

ND Transition Follow-up



Annual Report Spring 2009

prepared by

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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 ten 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. 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 *2008 Exit Survey* of North Dakota (ND) students with and without disabilities. Educators in special education classrooms across the state facilitated the collection of the raw data. The 2008 Online Exit Survey data for special education programs and the comparison data across the most recent five exiting cohorts (2004-2008) are reported. Section Two is a summary of follow-up data at one year after exiting high school for students. Participants in the follow-up interview included those who completed the Exit Survey at high school exit as well as high school exiters included in the NDDPI data set. This section presents data from the *2008 Follow-up Interview: One Year after High School Exit*. Section Three, titled *2003-2007 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
2008 Exit Survey
And
2004 – 2008 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, 2007, and 2008 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 2008 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 2008

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.

After all special education units reported that they had completed the 2008 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. Twenty-seven special education units participated in the 2008 special education exit survey, resulting in 514 exit interviews. Those not participating did not have exiters from their special education programs in the 2007-2008 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.

Table 1. *Student Numbers for Participating Special Education Units in 2008.*

Special Education Unit (SEU)	No. Students	Percentage*
Bismarck	52	10.1%
Buffalo Valley	21	4.1%
Dickey/LaMoure	9	1.8%
Dickinson	17	3.3%
East Central	5	1.0%
Fargo	58	11.3%
Grand Forks	39	7.6%
Griggs/Steele/Trail	13	2.5%
Lake Region	39	7.6%
Lonetree	16	3.1%
Morton/Sioux	26	5.1%
Northern Plains	8	1.6%

Oliver/Mercer	6	1.2%
Other	15	2.9%
Peace Garden	24	4.7%
Pembina	15	2.9%
Rural Cass	6	1.2%
Sheyenne Valley	17	3.3%
Souris Valley	18	3.5%
South Central Prairie	2	0.4%
South Valley	11	2.1%
Turtle Mountain	14	2.7%
Upper Valley	20	3.9%
Wahpeton	9	1.8%
West Fargo	25	4.9%
West River	13	2.5%
Wilmac	16	3.1%
TOTAL	514	100.0%
* Percentage of 514 respondents, rounded to nearest tenth of a percent.		

Student demographic data. The special education cohort consisted of 341 male (66.3%) and 173 female (33.7%) students. Table 2 shows the racial/ethnic background of the participants.

Table 2. *Racial/Ethnic Groups of 2008 Exiters.*

Racial/Ethnic Group	Frequency	Percentage
White/Caucasian	441	85.8%
American Indian	41	8.0%
Hispanic	4	0.8%
Black	12	2.3%
Asian/Pacific Islander	1	0.2%
Other	15	2.9%

Disability category. Table 3 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 emotional disturbance (13.2%), other health impairment (11.7%), and mental retardation (10.7%). These four categories represent approximately 87.5 percent of all participating special education exiters.

Table 3. *Disability Categories of 2008 Exiting Students.*

Category Label	Frequency	Percentage
Specific Learning Disability	267	51.9%
Emotional Disturbance	68	13.2%
Other Health Impairment	60	11.7%
Mental Retardation	55	10.7%
Speech Impairment	34	6.6%
Autism	14	2.7%
Hearing Impaired	5	1.0%
Orthopedic Impairment	5	1.0%
Deaf	3	0.6%
Traumatic Brain Injury	2	0.4%
Visual Impairment	1	0.2%
Blind	0	0.0%
Deaf/Blind	0	0.0%

Results

The following section presents the results of the Exit Survey that was completed online beginning in the spring of 2008. Each item on the survey is presented followed by the responses from special education exiters in 2008.

What was your level of attendance and participation in the most recent and/or exit IEP meeting? Exiting students had the following options available for selection: *attended and actively participated; attended, but did not participate; invited but did not attend; and not invited.* Based on the data, most students exiting special education (84.6%) *attended and actively participated* in their IEP meeting. See Figure 1.

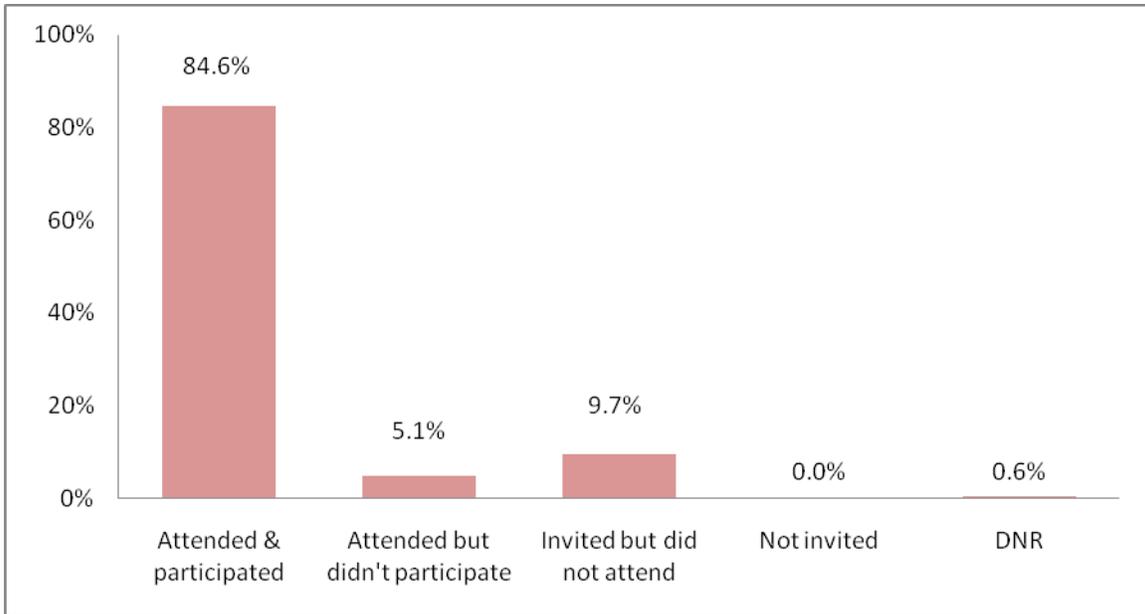


Figure 1. 2008 Participation in Exit IEP.

What are your plan after high school? Figure 2 shows the data on the 2008 exiting students' post-school employment/education plans. Almost half of the students exiting special education (44.0%) indicated anticipated *employment*, followed by *vocational training* (39.3%).

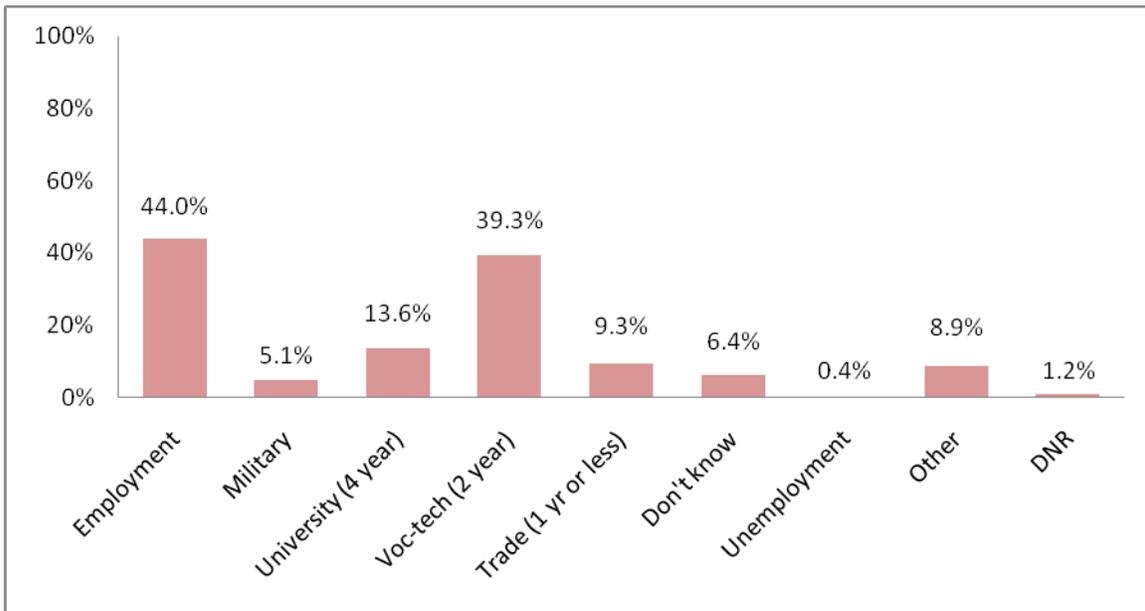


Figure 2. Postsecondary plans for 2008 exiters.

Did the postsecondary goals identified on your IEP include an Independent Living goal? Response options for this question included *yes* or *no*. Figure 3 indicates that over half of the participants had an Independent Living goal included in their IEP. Five participants (1.0%) did not respond to this item.

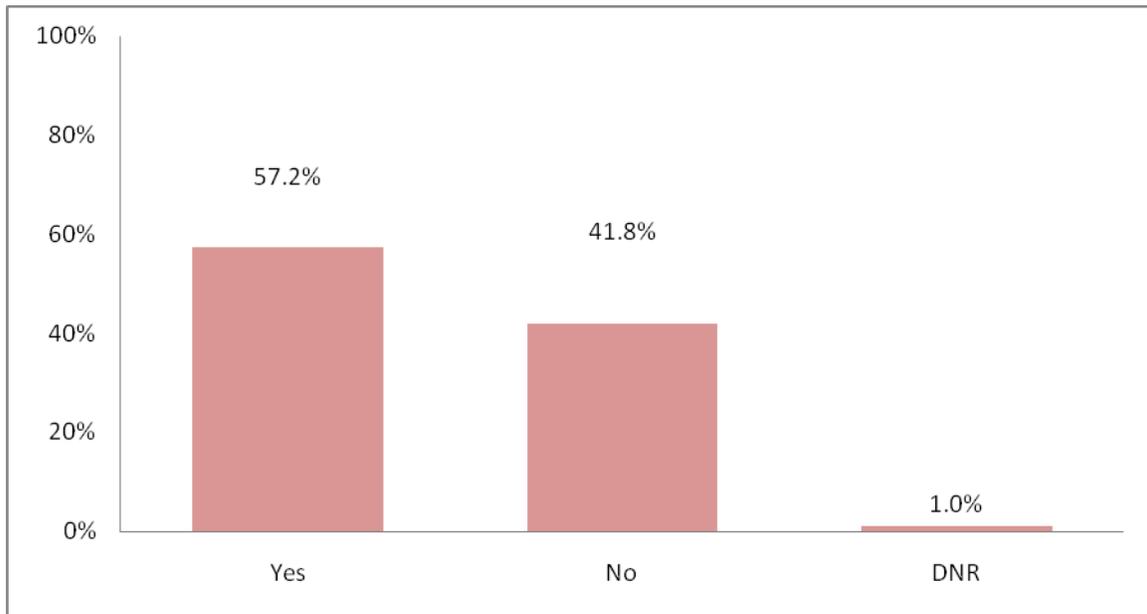


Figure 3. IEP included Independent Living goal.

Identify Adult Service Providers who have been identified in the IEP that will provide services to you after you graduate from high school. 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 4 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* (66.7%) and more than one third from *College/University Disability Support Services* (31.9%). Sixteen (3.1%) students exiting special education

programs did not respond.

Table 4. 2008 Adult Providers Who May Assist You After High School.

Service Provider	Frequency	Percentage
Vocational Rehabilitation	343	66.7%
Developmental Disabilities	55	10.7%
Centers for Independent Living	18	3.5%
Mental Health Services	11	2.1%
Job Services	80	15.6%
Social Security	42	8.2%
College/University Disability Support Services	164	31.9%
Adult Learning Center	9	1.8%
Other	44	8.6%
None needed	72	14.0%
DNR	16	3.1%

Note: Percentages are based on total participants and rounded to the nearest tenth a percent. More than one response could be selected.

Why did you exit high school? Figure 4 shows the breakdown of reasons for the students exiting school. For students exiting special education programs in 2008, 88.5 percent graduated with a diploma, 0.8 percent graduated with a certificate of completion, 4.7 percent aged out, 4.5 percent dropped out, and 1.6 percent did not respond to this item.

