disability?

Applied for DD but was denied because she is only border line MR not MR	1	Something through the college	1
ETC	1	SSI	1
Family services	1	Thinks so, but wasn't sure which ones	1
Family support services, between case managers	1	Voc rehab, should be, but hard to get a hold of the person	1
Human resources	1		

Question 16: Who served as the source for this information?

Worker at the group home	1		
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## 2006 One Year Follow-up Survey Comment Responses (Gen Ed)

Question 1: Has (student) been enrolled in any of the following types of postsecondary education at any time since leaving high school?

Air Force Academy	2	National Guard	1
Army	1		

Question 2: If not, why hasn't (student) chosen to enroll in post secondary education since high school? (check as many as apply)

Attending in the fall of 2007	1	Not comfortable with it yet	1
Cumpest Test	1	Just got back from Military training	1
Doesn't know what he wants to do	1	National Guard	1
Had problems getting financial aid straightened out --> problem with the spelling of his name.	1	Is registered and will be starting in Fall 2007	1
Has a career lined up to work with his father at his company	1	Not ready to go yet	1
He is in the army	1	Thought about it, but choose to work	1
In treatment	1	Wanted to take a year off	2

Question 3: Is (student) currently employed?

Active Military Duty	1	Paid thru Air Force	1
Air Force Personnel	1	Work Study through the University	1
He's in the army	1	Works on a farm, but not his family farm	1
National Guard	1		

Question 4: If (student) isn't working, why not?

Because he is in school	1	Hasn't found a job yet	1
Because she goes to school	1	He's in the army	1
Because she is attending college	1	In treatment, now looking for a job	1
Because she just got back from training	1	Waiting on deployment order for the National Guard	1
Broke his hand	1	Just going to college	1
Don't winter months	1	Not working due to an injury	1
Full time Student	1	Trying to find a new job	1
Going to college	2	Is currently looking for a job	1
Going to school	5	Weather	1
Has a job interview tomorrow--Is trying to get a job	1	Will start work in 2 weeks	1
Has a lower back injury.	1	Working on the farm	1

Question 10: If (student) chose to drop out of school, what was the reason (student) left?

1 course to finish	1	Just wanted to take a year off	1
Already had a career lined up to work with at his fathers company	1	Wanted to take a year off before attending a post secondary education facility.	1

Question 11: What would have helped (student) stay in school?

1/2 a credit short	1	Nothing	1
Having someone in the high school or more readily available to help with the financial aid part	1	Nothing in particular due to the fact he had a job already lined up	1

Question 12: If (student) could change anything about his/her high school experience, what would he/she like to change?

Applied herself more	1	Not enough college preparation	1
Apply himself a little more	1	Not sure	2
Bad choice in friends	1	Nothing, I liked high school	1
Be in more sports and listen more in class	1	Be more involved in extracurricular activities	1
Not to get so serious about boys	1	Not work so much	1
Be more opinionated and vocal in classes	1	Nothing	128
Better books to read	1	Nothing bad, or nothing great	1
Better classes	1	Nothing he was an honor student	1
Better variety of classes	1	Nothing high school was fun	1
Can't answer	1	Nothing I can think of	1
Can't answer for her child.	1	Nothing I had a good experience	1
Change study habits	1	Nothing it was fun	1
Couldn't take music with other classes involved.	1	Did not want to answer for her daughter.	1
Nothing on the schools part	1	Nothing she got really good grades	1
Didn't connect very well with other students	1	Nothing, he loved school and did great in sports	1
Don't know	3	Nothing very good HS experience	1
Don't think so	1	Nothing, he had a pretty good time	1
Food in school	1	Nothing she had a great experience	1
General Classes, need more to choose from	1	Nothing, high school made me who I am today	1
Get more involved in extracurricular activities. Look more into taking college credits while still in High School.	1	Not sure she can answer for him, but [student] really enjoyed himself. He did pretty well in high school and played sports. He did everything that he wanted to do.	1
Go to a bigger school	1	Nothing, it was awesome	1
Going out for Drama	1	Only 4 females in High School, different school	1
Good high school experience	1	Parent couldn't answer	1
Good HS experience	1	Parent didn't feel she could answer for him	1
Great High School	1	Parent didn't know	3
Had a great high school experience	1	Parent would rather her not to work so much	1
Had a pretty good high school experience	1	Passing all her classes	1
Had a terrible experience in [school] high school, but transferred to [school] High	1	She would have liked the school to better prepare them for college in terms of	1

