

ND Transition Follow-up

Annual Report Spring 2007

Prepared by

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

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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 eight years, the North Dakota Department of Public Instruction (NDDPI) has conducted annual studies to determine the exit, one year, and three year post-school perceptions and outcomes of students with disabilities.

In 1998, staff from the 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, living, and social arrangements. The two phases of the study have expanded to include gathering school exit data from students with and without disabilities and/or their families, and gathering follow-up data one year later through telephone interviews. School personnel assist students in completing the exit interviews. The North Dakota Center for Persons with Disabilities (NDCPD) project staff and Minot State University (MSU) students conduct the follow-up telephone interviews.

Section One is a summary of the data and results of the *2006 Exit Survey* of ND students with and without disabilities. Educators in both special and general education classrooms across the state facilitated the collection of the raw data. The 2006 Online Exit Survey data for both special and general education programs and the comparison data across the most recent five exiting special education cohorts (2002-2006) are reported. Section Two is a summary of follow-up data at one year after exiting high school for students from special and general education programs who participated in the 2005 Exit Survey. This section presents data from the *2006 Follow-up Interview: One Year after High School Exit*. Section Three, titled *2001-2005 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 Four presents the *2006 Follow-up Interview: Three Years After High School Exit* for 2003 exiters as well as the *Final Summary Report* of the Follow-up Interviews at three years after exit from high school for 1999 through 2003 cohorts.

Section One
2006 Exit Survey
And
2002 – 2006 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 who were exiting high school in special education and general education.

Instrument. Prior to the 2006 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 Exit Survey 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 who were leaving school graduating, aging out of services, or dropping out of school 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 2006 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 plan (IEP). Following the interview and file review, school staff, along with the student when possible, entered

data into the 2006 Online Exit Survey. The NDDPI staff responded to procedural questions about the survey. Computer related technical support was provided to school personnel by the NDCPD project staff.

A similar exit survey process was conducted with students in the general education programs to provide a sample for comparison. Written directions (See Appendix A) were provided to principals with a designated number of logins and passwords. The number of students in the general education program surveyed was based on the number of students who exited special education from that school in 2005. Principals generally assigned a school staff member to facilitate the completion of the 2006 Online Exit Survey. The staff member provided logins and passwords to a designated number of exiting general education students. Students then logged into the 2006 Online Exit Survey and completed the ten item questionnaire.

After all special education units and schools reported that they had completed the 2006 Online Exit Survey, the NDCPD project staff locked the survey. Data was exported from the program to an Excel document in which students were assigned an identification number. The identification number was used to maintain confidentiality.

Participants

Participating special education units and general education districts/schools.

Twenty-nine special education units participated in the 2006 special education exit survey, resulting in 626 exit interviews. 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 High School, Marmot High School, Anne Carlsen Center for Children, and School for the Deaf). Those

not participating did not have exiters from their special education programs in the 2005-2006 academic year. Numbers of students and percentages of the total response set are shown in Table 1. Fifty-six districts/schools participated in the 2006 general education exit survey with a total of 641 participating general education students (see Table 2).

Table 1. *Student Numbers for Participating Special Education Units in 2006.*

Special Education Unit	No. Students	Percentage *
Bismarck	40	6.4%
Buffalo Valley	28	4.0%
Dickey/LaMoure	8	1.0%
Dickinson	10	2.0%
East Central	5	1.0%
Emmons	7	1.0%
Fargo	50	8.0%
Fort Totten	2	0.0%
Grand Forks	25	4.0%
GST	8	1.0%
Lake Region	45	7.0%
Lonetree	16	3.0%
Morton/Sioux	25	4.0%
Northern Plains	5	1.0%
Oliver/Mercer	17	3.0%
Other	12	2.0%
Peace Garden	36	6.0%
Pembina	14	2.0%
Sheyenne Valley	13	2.0%
Souris Valley	81	13.0%
South Central Prairie	13	2.0%
South Valley	28	4.0%
Standing Rock	13	2.0%
Turtle Mountain	21	3.0%
Upper Valley	28	4.0%
Wahpeton	5	1.0%
West Fargo	30	5.0%
West River	18	3.0%
Wilmac	23	4.0%
TOTAL	626	100.0%
<i>* Percentage of 626 respondents, rounded to nearest tenth of a percent.</i>		

Table 2. *Student Numbers for Participating General Education Districts/Schools in 2006.*