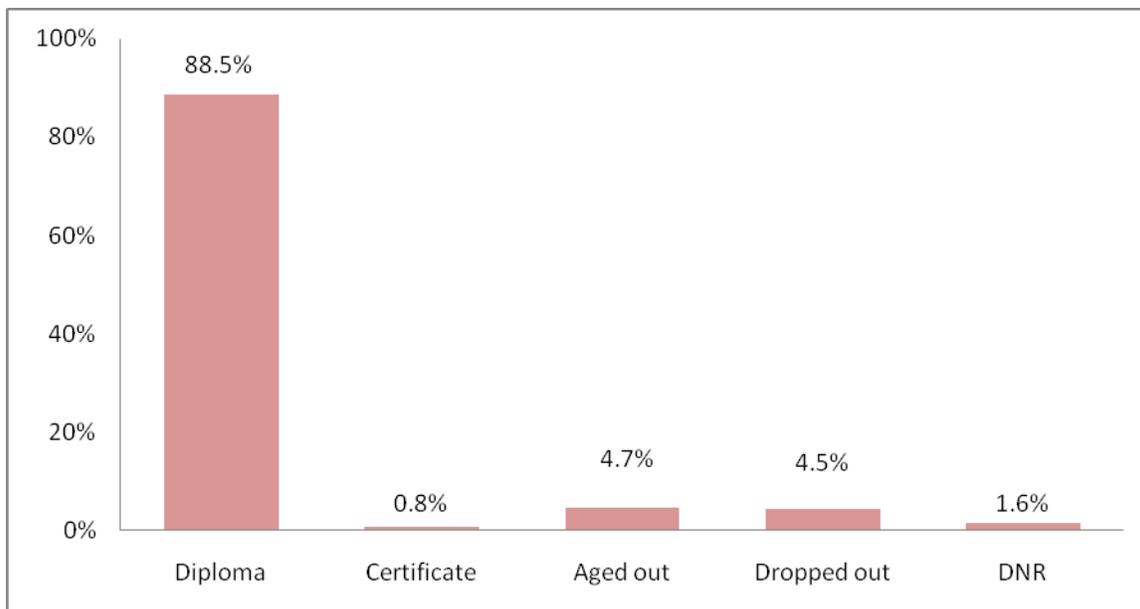


Figure 4. Reasons for exit in 2008.

Not all exiting students from special education are represented in this survey which may account for discrepancies in drop out rates. Only students who were still in school at the time of the 2008 Online Exit Survey participated in the study; therefore the drop out rate for special education participants is not accurate. Refer to the Data Collection Methods section on page 3 for further details on participation.

Identify occupational skills you attained during high school. Table 5 presents this data. The largest percentages include *work skills* (85.2%), *computer skills* (80.5%), and *employment* (78.2%).

Table 5. *Occupational Skills Attained by the Student during High School in 2008.*

Skill Area	Frequency	Percentage
Employment	402	78.2%
Work skills	438	85.2%
Social/ interpersonal	364	70.8%
Daily living	313	60.9%
Community access	251	48.8%
Computer	414	80.5%
Working in groups	378	73.5%
Other	31	6.0%
Not reported	9	1.8%

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.

Identify your satisfaction with the overall high school program, vocational or transition preparation offered, and special education services offered by your 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 *D (below average-not good at all)*. The results are shown in Table 6.

Table 6. *Student Satisfaction with Various High School Programs in 2008.*

Rating	Overall program	Voc/ Trans	SpEd
A (excellent)	25.7%	33.9%	56.0%
B (above average – very good)	41.6%	41.1%	31.9%
C (average – ok)	26.7%	19.6%	7.8%
D (below average – not good at all)	2.3%	1.4%	0.4%
Not reported	3.7%	4.1%	3.9%
<i>Note: These are percentages of the total number of participants and rounded to the nearest tenth of a percent</i>			

In Table 7 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 1 through 4 (1=D, 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. Participants rated the special education program the highest with a GPA of 3.4.

Table 7. *2008 Program Rating Grade Point.*

Programs		
Overall program	Vocational/ Transitional	Special Education
2.8	3.0	3.4

If you had to stay in school an additional semester and were free to choose classes, what would you take? The results (see Table 8) suggest that 44.0 percent of the students exiting special education would take more personal interest courses. Slightly more than 35 percent of the participants indicated that they would take functional and vocational classes and 15.4 percent would take additional academic courses.

Table 8. *2008 Choices for Additional Coursework.*

Course topic/area	Percent
Academic	15.4%
Personal Interest	44.0%
Functional/Vocational	36.8%
Not reported	3.9%
<i>Note: These are percentages of the total number of participants and rounded to the nearest tenth of a percent.</i>	

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.

2004 – 2008 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, 2007, and 2008 Online Exit Surveys are noted in the text that follows.

Results

The following section reports the results from the five most recent groups (2004-2008) of students exiting special education programs. See Figure 5 for a comparison of the numbers of participants in the Exit study.

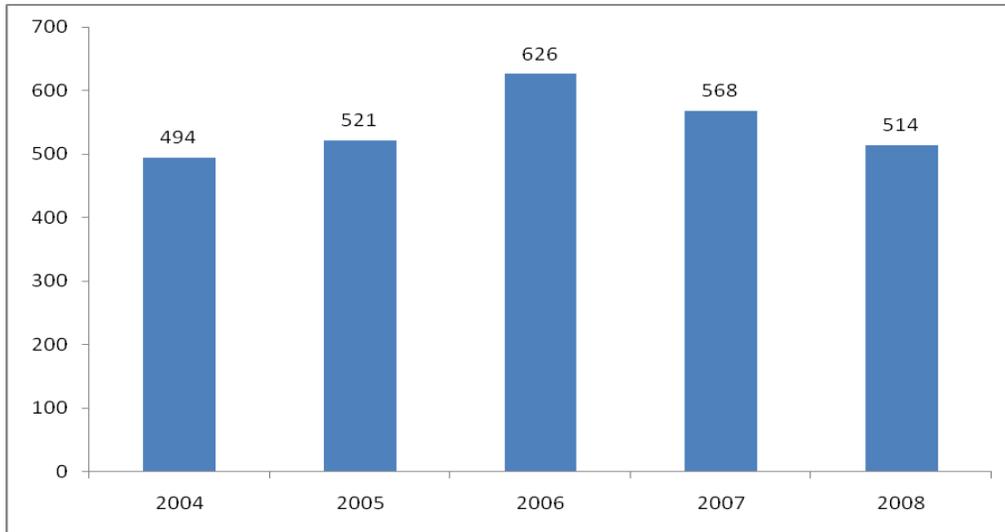


Figure 5. Participants in exit study from 2004 through 2008.

What is the student's plan after high school? The student's plans after high school were identified next. In 2004-2008 students and/or their teachers indicated the student's plans after high school by selecting from the options listed in Table 9. In 2006, 2007, and 2008 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, 2007, and 2008 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 9. *Postsecondary Plans (2004-2008)*.

Post-secondary Plans	2004	2005	2006	2007	2008
Employment	42.9%	48.6%	45.8%	47.7%	44.0%
Military	4.9%	3.8%	5.9%	3.3%	5.1%
Postsecondary	46.4%	61.2%	*69.2%	*68.3%	*62.3%
Don't know	4.0%	3.3%	7.8%	6.5%	6.4%
Unemployment/not able to work	0.6%	0.8%	0.3%	1.4%	0.4%
Other plans	4.9%	3.3%	5.3%	8.6%	8.9%
DNR	1.8%	2.5%	3.9%	1.8%	1.2%

**Note: The 2006, 2007, and 2008 Exit Surveys had new response options that divided the post-secondary option to specific post-secondary programs.*

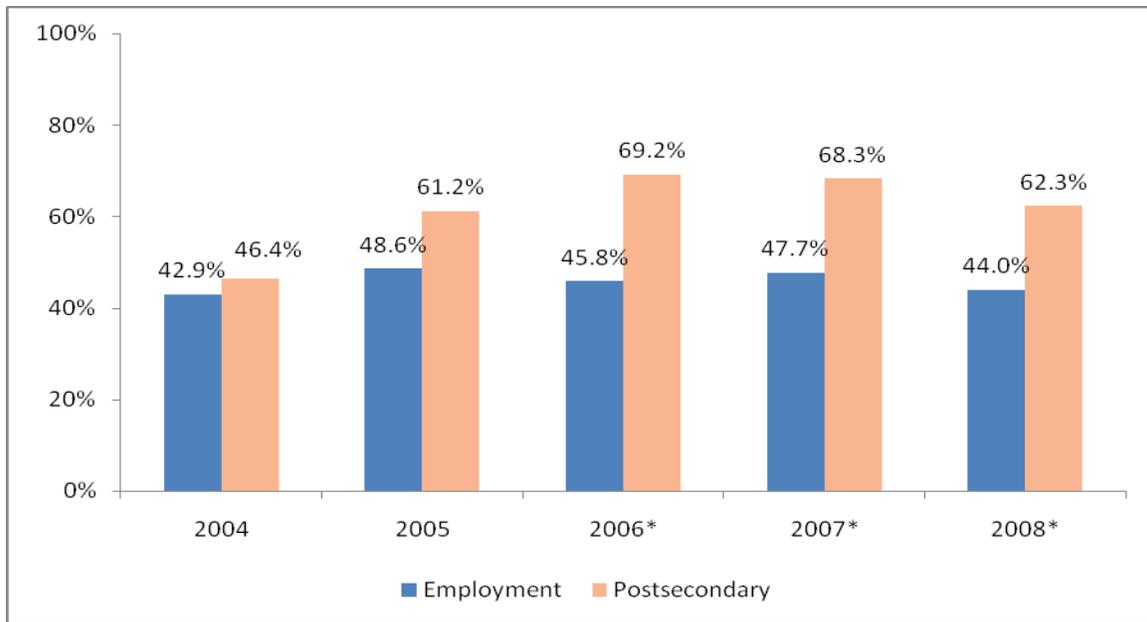


Figure 6. Percent of employment and postsecondary education plans (2004-2008).

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 10 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 10. *Adult Providers Who Will Help Student as Identified in IEP (2004-2008).*

Service Provider	2004	2005	2006	2007	2008
No services needed	18.4%	14.8%	11.0%	13.7%	14.0%
Vocational Rehabilitation	61.5%	66.2%	72.2%	66.0%	66.7%
Developmental Disabilities	8.3%	10.6%	7.8%	12.9%	10.7%
Job Service	15.6%	16.1%	23.5%	21.0%	15.6%
Social Security	6.9%	6.1%	7.2%	9.0%	8.2%
College/Univ. Disability Support	34.2%	29.0%	43.1%	38.2%	31.9%
Adult Learning Center	1.4%	1.2%	1.6%	1.1%	1.8%
Other (specify)	6.1%	4.0%	4.3%	7.7%	8.6%
DNR	1.6%	3.6%	3.4%	1.6%	3.1%

Why did the student exit your program? Table 11 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 2004 through 2008.

Table 11. *Reasons for Exit (2004-2008)*.

Exit Reason	2004	2005	2006	2007	2008
Graduated, diploma	90.5%	90.4%	89.1%	89.8%	88.5%
Graduated, certificate	2.2%	3.5%	1.6%	1.1%	0.8%
Aged out	2.6%	2.5%	3.2%	3.9%	4.7%
Dropped out	1.8%	3.1%	5.0%	4.0%	4.5%
DNR	2.8%	0.6%	1.1%	1.2%	1.6%

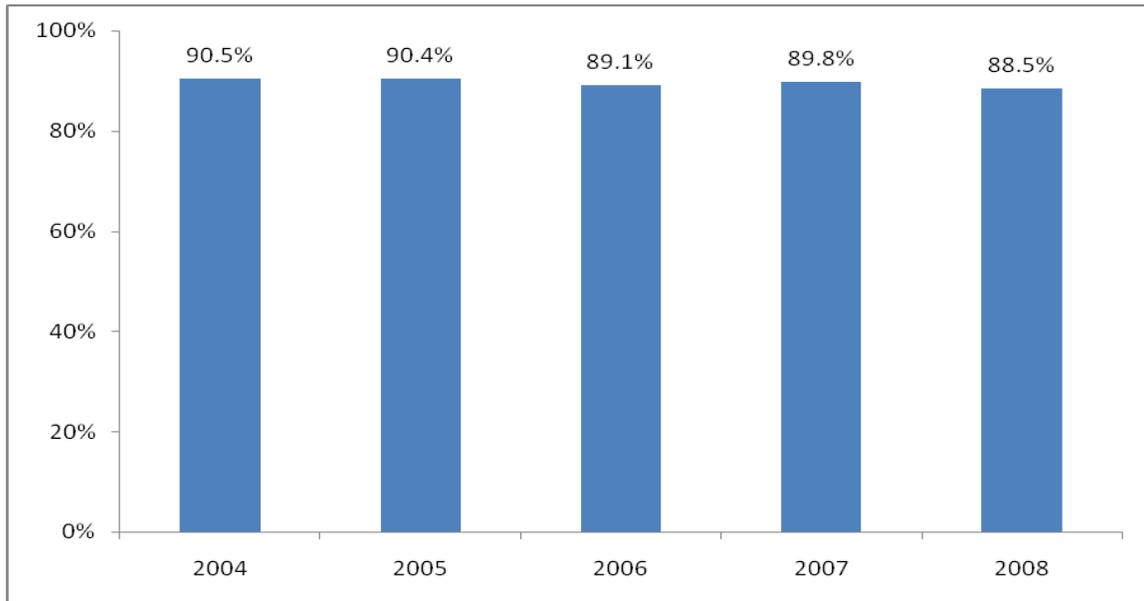


Figure 7. Percent graduated with diploma (2004-2008).

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). In 2008, students were only allowed to give grades from A through D. A rating grade point similar to a school grade point average (GPA) was calculated with each letter weighted from 1 through 4 (1=D, 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 2004 through 2008.