School. Mother wanted to make a noted that [school] High School is an excellent high school and did a great job for her son once her transferred.		studying exams and she didn't feel the curriculums she was taught prepared her for the classes at the college level	
Harder classes that taught us more	1	Probably study harder.	1
Have a wider variety of classes to choose from	1	Really enjoyed HS	1
He hated high school	1	Really liked HS	1
He needed to get better grades	1	Perfect	1
He probably wouldn't change anything, he really liked high school.	1	She would change the school she attended	1
He should have tried harder in his senior year	1	Should have taken more advanced classes	1
He was very well adjusted	1	She really wouldn't change anything	1
He would have paid more attention.	1	She should have taken choir	1
He wouldn't change anything	1	She was not motivated	1
High School was stressful	1	She had health issues (anorexia)	1
His father passed away when he was 15 and that made things difficult for him	1	She got bored and would have like more challenging material. School was too easy for her.	1
Hold him back because he was only 17	1	Should have attended more classes	1
How to write papers better/writing	1	She liked school	1
I can't think of anything	3	Should have worked harder	1
I don't even know.	1	Should not have partied so much	1
Small town does not offer a lot of variety for classes	1	Small town and not enough college prep classes	1
I don't really know.	1	I don't know that's a hard question	1
I should have taken more business classes	1	Social Pressure	1
I wish he had more friends	1	Socialized more.	1
I would not change anything education wise.	1	Some of the Teachers	1
I would not have changed anything	2	Some of the teachers were not helpful	1
I would pay attention more in class so that when I took college courses I knew more of the material.	1	Sports and to be more involved	1
I'm not sure	1	Stayed in 1 HS the whole year	1
Involved in more sports	1	Stayed in sports	1
It wasn't the school, he thinks once you turn 18, your parent's are stupid	1	Take in more school activities/School Spirit	1
Just being in better health	1	Taken more classes	1
Liked school	1	Taken more extracurricular activities	1
Live closer to your home	1	Taken more math classes	1
Math and science program	1	Taken school more seriously	1
Maybe be more involved	1	The town	1
More career planning/business classes	1	Too much drama	1
More challenging	1	Too much homework	1
More classes offered	4	Tried harder	2
Wished there were more classes that	1	Would not have wanted to move to	1

taught about life in general and to prepare students for live and would change the drama and depression of high school		North Dakota. He liked the open campus. He had a hard time with the social drinking and fitting in.	
More courses to get credit in college	1	Very Busy, liked HS	1
More dedicated	1	Unsure	1
Would have been more involved in FBLA and Student Government programs	1	We live in a small town, so it would have been nice for their to be more kids in her class	1
More participation in after school activities	1	Wish she would have taken more math	1
More programs for advanced students	1	No	3
More sociable	1	Work load was heavy	1
More variety of classes	2	More of an academic challenge	1
More classes to prepare you for college	1	Would have like to have a larger school	2
No answer	1	Would have liked a few more classes	1
No answer Pros/Cons to small school	1	Would have studied a little bit harder	1
No changes	1	No, he was satisfied with the classes that he took.	1
No idea	2	Would not change a thing	4
Wasn't happy with GPA when graduated. Rather would not messed around so much	1	Would like to change the "clicks" and that he felt like if you didn't play sports at [name]High School you were no one	1
Not a lot	1	Wouldn't really change anything.	1
Not allowed her to work so much	1	Wrestling	1

Question 13: Do you feel that (student) was prepared for life after leaving high school?  
No please explain.