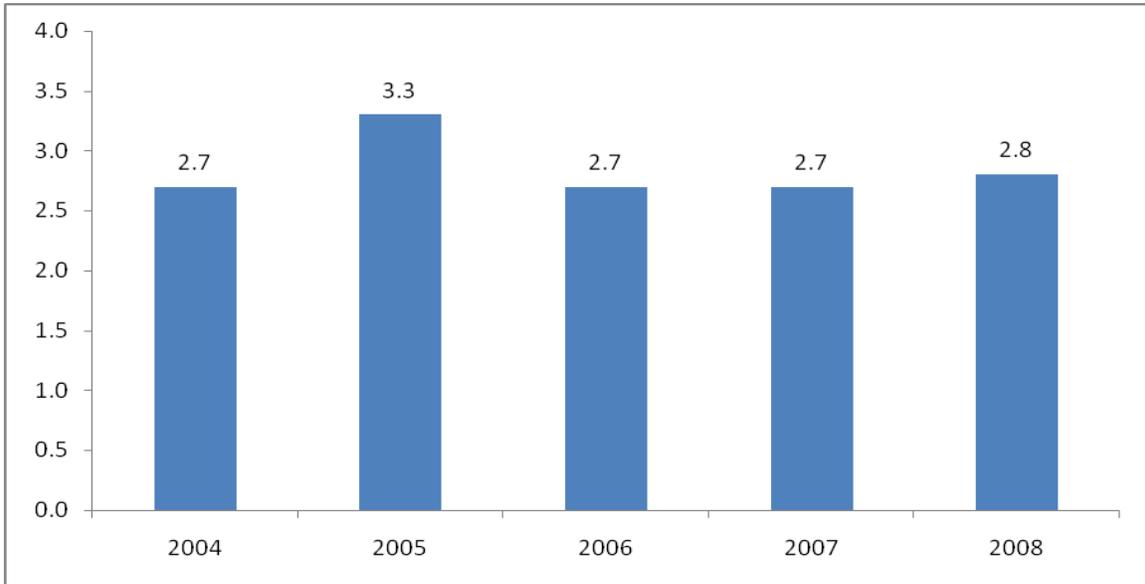


Figure 8. Satisfaction with overall high school program as GPA (2004-2008).

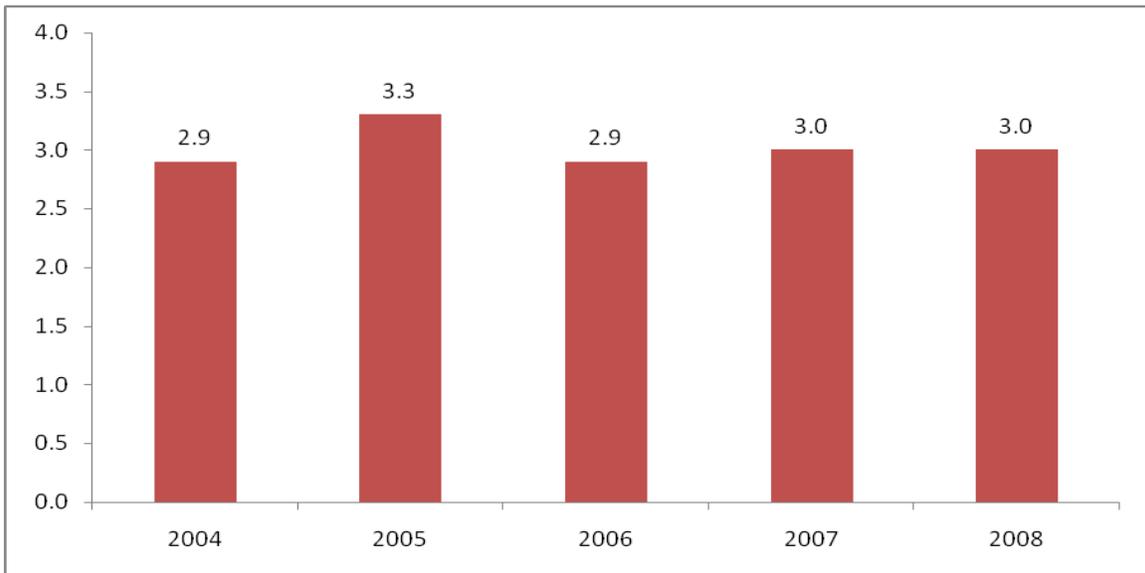


Figure 9. Satisfaction with vocational or transition aspect of high school as GPA (2004-2008).

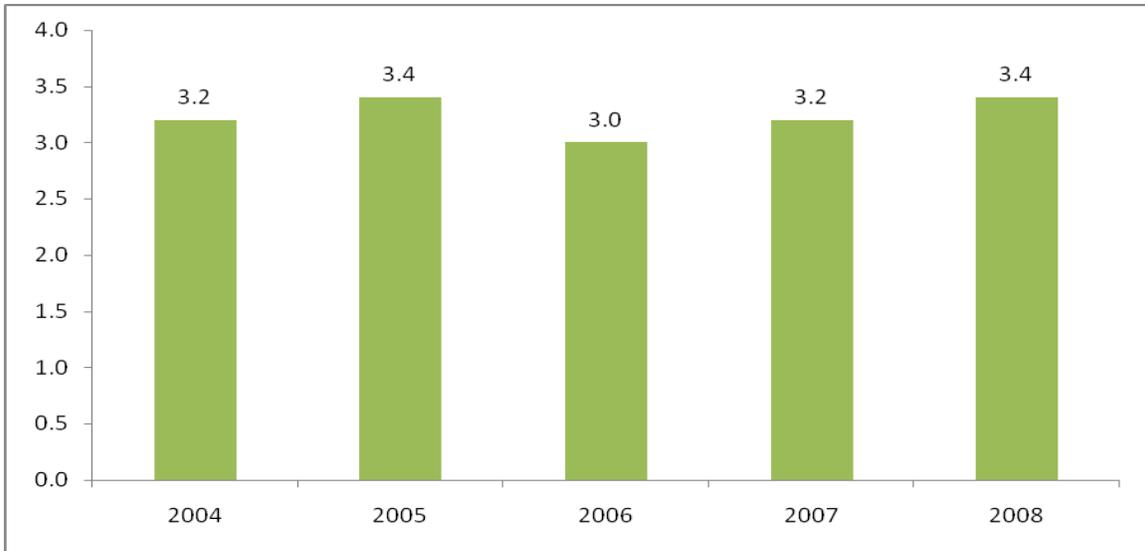


Figure 10. Satisfaction with special education program as GPA (2004-2008).

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, 2007, and 2008 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.

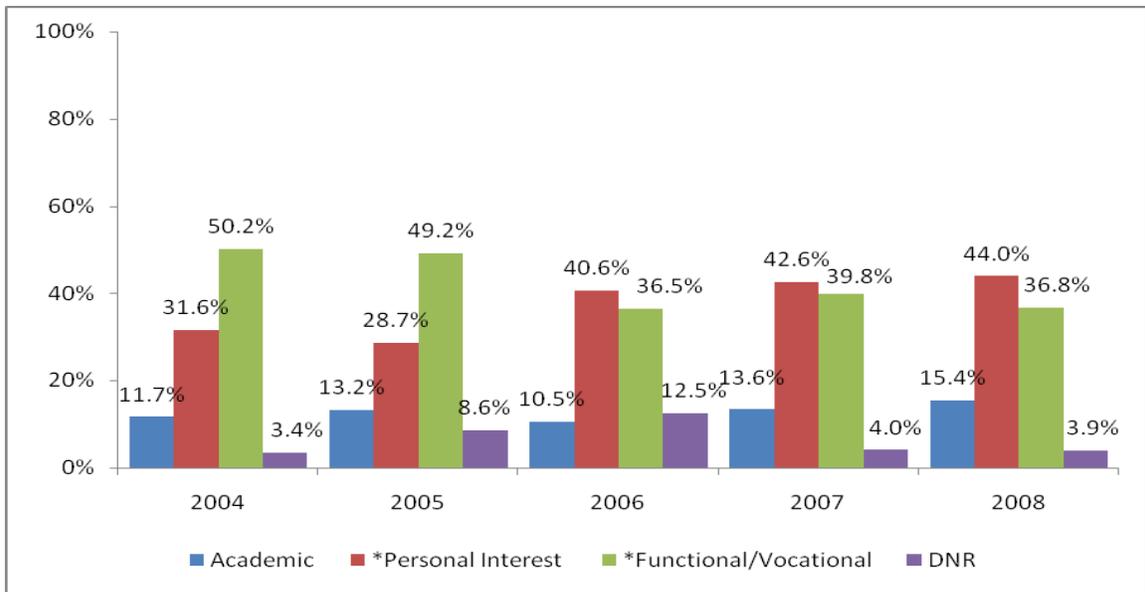


Figure 11. Choices for additional coursework (2004-2008).

*Note: the 2006, 2007, and 2008 survey response options changed as described above.

Section Two

2007 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 2008 Online Follow-up Interview for students who exited ND special education programs in the 2007 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 2007. 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 *2008 Follow-up Interview Questions* (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 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 2008 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 *Post-School Outcomes Data Collection Guide: Training Interviewers* 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 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 2007, 568 students from special education completed the 2007 Exit Survey. The NDDPI provided NDCPD with contact information for an additional 298 students from special education programs that exited in 2007 so that the 2008 One Year Follow-up Interview began with 866 students.

Participants from special education programs received five call attempts. Under

federal guidelines 814 students from special education programs included in the follow-up interview qualified as actual exiters whose data could be reported. Of the 814 students, 316 follow-up interviews were completed one year after exit for a 38.8 percent completion rate. Call results included fall-out of participants for the following reasons: 5th *Contact Failed, Phone Disconnected, Wrong Number, and Refused Participation*. These interview results are reported to the NDDPI by school district.

Student demographic data. The special education cohort consisted of 224 male (70.9%) and 89 female (28.2%) students. Three students (0.9%) did not disclose gender. Table 12 shows the racial/ethnic background of participants. Four students (1.3%) did not disclose racial/ethnic background.

Table 12. *Racial/Ethnic Groups of 2008 Follow-up Participants.*

Racial/Ethnic Group	Frequency	Percentage
White	280	88.6%
American Indian/Alaska Native	26	8.2%
Hispanic	3	0.9%
Black	1	0.3%
Asian/Pacific Islander	0	0.0%
Other	2	0.6%

Disability category. Table 13 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 (51.6%). This was followed by mental retardation (13.9%) and other health impairment (12.0%). These three categories represent approximately 77.5 percent of all interviews for students from special education programs. The disability category for five students (1.6%) was not indicated.

Table 13. *Disability Categories of 2008 Follow-up Participants.*

Category Label	Frequency	Percentage
Specific Learning Disability	163	51.6%
Mental Retardation	44	13.9%
Other Health Impairments	38	12.0%
Emotional Disturbance	26	8.2%
Speech Impairment	26	8.2%
Autism	7	2.2%
Hearing Impaired	4	1.3%
Visual Impairment	2	0.6%
Traumatic Brain Injury	1	0.3%
Orthopedic Impairment	0	0.0%
Deaf	0	0.0%
Blind	0	0.0%
Multiple Disabilities	0	0.0%

Who served as the source for this information? Table 14 shows who served as the source for the follow-up interviews. Parents were most often the designated contact person who completed the interviews (55.4%). Thirty-nine percent of the follow-up interviews for students were completed by the student.

Table 14. *Who Served as the Source for This Information?*

Source	Frequency	Percentage
The student	123	38.9%
Parent	175	55.4%
Guardian/Foster parent	0	0.0%
Sibling	1	0.3%
Grandparent	6	1.9%
Other family member	1	0.3%
Family friend	1	0.3%
Other (specify)	2	0.6%
DNR	7	2.2%
<i>Note: These are percentages of the total number of cases in the cohort.</i>		

State Performance Plan Indicator 14 Information

Figure 12 shows the employment and postsecondary enrollment for the 2007 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.

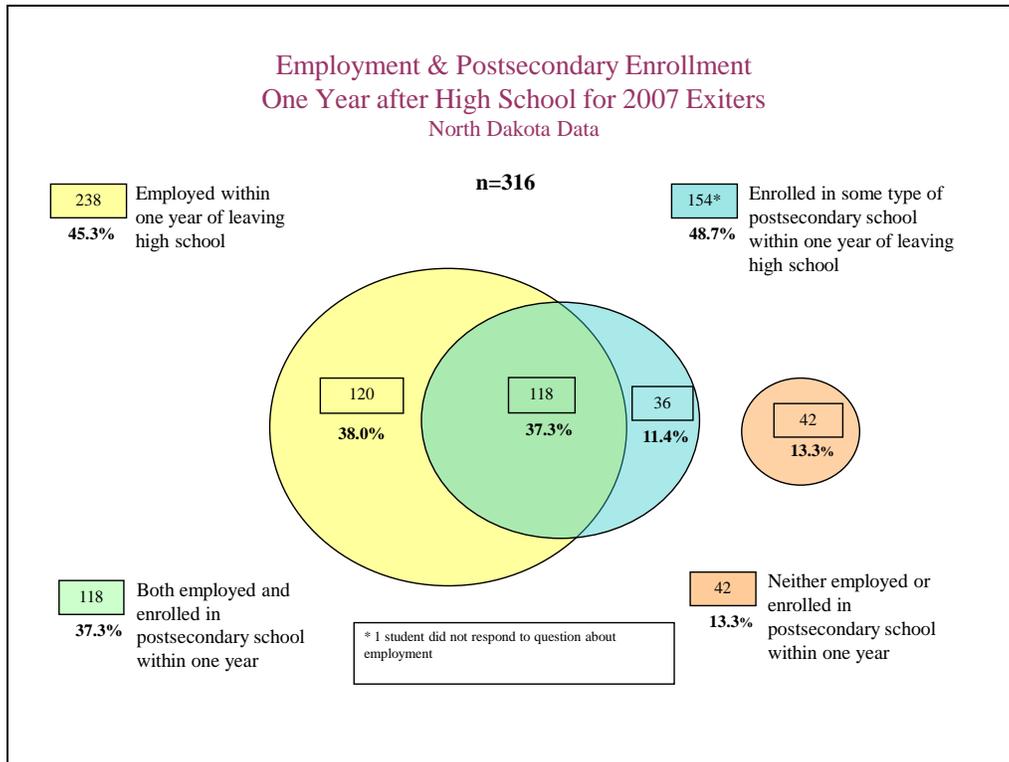


Figure 12. Employment and postsecondary enrollment of 2007exitters at one year after high school.

Results

The following section describes the results of the Follow-up Interview at one year after exiting high school for 2007 exitters. Each question from the interview is included. Appendix D contains Follow-up Interview text responses 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* or *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), college or university (4 year program) or other (please specify) and indicate a specific program). Approximately half (50.3%) of the participants had been enrolled in some type of postsecondary education since exiting high school (see Table 15). Just less than half (49.7%) of respondents indicated that the student had not been enrolled.

Table 15. *Enrollment in Postsecondary Education since High School.*

Postsecondary Education Enrollment	Frequency	Percentage
Yes	159	50.3%
No	157	49.7%
DNR	0	0.0%

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. Over half had been enrolled in a community or technical college (2 year) program. Two respondents (1.3%) indicated enrollment but did not specify type of postsecondary program. Table 16 shows the other types of postsecondary education programs.

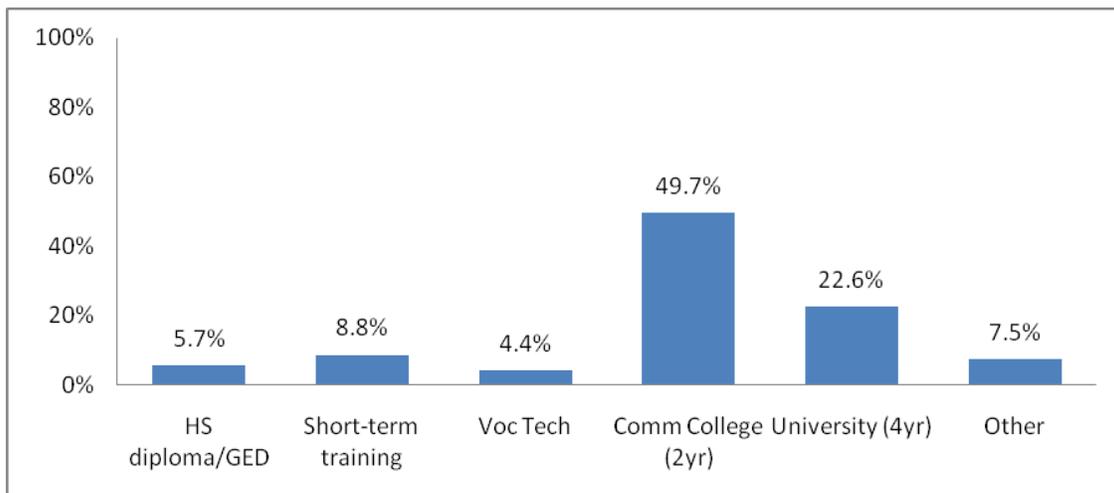


Figure 13. Types of postsecondary education enrollment (2007 exiters).

Table 16. *Other Types of Postsecondary Education.*

Other Types of Postsecondary Education
Military (2)
Independent Living Program
Moorhead Tech a couple of months
Paraprofessional (not sure if that's a 2 yr or 4 yr thing)
Training at his residence
Training for volunteer fire department

If not, why hasn't (student) chosen to enroll in post secondary education since high school? (Check as many as apply.) Table 17 shows the possible reasons for not enrolling in postsecondary education. Respondents for students who had not been enrolled in postsecondary education indicated the most common reasons for not attending were *working* (19.3%) and *other* (12.0%). Table 18 shows “other” options provided by respondents. See Appendix D for a full listing of *other* types of postsecondary education.

Table 17. *Reasons for not Enrolling in Postsecondary Education at One Year after Exit.*

Reasons for Not Enrolling	Frequency	Percentage
Lack training in immediate locale	8	2.5%
Lacks skills/qualifications	21	6.6%
Lacks transportation	8	2.5%
Working	61	19.3%
Did not want to go	21	6.6%
Health problems preclude going	16	5.1%
Believes cannot afford	24	7.6%
Other (please specify)	38	12.0%
Don't know	9	2.8%
DNR	0	0.0%

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

Table 18. *Other Reasons for not Enrolling in Postsecondary Education.*

Other Reasons for Not Enrolling
Not sure what he/she wants to do yet (5)
Planning/will be enrolled in the future (5)
Family issues (4)
Military (2)
Reservations about attending (2)

Has the student been employed at any time since leaving high school? Response

options were *no* or *yes* and indicate employment type (*sheltered or supported employment setting, family member’s home/business/farm, competitive employment setting (full or part-time basis, at or above minimum wage, integrated setting) or other (please specify)* and indicate other type of employment). Most students (86.7%) had been employed at some time since exiting high school (see Table 19). One participant did not respond (0.3%).

Table 19. *Employment Status at One Year after Exit.*

Currently Employed	Frequency	Percentage
Yes	274	86.7%
No	41	13.0%
DNR	1	0.3%

Figure 14 shows the options for types of employment in which students were working. Percentages are based on those who indicated *yes*. Nearly ninety percent (88.9%) were employed in a competitive employment setting at the time of the Follow-up Interview.

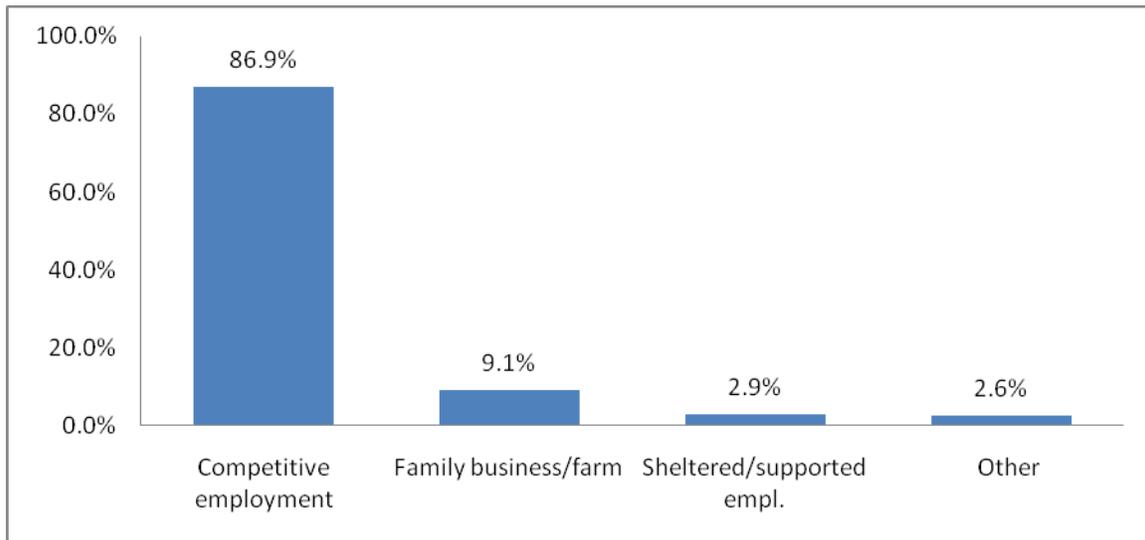


Figure 14. Categories of employment at one year after exit.

Other types of employment noted by participants included military, summer work, volunteer work, work study, and working on a farm (see Table 20). See Appendix

D for a full listing of *other* types of employment noted during the interviews.

Table 20. *Other Identified Types of Employment.*

Other Types of Employment
Workstudy (2)
Internship (2)
Self-Employed (2)
Babysitting
Employment through the Open Doors program

If (student) isn't working, why hasn't (student) obtained employment since leaving high school? Table 21 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 (4.4%). Twenty three students (7.5%) did not respond to this question.

Table 21. *Reasons for not Working at One Year after Exit.*

Reasons for Not Working	Frequency	Percentage
Lack of employment opportunities in immediate locale	1	0.3%
Lacks the necessary skills/training for employment in the area	6	1.9%
Lacks transportation	4	1.3%
Attending a post secondary program	14	4.4%
Does not want to work	1	0.3%
Health problems that preclude employment	9	2.8%
Believes lose benefits if works	2	0.6%
Other (please specify)	10	3.2%
Don't know	2	0.6%
DNR	2	0.6%

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

Table 22 shows the *other* reasons for not working which included joined the military, going to school and looking for a job, to name a few. See Appendix D for a full listing of *reasons for not working* noted during the interviews.

Table 22. *Other Reasons for not Working.*

Other Reasons for not Working
Family issues
Waiting to start post-secondary
Attending Job-Corp
Enrollment in university sports
Financial Aid
Getting drivers license
Only works in summer

How many hours on average does the student work per week?(current or most recent job). Table 23 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. Over half (52.5%) of students were reported as working *full-time*. Figure 15 shows the comparison of full-time and part-time employment reported.

Table 23. *Categories of Hours Worked per Week at One Year after Exit.*

Hours worked per week	Frequency	Percentage
Full-time (more than 35 hours)	166	52.5%
Part-time (35 or less hours per week)	111	35.1%
Refuse to answer	0	0.0%
Don't know	5	1.6%
No answer	42	13.3%
DNR	3	0.9%

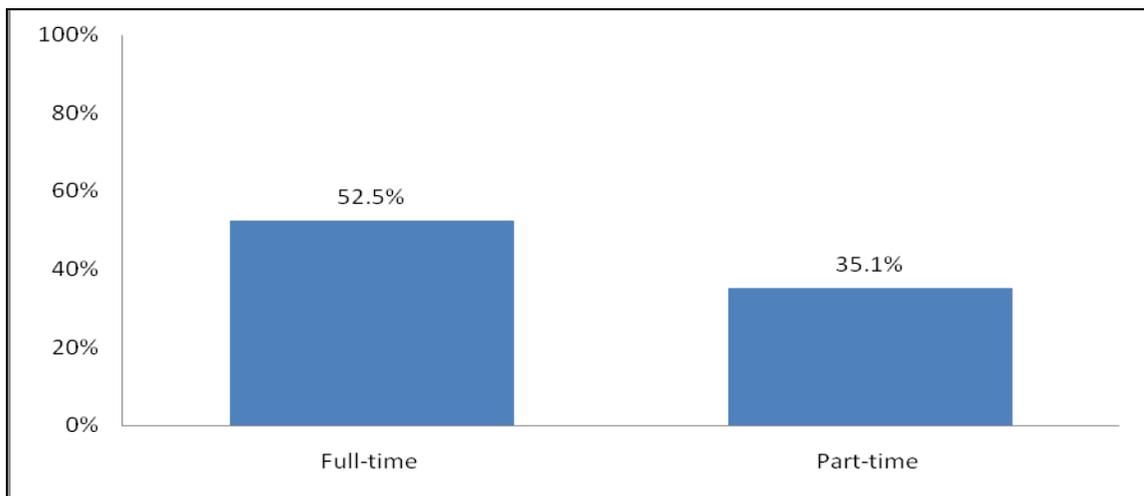


Figure 15. Percents of full-time and part-time employment at one year after exit.

How much does the student make per hour?(current or most recent job). Table 24 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*). More than two thirds (67.4%) of the responses reported that the student was earning *more than minimum wage* and 11.4 percent were earning *minimum wage*. Figure 16 shows the comparison of *unpaid/volunteer, less than minimum wage, minimum wage, and more than minimum wage*. Thirteen respondents (3.9%) did not respond to this part of the question.