Basic education is all you learn	1	Not for life	1
Bigger school would have helped	1	Not in all areas	1
But it was not the school's fault	1	She has a learning disability	1
Did not know what to do	1	Not really	4
Didn't turn 18 until college	1	Not until I started college	1
Felt that he was not prepared for test taking.	1	Parent didn't want to answer this question, so it isn't yes or no	1
Felt that high schools should do more to help students pick a major for college.	1	She can do some stuff, but not cooking or stuff like that	1
Felt that she could have been better prepared for college. Doesn't feel that she was prepared as much as she could have been.	1	Not prepared for college exams and how to study for those exams	1
Felt that she wasn't prepared in English and the fine arts, but felt really good about math	1	She was not ready to be out on her own	1
Going from living at home to the freedom of college	1	She just needed to learn certain things on her own to prepare for life	1
He has a disability and still transitioning him into adult life.	1	She needed more home economic classes	1
He lives in a trailer	1	She is getting there	1

He needs to grow up	1	Still has some learning to do	1
Thankfully she went to college to help her	1	Still have more learning to do and growing up	1
Her parents mostly helped	1	He was way too immature	1
HS didn't prepare him very well	1	That's why I went to college	1
I don't think anyone is	1	I need more education	1
The career counselor was not very involved	1	The school needs to prepare them for college	1
Wasn't really ready for college, didn't really get many good study skills from high school, wasn't expecting college to be so hard	1	There needed to be more help/tutoring in the high school. The high school was too small and there wasn't room for opportunity.	1
Math and reading	1	There needed to be more support	1
I needed to be more prepared for college	1	They don't teach you things outside of school	1
Yes but it was because she lived on a farm and had to work very hard, not because of the school	1	Was very gullible and not prepared for roommates and splitting rent and bills.	1
We weren't taught how to apply what we had learned	1	Wasn't prepared to take on more responsibility	1
Needed more financial training	1	Mentally	1
No life skills were taught	1	More responsibility on myself	1
Nobody is	2	Well yes and no	1
Not after high school	1	Need better study habits	1
Not educationally	1		

Question 13: Do you feel that (student) was prepared for life after leaving high school?  
Yes please explain.

Academically he was prepared, but not emotionally	1	Already had a job, did have plans lined up to work at his father's company	1
Already explained	1	I think so	5
I guess	4	I took some good classes	1
As much as he could be after leaving high school	1	As much as you can be for a small school	1
I was prepared	1	I was prepared for college	1
As well as she could at that age	1	I'm moving out	1
Be independent and being successful in college	1	But could have used more help in the areas of math and sciences	1
It's nice being away from home	1	Just as much as anyone else	1
But has learned a lot since exiting high school	1	Just feel/felt prepared for life.	5
But he parties a lot	1	Kind of/not completely	1
But I still live at home	1	Level head	1
But my family helped too	1	Life yes, college no	1
But not because of school, because of her work experience	1	Likes to be at home, first month away was home	1
Can't think of anything specific off the top of my head	1	More to do with my home life than my high school.	1