Table 24. *Categories of Hourly Wages at One Year after Exit.*

Hourly wage	Frequency	Percentage
Unpaid	2	0.1%
Less than minimum	6	1.9%
Minimum wage	36	11.4%
More than minimum	213	67.4%
Refused to answer	0	0.0%
Don't know	16	5.1%
No answer	44	13.9%
DNR	3	0.9%

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

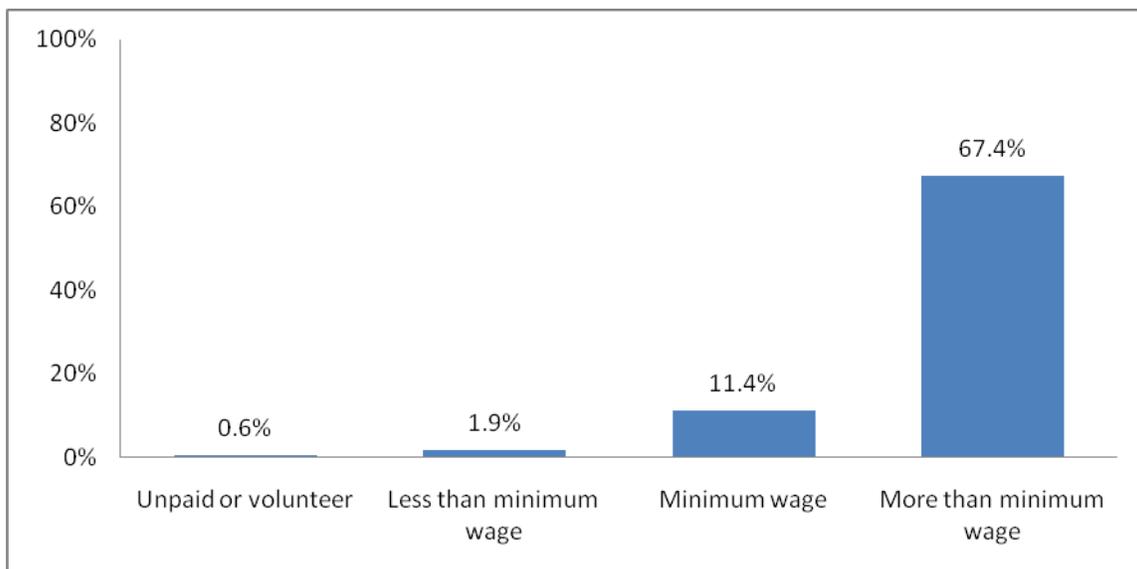


Figure 16. Categories of hourly wage at one year after exit.

Does the student have health insurance? Frequency and percentage of students who had or did not have health insurance are shown in Table 25. 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 17). See Appendix D for a listing of *other* types of insurance noted by respondents.

Table 25. *Does the Student Have Health Insurance?*

Health Insurance	Frequency	Percentage
Yes	228	72.2%
No	84	26.6%
DNR	4	1.3%

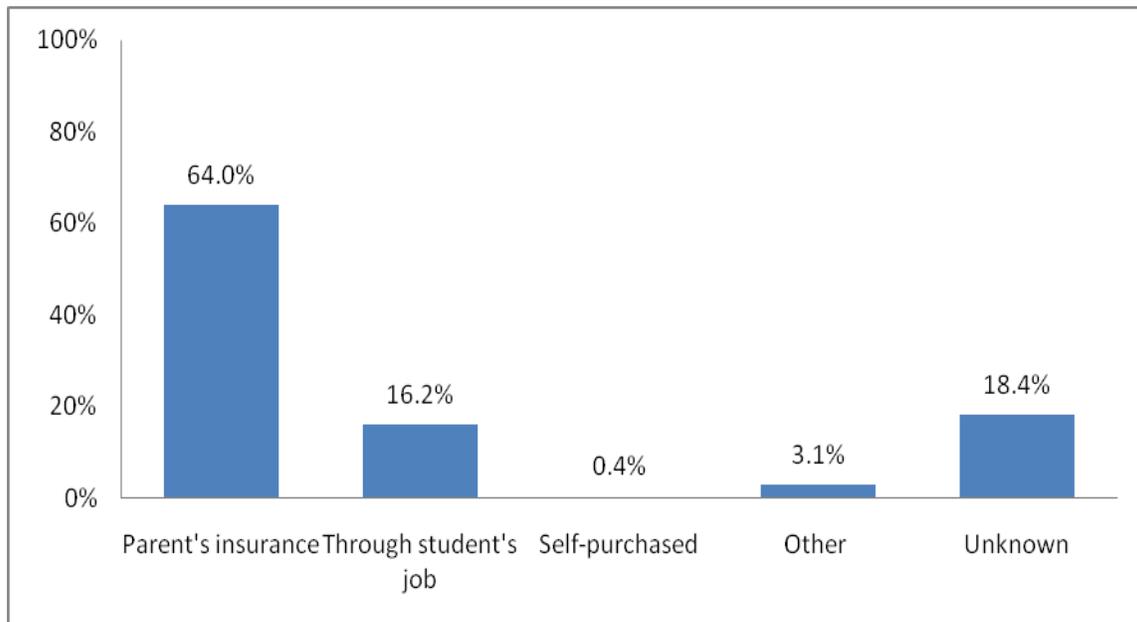


Figure 17. Source of health insurance at one year after exit.

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

Table 26 shows living arrangements at the time of the follow-up interview. Over half of the students lived with their parents. Figure 18 shows the three living arrangements that were most often reported. Other living arrangements included *barracks*, *lives at jobsite*, *rented apartment with supports*, or with other family members (See Appendix D).

Table 26. *Living Arrangements at One Year after Exit.*

Living Arrangements	Frequency	Percentage
Own home or buying it	4	1.3%
Live independently in a rented apartment/house	72	22.8%
Live in a dormitory	17	5.4%
Live with parents	188	59.5%
Live with relative (not parents)	11	3.5%
Live in a residential facility	8	2.5%
Other-please specify	12	3.8%
DNR	4	1.2%

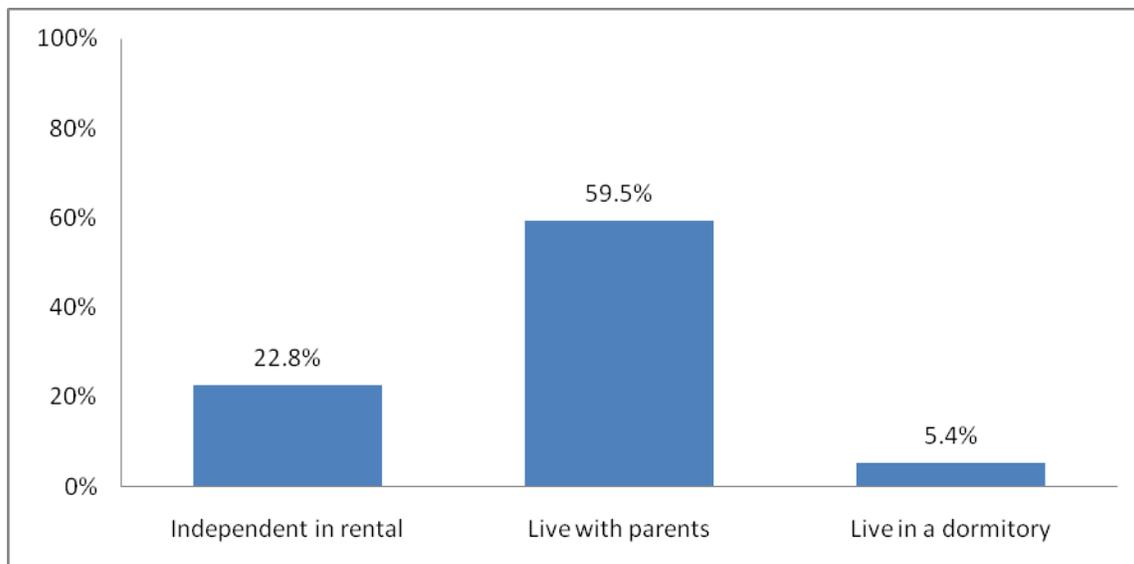


Figure 18. Three most common living arrangements at one year after exit.

Did the student choose to drop out of school? Table 27 contains a frequency and percentage of respondent indications for this question. Note that these are responses only for participants in the study and do not represent an accurate account of students in ND who chose or did not choose to drop out of high school. For more information on statewide statistics, please contact the North Dakota Department of Public Instruction.

Table 27. *Student Chose to Drop Out of School.*

Chose to drop out	Frequency	Percentage
Yes	41	13.0%
No	271	85.8%
DNR	4	1.3%

Respondents that indicated that they had dropped out of school were asked to explain why they left and what would have helped them stay in school. Some reasons given for leaving school were *diploma*, *did not like it*, and *behind in credits*. Some items noted that would have helped included *nothing*, *not sure*, and *more interactive and interesting classes*. See Appendix D for a complete list of responses to these questions.

If the student could change anything about his/her high school experience what would he/she like to change? Table 28 shows some responses to this question. The highest number of responses (114) was “nothing.” See Appendix D for a complete list of suggested changes.

Table 28. *Changes to High School Experience at One Year after Exit.*

Changes to high school experience
Nothing (114)
Tried harder (8)
More participation in extracurricular activities (3)
Better teachers (3)
Better/different friends (3)
Gotten better grades (2)
Better study habits (2)
Have a study skills class (2)
Stayed in school (2)
Better transition services (2)

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

Figure 19 shows respondents reported that approximately one-third of students were not prepared for life after high school while nearly two-thirds were prepared. Tables 29 and 30 show several responses to this question when the answer was *no* or *yes* respectively. See Appendix D for a complete list of responses.

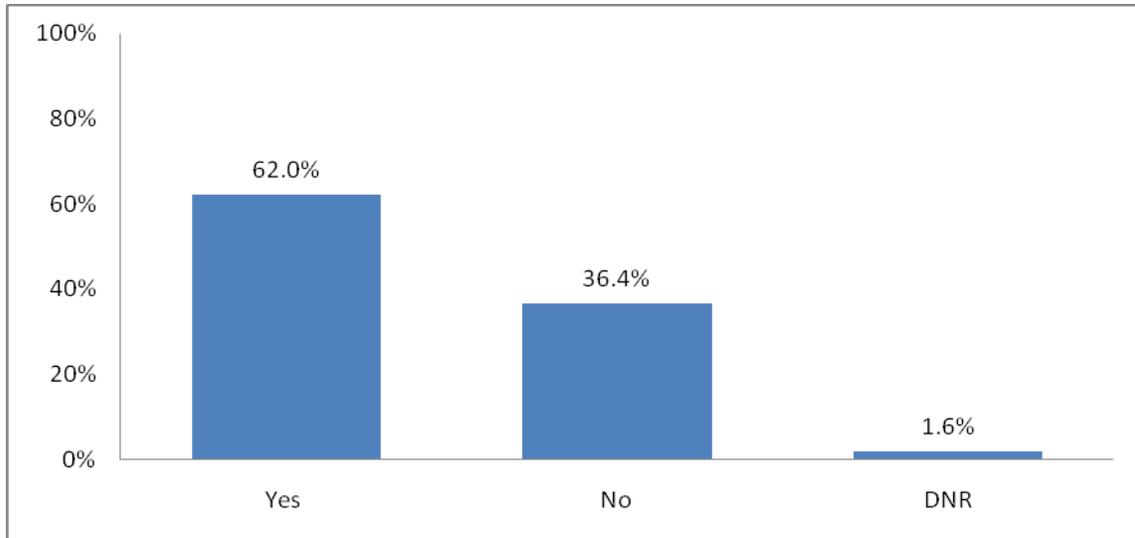


Figure 19. Perceived preparation for life after leaving high school at one year after exit.

Table 29. Reasons Student Were Not Prepared for Life after High

Reasons believed not prepared for life after high school
Needed more life skills
No one is prepared for life after high school, all areas of life can't be covered in the school
He has some special needs
Financial planning
Not for life at college but as well as could be expected
Needed to follow through with more transition changes

Table 30. Reasons Student Were Prepared for Life after High School

Reasons believed prepared for life after high school
L.D. teacher was great and able to do work on his level
Was able to attend a school that fit her needs
Combination of school and family
Getting to know people, social skills
Teachers were willing to help and offered more support
He was able to work and did well in hands on learning
Work experiences during high school helped

Since exiting high school, has the student been referred to ... (choose as many as apply). Based on responses in this interview, 45.3 percent of students were not referred to any type of adult services. The highest services students were referred to was *Vocational Rehabilitation* at 32.9 percent (see Table 31). Other adult services to which students were

referred are displayed on Table 32.

Table 31. *Referral to Adult Services at One Year after Exit.*

Referred Services	Frequency	Percentage
Vocational Rehabilitation	104	32.9%
Disability Disabilities	23	7.3%
Job Service	47	14.9%
Independent Living Centers	7	2.2%
Disability Support Services	45	14.2%
Other (please specify)	17	5.4%
None	143	45.3%
DNR	5	1.6%

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

Table 32. *Other Adult Services to which Students were Referred.*

Other Services
Open Door Program (4)
Community Options
Job Corps
Labor Ready
Work investment program

Is the student currently receiving services for his/her disability? Respondents could answer *yes* and select from identified service providers or *no*. Nearly one-third (30.1%) of the students were receiving services for their disability at one year after exiting high school. Table 33 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* was the most commonly accessed (43.2%). Other services being received at one year after exit included *community living* and *Easter Seals*. For a complete list of *other* services see Appendix D.

Table 33. *Receipt of Services for Disabilities at One Year after Exit.*

Services Received	Frequency	Percentage
Yes	95	30.1%
No	213	67.4%
DNR	8	2.6%

Table 34. *Service Providers from which Disability Services are Received.*

Services Providers	Frequency	Percentage
Vocational Rehabilitation	41	43.2%
Social Security	30	31.6%
Developmental Disabilities	15	15.8%
Job Service	14	14.7%
Independent Living Centers	1	1.1%
Disability Support Services	23	24.2%
Other (please specify)	20	21.1%
DNR	8	2.6%
<i>Note: These are percentages of the total number of cases in the cohort. Respondents could select more than one response.</i>		

Section Three

2003 – 2007 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 2007 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 (2003 through 2007). There were 171 exiters in 2003, 243 in 2004, 138 in 2005, 330 in 2006, and 316 in 2007 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, 2007, and 2008 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 and 2008, the *don't know* option was deleted. *Yes* and *yes (specify other)* responses were combined to report the *yes* data for 2005, 2006, and 2007 exiters. Figure 20 shows the percent of interview responses in which the answer to this question was *yes*.

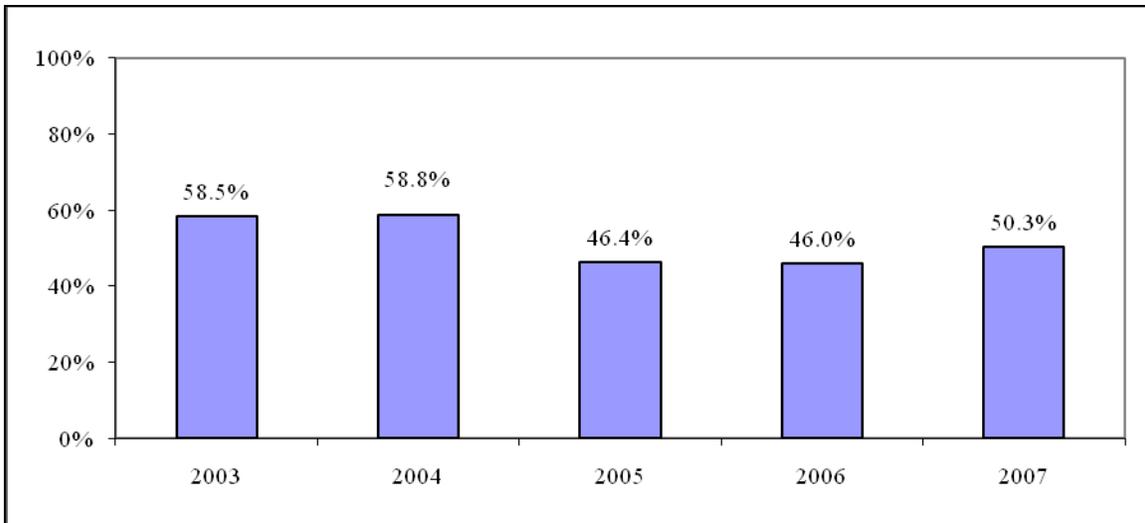


Figure 20. Student attendance in postsecondary education or training since exiting high school (2003-2007).

Has the student been employed at any time since exiting high school? In 2008, this question changed to include employment since high school as well as the previously reported “currently employed”. Figure 21 notes this change with an asterisk for the 2007 data point. Nearly eighty-seven percent of respondents for the 2007 exiters indicated employment at some time in the one year since the student exited secondary education.

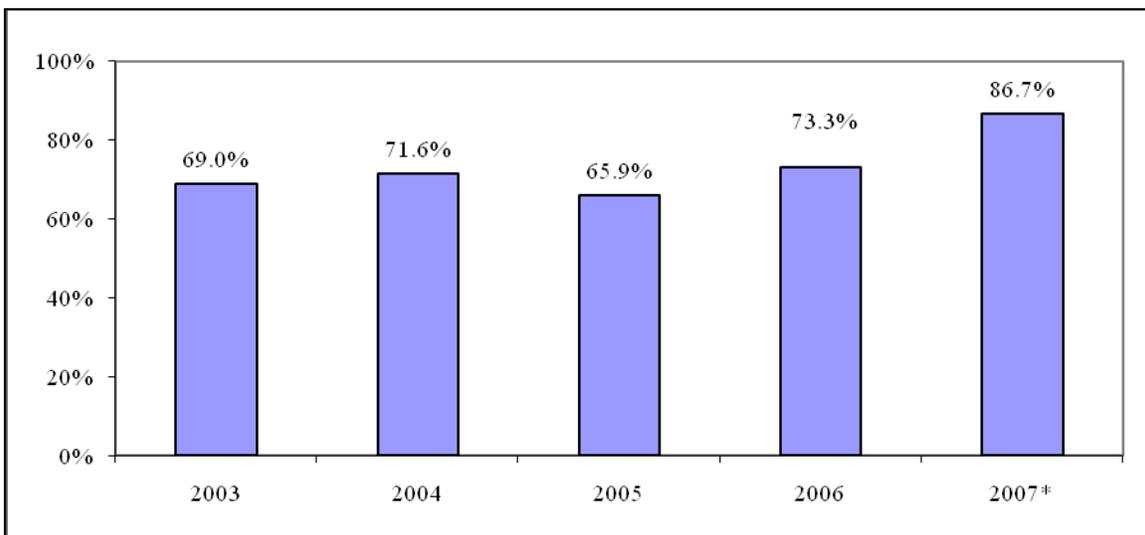


Figure 21. Percent of students employed at the time of the follow-up interview (2003-2007).

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

description). Percents of responses are reported in Table 35. 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 22. In 2007 and 2008, 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 35. *Living Arrangements at One Year after Exit (2003-2007)*

	2003	2004	2005	2006	2007
Own a home or is buying it	0.6%	2.1%	1.4%	2.7%	1.3%
Live independently in a rented apartment/house with or without a roommate	*33.9%	*39.1%	*26.8%	34.5%	22.8%
Live with parents	43.9%	40.7%	39.9%	50.3%	59.5%
Live with relatives (not parents)	0.6%	2.9%	5.1%	3.9%	3.5%
Other (specify)	17.0%	12.8%	21.0%	0.6%	3.8%
DNR	0.0%	0.0%	1.4%	0.6%	1.2%

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

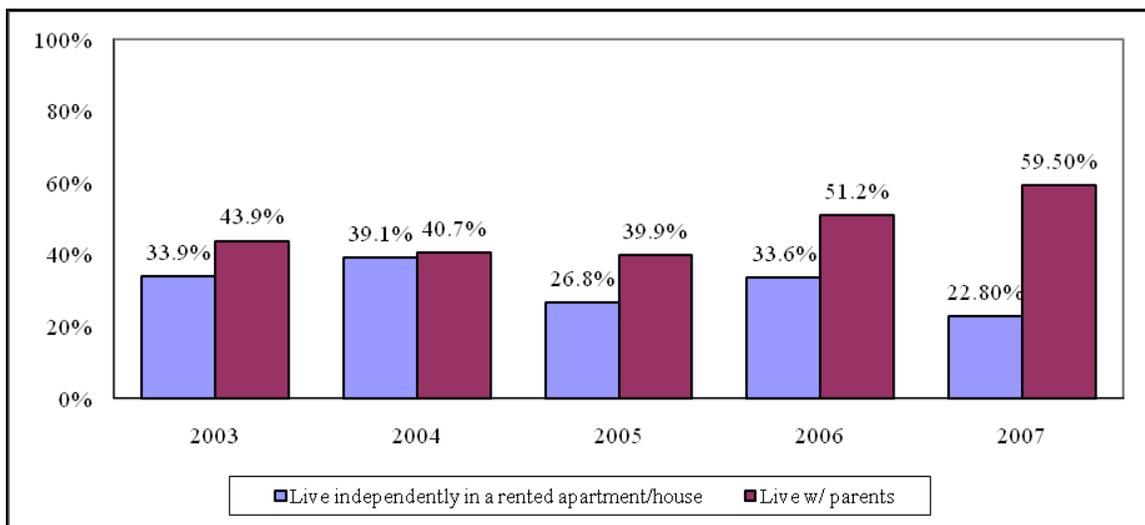


Figure 22. Highest reported living arrangement at one year after exit (2003-2007).

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

Figure 23 shows that generally more students were prepared for life after high school as reported one year after exiting high school.

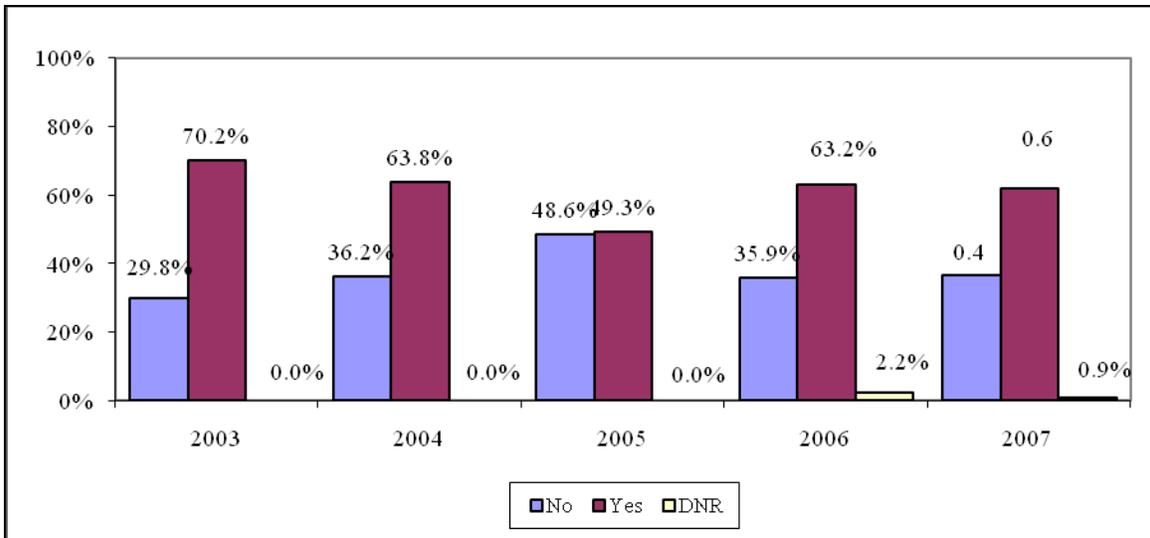


Figure 23. Perceived preparation for life after high school at one year after exit (2003-2007).

Does the student receive services for his/her disability? Between 23 and 32 percent of students reported having received services for their disability after exiting high school (figure 24). 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.

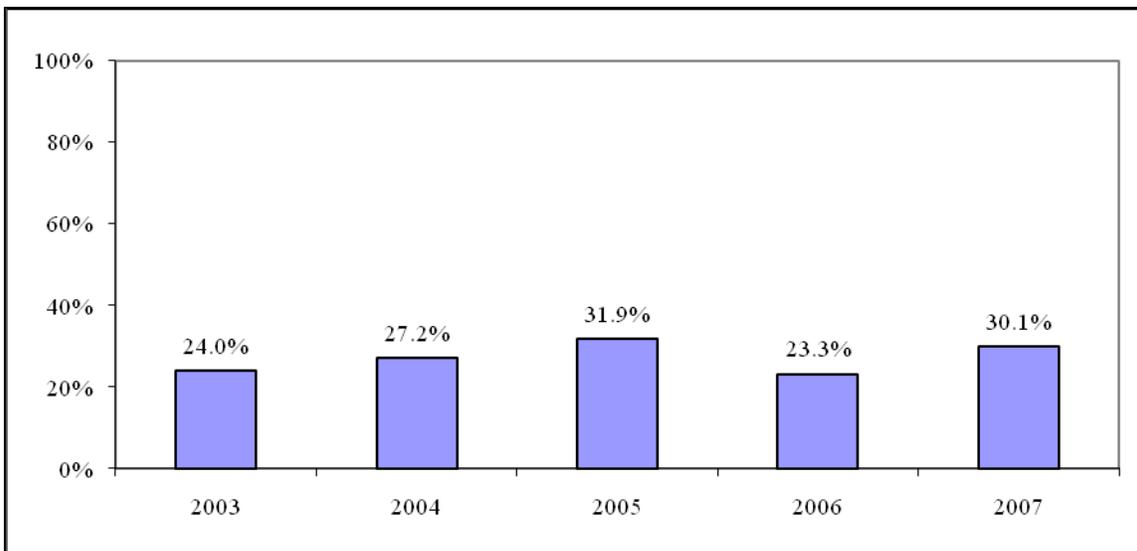


Figure 24. Percent of students receiving services for his/her disability at one year after exiting high school (2003-2007).

Those respondents who identified the 23 to 32 percent of students receiving services were then asked to identify the specific services. These are identified in Table 36

and included *Vocational Rehabilitation, Developmental Disabilities, Job Services, or other services*. In 2006, the follow-up interview question change to include *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 36. *Social Security* was added as an option in the 2007 Follow-up Interview and is included in the *other* sum for 2006 and 2007 exiters.