Doesn't know why--just felt prepared	1	Mostly	1
Earned a lot on his own	1	My parent's helped too	1
Even though she is Deaf she has no problems	1	Never went to a high school party	1
Except I still live at home	1	Nothing in particular	1
Feels like he knows how to handle peer pressure.	1	Nothing specific, she just felt prepared.	1
Felt as parents they have done a good job raising her. She stayed out of trouble and has found a job	1	Nothing specific stands out that he was prepared for, but just feels prepared.	1
Felt fine going off on her own, was ready to be on her own before she graduated.	1	Parents help prepare her	1
Felt prepared about what to expect in life after high school	1	Overall general preparation for life	1
Felt prepared for being on her own.	1	Nothing he can think of	1
Felt prepared for college classes. Feels that he took enough classes in high school to prepare him for the college classes.	1	Parent feels that her French studies help prepare for French in college, the size of her high school help her prepare for college, and the diversity of the students and studies helped her prepare for college.	1
Felt prepared for life, but did not feel prepared for the academic part of going to college.	1	Paying his own bills, responsible with credit card and is financially prepared	1
Felt prepared for what I wanted to do in life.	1	Prepared for college and work and everything that was going to happen.	1
Felt pretty prepared in general	1	Pretty well	1
Felt she was really prepared for the workforce.	1	Prepared for higher education and moving on.	1
Felt somewhat prepared	1	Pretty well I think	1
Felt somewhat prepared but it is still a learning process	1	Ready to try life on his own and move to a bigger city. He was bored in High School	1
Felt that he understood what would happen when you live on your own , but felt unprepared for the unexpected problems of life.	1	She did very well in high school, she learned to study hard in high school, extracurricular activities made her very confident	1
Felt that he was prepared for going to college.	1	Ready to work	1
Felt that he was prepared for the basics in life.	1	She has her head on straight	1
Felt that high school did a good job preparing students for college midterms and finals	1	She felt that she was challenged enough in high school that she college isn't too hard for her	1
Felt that she was prepared for the science classes at University	1	She is driven in what she wants and goes after it and gets.	1
For the most part	2	She is doing well	3
Getting there	1	She is doing fine	1
Had excellent study habits	1	She knew how to work.	1

Has four brothers and four sisters, she is really organized; everything has to be cleaned and done before she goes to bed. She is prepared for everything.	1	Tried out for the Wizards in Bismarck and danced for them	1
He did a lot of work on our farm	1	She's very independent	1
He felt prepared for life in general, but not anything specific.	1	The school helped with those activities	1
He has a really good work ethic and he can take care of himself.	1	Teachers taught us pretty much everything we needed to know.	1
He is a fireman	1	Sort of	1
He is a well-adjusted person	1	The school was helpful	1
He is doing a good job	1	The teachers were very caring	1
He just needs to go to college so he can get a good job	1	There were realistic and told them how real life was	1
He loves college	1	She was a go getter	1
He moved away from home	1	Very much	4
Was able to handle her money and say no to potentially bad situations as a college freshman	2	Very well prepared for academics, had excellent teachers and the quality of education at her high school was great.	1
He was prepared	2	He was mature	1
He was prepared for college, but still has some growing up to do in terms of life.	1	Was already working when graduated high school and felt confident about what she was doing	1
He was prepared for the routine of going to work everyday and needing to be dependable for his employer	1	Was prepared for the difficulty of the classes, but needed some work on time management.	1
He was ready to move on and was well adjusted for life.	1	Was raised to be independent and had had proven her self to be	1
Helping out on the farm and being a farmer	1	Was prepared to get a job and make own way in life	1
High school was a good experience	1	Was prepared academic wise	1
His mother felt he was prepared for life in general, but now is having a hard time.	1	Was prepared for the challenges of his college classes. He has done really well in college.	1
Wasn't anything specific she felt prepared for	1	Was scared for college because she wasn't sure what was going to come	1
I am ready to have my own business	1	I am doing fine right now	1
I don't know. Nothing specific.	1	Well the National Guard helped to	1
I felt very prepared to work.	1	Yep I think	1

Question 14: Since exiting high school has (student) been referred to...? (Choose as many as apply)?

Called them, they never got back to her	1	Loans	1
Career services at the University	1	National Guards	1
Financial aid	1	NDSU office of financial aid	1
Grants	1	Scholarship	1
Job Fair at his Technical School	1		

Question 15: Is (student) currently receiving services from...? (Choose as many as apply)

Advisor	1	Scholarship	8
Athletic scholarship	1	Student loans	2
Financial aid	6	Trio Tutoring	1
Grant	2	Tutoring	2
Loans	8	Work study	2
NDSU office of financial aid	1		

Question 16: Who served as the source for this information?