Table 36. *Services Received at One Year After High School Exit (2003-2007).*

	2003	2004	2005	2006	2007
Vocational Rehabilitation	14.6%	14.8%	63.6%	62.5%	43.2%
Developmental Disabilities	1.8%	2.9%	4.5%	2.5%	15.8%
Job Services	4.1%	4.1%	18.2%	17.5%	14.7%
Other	22.2%	N/A	*18.2%	*21.5%	*77.9%

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

**Note: Respondents could choose more than one option.

Appendix A
2008 Exit Survey
Directions

ND Transition Exit Survey 2008-Special Education Student
<http://ndcpd.org/TransitionSurvey>

Complete the online ND Transition Exit Survey with all 2008 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 on the student's IEP.

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 4 and 6 there may be an open-ended response; log that response in the appropriate boxes.

Q 1: What was your 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 you attended and actively participated in your most recent and/or exit IEP meeting.

Select **attended, but did not participate** if you attended, but did not participate in your most recent and/or exit IEP meeting.

Select **invited but did not attend** if you were invited but did not attend your most recent and/or exit IEP meeting.

Select **not invited** if you were not invited to your most recent and/or exit IEP meeting.

Q 2: What are your plans after high school?

The intent of this question is to establish a baseline as to student plans at the time of high school exit, and will be compared with the same type of question asked during the

Follow-Up Interview one year after exit. If you plan to be involved in more than one of the choices listed, **mark all choices that apply**.

Employment: indicates that you 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 you know you will seek work, but are uncertain about what and where, indicate employment and *identify 'uncertain' in the box*.

Military: you 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.): you will attend a liberal arts program (e.g., UND, NDSU);

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

Trade (1 yr. or less, includes Job Corps): you 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: you have no future plans following high school.

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

Other: your choice is something other than those above. *Please describe this choice in the box.*

Q.3: Did the postsecondary goals identified on your IEP include an Independent living goal?

Select **yes** if your IEP included an independent living goal in the section of the IEP titled: Transition Services-Measurable Post-secondary Goals. An independent living goal includes activities such as home living, community access, recreation and leisure skills, health and safety, etc.

Select **no** if your IEP did not include an independent living goal.

Q 4: Identify Adult Service Providers who have been identified in the IEP that will provide services to you after you graduate from high school :

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.

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

Mental Health Services: Therapeutic and supportive services accessed through private agencies, human service centers, hospitals, day and evening treatment programs, support groups.

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 that will benefit your post school or career goal. *Please specify what information you can in the box designated in the middle of the page.*

Q 5: Why are you exiting high school?

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

Graduated with a diploma: you exited the educational program through receipt of a regular high school diploma.

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

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

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, IEP goals, etc.

Employment: you have held any form of employment during high school regardless of who arranged it;

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

Social and/or interpersonal skills: you 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: you acquired specific instruction in independent living, grooming, hygiene, etc;

Community access skills: you acquired 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 acquired during high school that will positively impact your work skills. *Please specify what information you can in the box.*

Q 7: Identify your satisfaction with the 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)**

Q 8: Identify your satisfaction with the vocational or transition preparation offered by your 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.

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)**

Q 9: Identify your satisfaction with the special education services offered by your high school.

Student satisfaction with services in special education while in high school is important to document accountability as well as future planning.

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)**

Q 10: If you had to stay in school an additional semester and were free to choose classes, which 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.

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
2008 Follow-up Interview
Questions

2008 North Dakota Follow-up Interview Questions

Survey symbols

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

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

= text box

Questions

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

Yes or No?

Yes (answer remaining part of question 1)

No (see question 2)

If yes, mark as many as apply.

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)

Other (please specify)

If other, please specify.

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) Has (student) been employed at any time since leaving high school?

Yes or No?

- Yes (answer the remaining part of question 3)
- No (see question 4)

If yes, mark as many as apply.

- 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
- Other (please specify)

If other, please specify.

4) If (student) isn't working, why hasn't (student) obtained employment since leaving high school?

- 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) 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

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

- Unpaid or volunteer
- Less than minimum wage
- Minimum wage
- More than minimum wage *Based on minimum wage of \$5.85
- Refused to answer
- Don't know
- No answer

7) Does (student) have health insurance?

Yes or No?

- Yes (please identify the source of the insurance)
- No (see question 8)

If yes, please identify the source of the insurance.

- Parent's insurance
- Through (student)'s job
- Self-purchased
- Unknown
- Other (please specify)

If other, please specify.

8) 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

9) Did (student) choose to drop out of school? *Referring to dropping out of high school.

Yes or No?

- Yes (answer remaining part of question 9)
- No (see question 10)

What was the reason (student) left? Please explain.

What would have helped (student) stay in school? Please explain.

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

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

- Yes (Please explain)
- No (Please explain)

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

- 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,
- Other (please specify)
- None

13) Is (student) currently receiving services for his/her disability?

Yes or No?

- Yes (answer remaining part of question 13)
- No (see question 14)

If 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
- Other-(please specify)

If other, please specify.

14) 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 March.
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 at (1-800-233-1737).
9. **My son/daughter doesn't have a disability ...** The federal law under the Individuals with Disabilities Improvement Act defines disability and how the need for special education services for children with disabilities is determined. These criteria must have been met for your child to be included in this Follow-up Interview process. During their final year of high school your son/daughter received some type of special education services. It may have been help with reading, math, resource room or some other accommodation. My records do not indicate any specifics.

Appendix D
Follow-up Interview
Text Responses

2007 Follow-up Survey Comment Responses

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

College classes online; start in July	Moorhead Tech a couple of months
FACE post secondary program in Lakeland FL	Paraprofessional (not sure if that's a 2 yr or 4 yr thing)
In the fall	Special education school
Independent living program	Training at his residence
Life education	Training for volunteer fire department
Life education classes	Military (2)

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 have paperwork done	Just haven't done it yet
Does not know what field she wants to go into	Just taking a year off to save up some money for school
Doesn't know what she wants to do	Looking into going
Dropped out of school	Moved out of town
Enrolled for the upcoming fall (3)	National Guard
Fear of acceptance	Not sure yet (2)
Financial issues when doing school and work	Is enrolled for the upcoming semester, had a baby and got married
Gas prices are too expensive and is waiting a year to save up some money to go into town to start school. Very excited to start college!	Graduated one year early; plans on going to college next year
Got pregnant	Pushed thru school
Planning to go this fall to Wahpeton	Scared to go because of her disability
Had a child	Started a family
Has applied but not accepted yet	Taking a year off
He's still thinking about it.	Thinking about finishing alternative school
I never liked school too much	Undecided
In process of applying	Voc Rehab wouldn't help
Ordered into treatment program	Went to work
Joined the Marine Corps	Work under Voc Rehab

Question 3: Has (student) been employed at any time since leaving high school?

Babysitting	Started own business
Employment through the Open Doors program	She is currently not working at this time though
He works in an internship	Work Study at BSC
Internship at RTO; also farm work	Work study through school
Self employed	

Question 4: If (student) isn't working, why hasn't (student) obtained employment since leaving high school?

Attending Job Corps	Is in sports year round at university
Financial Aid	Is waiting to start a postsecondary education in the fall
Getting drivers license	Mother has health problems
Had a baby and got married so didn't have time	Not taking meds; not in the right frame of mind
Has 2 boys	Only works in summer

Question 7: Does (student) have health insurance?

County Social Services	Medicaid, Social Security
Grandparent (2)	Medical Assistance (2)
Her health insurance expires April 30th, 2008	Medicare and Medicaid (2)
HIS (3)	State school
HMO, BCBS	Through Job Corps
Husband	Tri Care thru the National Guard
MA in Minnesota	Unknown (2)
Medicaid (26)	

Question 8: What is (student's) current living arrangement? (Pick best fit from the description)

Barracks	Living in Arizona
Bouncing around from house to house	Military
Grandmother	Not sure
In a rented apartment with support services	Rent from mother
Lives at jobsite and at home with parents	Staying with an older sister
Lives with boyfriend and boyfriends mom in their house	Treatment

Question 9a: If (student) chose to drop out of school, what was the reason (student) left?

A lot of problems with behavior	Health issues, bullying
Because of his disability	Health problems
Behind in credits (2)	His disability causes a lack of focus
Did not like it (3)	Moved around
Didn't feel he was going to succeed	Medical reasons
If they would have left him on an IEP instead of taking him off of it due to funding cuts	Left because he had to take English over 3rd time. No real help through the Resource room. He was on an IEP but not helped. Very upset
Diploma (5)	School structure didn't fit needs
He was falling behind/Not enough 1 on1 contact	Fight in school, packed bags at 18 and moved out and dropped out of school
She was sick, and had bad anxiety	Was not working out

Didn't want to go, Wasn't getting proper help	Was living with mother at the time
His medication made him sleepy, needed more help	Someone tried to strangle a student so parent felt it wasn't a safe environment, child received bad sun burn on an outing
Got bullied	Wasn't for him
Got into trouble	

Question 9b: If (student) chose to drop out of school, what would have helped (student) stay in school?

Better teachers	Not sure (3)
Get rid of the No Child Left Behind Act	More interactive and interesting classes
Had a program like GED in the high school	Not moving
Have a safer environment, and better care taking of students	Maybe if mother and father would not have gotten divorced
Having a different principal	Nothing (5)
He needed better friends.	Some counseling
Maybe given incentives, or job training classes	We didn't want to push her, it was better at the time for her not to be there
He needed more motivation	

Question 10: If (student) could change anything about his/her high school experience, what would he/she like to change?

Applied himself, early on	Not anything
Be able to play more sports	Not going to the high school i went to
Be more outgoing	Not missing any days at all
Better/different friends (2)	Not sure (13)
Better grades (2)	Better qualified teachers
Not sure if LD program prepare them enough for college, how to study	Not to have a girlfriend, school was good experience
Better study habits	Cannot answer (2)
Not to have him separated from his peers, fear of being different	Not wasting time. Get most education could.
Change social life	Nothing (102)
Nothing has a good experience	Nothing at all. students were very helpful
Do better	Nothing had a good experience
Do not know (14)	Nothing had a good LD teacher
Do not know if he would change anything	Nothing had a great time
Do not talk about high school, it is done with	Chose different type of school rather than traditional high school
Everything was good	Nothing, absolutely loved high school
Frustration, more friends	Nothing, had a great experience (6)
Get into less trouble	Nothing, he loved high school
Get to know classmates better	Nothing, programs were very good
Girl problems	Nothing, really enjoyed it

Getting help with school, LD, sooner, pressed the issue of getting help more	Nothing, thanks to the special services offered through the school
Give principal harder time	Nothing. He was happy in high school.
Graduate on time	Offer more services and general studies
Had a good IEP team so nothing major	Offer more assistance
Offer more time to and programs for job training and living skills	Offer different classes that do more with employment
Had a very good experience. Wishes she would have turned in more of her homework so she would have received better grades	Had a social skills program for kids with disabilities but it was dropped when the professional moved. Wish they could have continued the program
Hated school. Needed help and did not get it.	Have an English class that would qualify for people with his disability
Only liked seeing friends	Participated in sports more
Have an environment where he was not scared to go to. Where he was treated like a human being instead of an animal and to be treated equally	Some of the kids were not very understanding of her disability and were not very nice. She did not like being labeled as "special"
Have him go to school and graduate	Placed on a IEP, did very well.
Have more friends. Do things more with friends	People in the school/teacher (some of them)
Have more of focus on art and music	Put more effort into school than I did
Have more study skills	Read more books
Have some girls in my class.	Really happy
Take more elective classes	She seemed to enjoy it.
Have someone in school to keep teachers from slacking, but some were very attentive, liked the inclusive education	Problems with Case Manager with Learning Disability, switch case managers at the end.
Have the teachers be more educated about learning disabilities	Special ed unit did a fantastic job. Some regular teachers were not as willing to help
Have them do more with the LD classes and better acquainted for college	Studied more and taken more advanced course
Having more farming classes	Stayed in school and received diploma
He had a disturbing life, stay out of trouble	Study a lot more
He isolated a little bit. I wish he'd have been a little more involved. He was pretty self-conscious.	Have the school do more about the bullying situation
He would have liked to have done better in school	Taken classes to pass the test to get into college
He would like to go back.	Taken more difficult classes
Helped out more by the school	Taken more drafting classes
Her friends	Taken more language classes
His dad being a full time father	Taken more math classes
His foster care experience in high school was hard on him so would change that	Teacher dealing with special education did not follow the IEP

His whole senior year because of switching teachers	That he would have passed drivers ed to get his driver's license
I cannot answer for her (2)	The principal at the high school
His work ethic	The principal was not very nice but otherwise than that it was good.
His high school experience was good but transition services going into college was terrible	They (the school) pulled his IEP, then told him he could not come to school anymore when he still should have been able to. They need more advocacy in school for people with disabilities
I do not know (3)	To do another sport
I do not know. It bothered him that he was in the developmental classes.	To make the learning process come easier but the school offered good services
I do not know. Nothing really.	To study more and be a better student
I have no idea. She had a pretty good experience. She got to do lots of things in the community.	In his last year he had a good LD teacher but before then the LD teacher was ineffective for him
I struggled in math. No other concerns.	Too worried about what to do in the future
I wish I would have decided to go to college to play football.	Tried a little harder instead of just getting by
I would have paid more attention.	Tried harder
To try harder	Tried to work harder
It went well. Not much to change.	Try harder
Joined a sports team	Unique classes, skills in retail
Learn more to do with computers	Wait to have kids, and go to college
Keeping things fair between the kids at school	Wanted more help, need more 1 on 1 time with teachers and did not get it.
Less English	Wanted to be more involved in sports
Loved High School	Wanted to graduate from a different town
Made gym class longer	Way teachers dealt with him
Make classes not so boring and alone, make more entertaining	More prepared for college with his disability
Maybe learn a little more	Wishes she would not have gotten sick
Middle and grade school, he was picked on bad. High school was a different experience.	Would have been nice to be able to keep him at home
More application	Worked harder his freshman year
More offered classes/ information on going into the workforce	More participation in extracurricular activities
Working harder on his studies	Would change nothing/Active in FFA/Ag
Wishes he could have been closer to home	Would do more in the classroom
More recent books.	Would go to a different high school
More shop classes	Worked harder
More social skills, joining clubs and such for kids with special needs	Would have been nice to have stayed in a private school

More variety of classes to be offered. Some of the teachers could have been more helpful	Would have given more life skills opportunities instead of academically focused
More involved	Would have behaved
Need more following through by administration and teachers	Would have liked to play sports. School wouldn't allow him in music classes either. Teacher said she couldn't handle it
Need more help with services that are offered	Needed more study time, [Name] school helped him more than [Name 2] did
Would have played more sports	Would have worked harder
Needed to grow up.	Would like to be more into the regular education classroom
No (2)	Would not change a thing
No nothing	Would pay more attention in class

Question 11: Do you feel that (student) was prepared for life after leaving high school?
Yes please explain.

Able to do finances and basic survival	Just accomplishing graduation
Able to get a job and life experience	Able to live on her own
Just being able to follow societies rules and getting along	Just got basic knowledge and taking care of self
Able to make the choice to go to Job Corps	Just happy to be done
Able to work	Just the classes I was able to take
After looking at his year at college think he was prepared	LD teacher was great and able to do work on his level
All of the classes helped	Just was
As well as could be (11)	Knowing how to use switches
Attitude is good.	Just the experience of high school
Because he was able to live there so he learned independent living skills	Learned a lot in high school he was ready to go
Because he was working and knew how to pay bills and manage money	Because she was able to attend a school that fit her needs
Besides having a disability, he knew that he would have to transition and that he would be on his own and knew that he was moving away from family. He feels successful at his new place of residence and is happy there, it feels like a second family	Learning how to apply for jobs and getting ready for work life. Reality of getting out and learning how to work.
Because of counseling	Life experiences helped
Being able to have a job and live on own	Life yes, academics a little behind
Learned everything he should have	Mom did not know
Still has some questions	Mom helped the most
Classes got him ready for the real world	More independent

Classes helped to teach me how to live on my own	My dad taught me a lot about being responsible.
Combination of school and family	Determination
Dad helped and enjoyed classes	No answer
Decided to enter National Guard	No reason
Knew what to expect at college, teachers helped	Not much different except I do not go to school
[Teacher's name], the special needs teacher, helped through high school	On a 1 to 10 scale a 7, enjoyed the drama classes
Did not elaborate	Not sure
Did not have that bad of a disability so I felt I was ready when i graduated	Parents helped get through and work to graduate
Does not know	Parents helped
Doing really good	Parents played a large role
Family helped, and has a strong faith in God she had a strong support system, family and friends, had good teachers	Played a lot of sports so that helped, teachers were tough so they prepared me for college
Family helped, had good classes, he is very good with number, able to do finances	Prepared for college but not necessarily for life in general
Everything (3)	Prepared to gain employment
Family helped	Prepared to join gain employment
Due to family and teachers	Pretty good
Family support	She did very well
Family support played a major role	School and family helped
Family, teachers and availability of classes	School program did a very good job
Farming, lots of math and reading are required. Measuring chemical. I learned a lot in school.	She said kind of. The school prepared her very well she just had some internal things she had to deal with
Father because he didn't treat him like he had a handicap	Really no body is, he can do things on his own
Father said somewhat but did not elaborate	She said she did not know. Too early to tell
Gained a lot of life skills and how to do them	She was able to deal with the disability she has and had a good LD teacher
Getting to know people, social skills	She was able to graduate
Getting a job right away, starting to find myself.	She was ready because they did cleaning, meal preparation, job choices, shopping.
Father says his daughter is extremely responsible and hard working and he is very proud of her	She worked and was home for the summer, works at Bobcat. Has earned money to put herself through school. She makes wise decisions.
Good teachers, and doctors	Some teachers helped
Guess so	Somewhat
Had a lot of help from teachers and help I did not expect but was there for me.	Sort of. I wanted to start working instead of go to college.
Had a good handle on things	Started a family early

Had a very good mentor who was a stand up kind of guy special ed teacher helped to become a self advocate and was awesome	Had to grow up fast so he assumed the role of helping and knew what life was about, very responsible
Had a wonderful LD teacher	Taking a career class and transition classes
Still has lots of growing up to do. Needs experiences.	Teachers helped a lot, knew he had to grow up
Had some experience living on his own his senior year	Teachers were willing to help and offered more support
Had some very good teachers, lots of support through her family	Thanks to ongoing programs, and family support
Had responsibility	Thanks to parents
The availability of classes and help from brothers	The aides were very helpful, learned good writing skills
He had a very good LD program that helped him with his study skills and staying on task	He knew what he was interested in doing for a career after high school
He has a good work ethic in school and in life, also has good will power	The carpentry program helped with his hands-on learning, work ethic was good
He believes so	The LD teacher really helped
He was able to work and did well in hands on learning	He was in scouts so he learned a lot about being prepared and doing things on his own
The teachers helped	The teachers were really good
He was ready	They helped to get ready for college
Was able to move on her own and get a job	They prepared me for what I needed.
He was working already in high school. He knows what work is. He knew what was coming after graduation.	Took classes like home improvement, health careers, classes on living on your own
[Teacher's name] helped a lot	Very ready.
Help from teachers and the homework and tests	Was able and wanted to pursue further education
Helped to let him know what he wanted to do	Was able to learn about the environment outside of school
He is doing very well in school and is pretty responsible.	He was mature and worked through his senior year in high school.
His teacher was excellent with handicapped kids	Was able to take a living skills class, and work skills, communication classes
Home life helped, after graduating social security called and said she did not qualify as having a disability so they cut off services	I cannot see him living on his own. He needs guidance in many areas. One is money. Another is picking up after himself. He definitely needs a guardian.
How to manage money	Was able to take some living classes
Was able to take a lot of classes	Went into National Guard--paid for his college.
Independent	Will see
It was different -different things to get used to.	Work experiences during high school helped

It was the way I was raised.	Yes, he was ready
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Question 11: Do you feel that (student) was prepared for life after leaving high school?
No please explain.

A class like home economics would have been helpful for knowing more about managing money, doing laundry and those sorts of things	Not able to manage life on own. lived by himself for a year but is moving home with parents
A life skills class would be nice	Needed more life skills
After I started working I did	Needed more time
Because he was held back he has poor social skills, low self esteem, depressed due to this. Wants to succeed but needs a type of program to help with this type of learning.	Needed to have more job/life skills. Definitely need improvement on transition services. It was supposed to start his junior year but didn't receive any until senior year and then hardly got any services or use from the program. Could have also gotten more
Because of his disability he can't live independently but is working towards that goal	Not as well as he should have been. I don't think he realizes that what he does now has such an impact on his future.
Below average. Nothing the school could have done to help.	Needed to follow through with more transition changes
He didn't get his degree	Because of Voc Rehab inability to help
Needed some experience for finding out what he wanted to do. likes to do hands on activities	Needed to know the real world, in certain situation where to go for help, how to be more assertive
Better sex education, teach more about finances	Needed to learn more about employability and writing resumes and such
Better teachers	Needed to offer home economics, life skills
Could have offered more ideas about employment opportunities rather than focusing so much on college	No one is prepared for life after high school, all areas of life can't be covered in the school setting
Could have offered a class that is about life skills	Brother didn't think so, nothing high school could teach you for life
Could have offered financial	No reason
No one is ready after leaving high school	Not a very good education
Could have offered more life skills classes, banking knowledge	Needed more life skills, financial, automotive, home skills
Counseling at a younger age	Needed to fill out college applications
Depends on a lot of support from parents but is pretty much ok	Not even close. There's a lot more expenses
Didn't get enough help from the school	Don't realize how to manage money
Didn't want to elaborate	Not for college.
Doesn't know much about taxes taken from paychecks	Not for life at college but as well as could be expected
Financial issues	Not grown up yet

Even though he was older he needed more experience. I tried to give him advice about my own experience	Not focused enough, maybe didn't get enough attention direction from parents and family
Not prepared for college with his disability. In high school he had a great LD teacher, [Name], but at college he didn't have a teacher/helper that took the time to do the same	Not from the school but from family. Special ed courses didn't offer needed classes for graduation. They asked mother to tutor instead because there wasn't enough teachers available. Expected him to perform at normal level in classroom when he had an IEP
Financial planning	Not really grown up but otherwise ok
For a kid with learning disabilities the paperwork didn't help and made feel defeated; not a quick learner so was misunderstood	Offer more social skills classes, more teachers with better skills and qualifications and patience for students with special needs
He experienced a traumatic car accident and health problems	Offer more choices for jobs let you know what's out there, maybe go to college
Not sure	Nothing
He's pretty low functioning; school didn't fail, he's just not capable	Nothing to do with the high school more individual
His maturity level is way behind his peers along with his reading/comprehension skills and printing	Her mom said the whole first year of college was a real eye opener that her daughter was not at all prepared for
HS they still treat you like 10 yrs old	Offer more life skills classes, job skills
I don't feel I'm ready.	Not really, wants to learn how to drive
I don't know that anyone is ready.	Poor writing skills
If counselor would have taken time to meet with students more to discuss options	only thing is that needed to learn to write a resume
In every aspect but with college needed help taking tests and studying	Program was worthless in High School for [Name] not enough 1 on 1
If they offered a life skills class	She could have been a little more prepared.
She is learning as she goes, able to take care of self and wants to make it on her own	She didn't have a concept on how to handle money. Social issues as well--when to listen to your friends, etc.
Knows generals of life but not so much in terms of being financially informed and as mature as he should be	She had some problems but it had nothing to do with the school or its services, don't think they could have done anything
Lack of maturity	Just facing reality of growing up
Learning about finances, experienced loss of father made it hard	Let kids know more about how life is after high school
She said yes and no. No because she didn't know right away what she wanted to do for a profession when she exited. But now she has it figured out so she feels prepared.	She wasn't ready for financial aspect, but not concerned about her ability to take care of herself and live independently
Taking responsibility for own actions	Should have taught him more.
Need more socialization	They could have done a lot better

Mom feels that her daughter just did the work but did not comprehend it. She feels the school did not have adequate resources available.	The school could have had more focus on students choice for after school, maybe more on employment and not just on college
Need more social skills but prepared otherwise	The school needs to provide better services and support for students and family
More one to one instruction, more demand from instructor	Need availability of group homes because of amount of care that she needs
Need to help distinguish people who may use him	Too many choices for future and not enough direction
Needed more application on his behalf, more services to get ready for the outside world	Wasn't prepared because of his disability. He didn't receive a fair chance at receiving his education
Would have helped to make better friends, he hung around with the wrong crowd. More job fairs and help to find out what options were available after high school	Were interested in the transition program offered through the state but were told that the transition program was not for him. Parents felt he could have benefited from that program, wish they could have been able to participate
Needed a quality plan instead of occupational coursework	Wish the classes they offered were more like college classes; Would help to have been more prepared
Needed better LD services, he is not able to do finances or be on his own	Would have been nice to have a stronger business program, and building trades
Needed more experiences	Needed more challenging
Needed more help with general life skills	Would have liked to have saved money
Needed more help with his disability	Would like drivers license and a job
Needed more information on the workforce and getting a job	You can only learn so much, not too much about life

Question 12: Since exiting high school has (student) been referred to...? (Choose as many as apply)

A type of social service program	Open Door Program (4)
Community Options	REM
Her mom just said Rehabilitation and the person she works with in [city]	Something through Jamestown that helped me get back braces and stuff.
Job Corps	Sylvan learning centers, Ace it program
Labor Ready	West Central Human Resources
Military	Work investment program
Northeast	

Question 13: Does (student) currently receive services for his/her disability?

Academic support services	Northeast Human Services.
Receives services from the FACE program he is attending	Not at this moment but she will be getting a job coach when she turns 21
Attending Job Corps	Only went once though to VR

Community living services	Partnerships project, PRIDE INC
Community services	Pride INC
CORES, family support services	Medicaid
Easter Seals (2)	Through the school
For Disability	Unknown at this time (2)
Independent living services	Was on program, but not at this time
Is there if he needs it during the school year	West Central Human Recourses
Choose not to go to VR; said did not have enough time between work and school. Mom wished he would have	

Question 14: Who served as the source for this information?

Caregiver	Case worker
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