General Education Districts/ Schools	No. Students	Percentage*
Beach Public School District	10	1.6%
Belcourt Public School District	20	3.1%
Berthold Public School District	8	1.2%
Bisbee-Egeland Public School District	10	1.6%
Bismarck Public School District	56	8.7%
Bottineau Public School District	44	6.9%
Central Cass Public School District	10	1.6%
Central Valley Public School District	8	1.2%
Dakota Memorial High School	3	0.5%
Dickinson Trinity High School	9	1.4%
Divide County Public School District	3	0.5%
Drayton Public School District	8	1.2%
Enderlin Public School District	10	1.6%
Fargo Public School District	42	6.6%
Ft. Totten Public School District	17	2.7%
Gackle-Streeter Public School District	8	1.2%
Goodrich Public School District	2	0.3%
Grand Forks Public School District	23	3.6%
Grenora Public School District	2	0.3%
Hankinson Public School District	10	1.6%
Harvey Public School District	8	1.2%
Hazleton-Moffit-Braddock Public School District	10	1.6%
Jamestown Public School District	4	0.6%
Kensal Public School District	10	1.6%
Kindred Public School District	10	1.6%
Kulm Public School District	4	0.6%
LaMoure Public School District	10	1.6%
Larimore Public School District	10	1.6%
Leeds Public School District	15	2.3%
Lidgerwood Public School District	8	1.2%
Linton Public School District	10	1.6%
Maple Valley Public School District	2	0.3%
Midway Public School District	9	1.4%
Milnor Public School District	8	1.2%
Minot Public School District	19	3.0%
Minto Public School District	10	1.6%
Napoleon Public School District	9	1.4%
Nesson Public School District	7	1.1%

New England Public School District	14	2.2%
Newburg-United Public School District	8	1.2%
North Central Public School District	9	1.4%
Oakes Public School District	7	1.1%
Rugby Public School District	10	1.6%
School for the Deaf	3	0.5%
Scranton Public School District	9	1.4%
Southwest Community High School	7	1.1%
St. Mary's Central High School	1	0.2%
Steele-Dawson Public School District	10	1.6%
TGU Public School District	11	1.7%
Valley City Public School District	15	2.3%
Valley Public School District	9	1.4%
Wahpeton Public School District	20	3.1%
Westhope Public School District	9	1.4%
Whiteshield Public School District	2	0.3%
Williston Public School District	30	4.7%
Wing Public School District	1	0.2%
TOTAL	641	100.0%
<i>* Percentage of 641 respondents, rounded to nearest tenth of a percent.</i>		

Student demographic data. The special education cohort consisted of 417 male (66.6%) and 209 female (33.4%) students. The general education cohort consisted of 304 males (47.4%), 334 females (51.1%), and 3 students (0.5%) did not respond. Table 3 shows the racial ethnic background of the students from both special and general education participants.

Table 3. *Racial/Ethnic Groups of 2006 Exiters.*

Racial/Ethnic Group	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
White/Caucasian	532	85.0%	577	90.0%
American Indian	81	12.9%	47	7.3%
Hispanic	7	1.1%	4	0.6%
Black/African American	2	0.3%	2	0.3%
Asian/Pacific Islander	0	0.0%	4	0.6%
Other/Not Reported	4	0.6%	7	1.1%

Disability category. Table 4 shows the disability categories of students exiting special education programs. As with recent reports, the most frequently listed primary disability was specific learning disabilities (54.9%). This was followed by mental retardation (10.2%) and then emotional disturbance (8.8%). These three categories represent approximately 78.4 percent of all participating special education exiters.

Table 4. *Disability Categories of 2006 Exiting Students in Special Education.*

Category Label	Frequency	Percentage
Specific Learning Disability	372	59.4%
Mental Retardation	64	10.2%
Emotional Disturbance	55	8.8%
Other Health Impairments	54	8.6%
Speech Impairment	36	5.8%
Autism	17	2.7%
Orthopedic Impairment	7	1.1%
Traumatic Brain Injury	13	2.1%
Hearing Impaired	4	0.6%
Deaf	1	0.2%
Deaf/Blind	0	0.0%
Visual Impairment	3	0.5%
Multiple Disabilities	0	0.0%

Results

The following section presents the results of the Exit Survey that was completed online beginning in the spring of 2006. Each item on the survey is presented followed by the responses from exiters in the special education cohort as well as the general education cohort.

Did the student's most recent IEP have a post-secondary goal in (choose as many as apply)? Of the 626 special education respondents, 544 (86.9%) had such a goal, 60

(9.6%) did not, and 22 (3.5%) did not report (DNR). Of those with a post-secondary goal, 286 (45.7%) had a goal in *training*, 458 (73.2%) in *education*, 357 (57.0%) in *employment*, and 280 (44.7%) in *independent living*. See Figure 1.

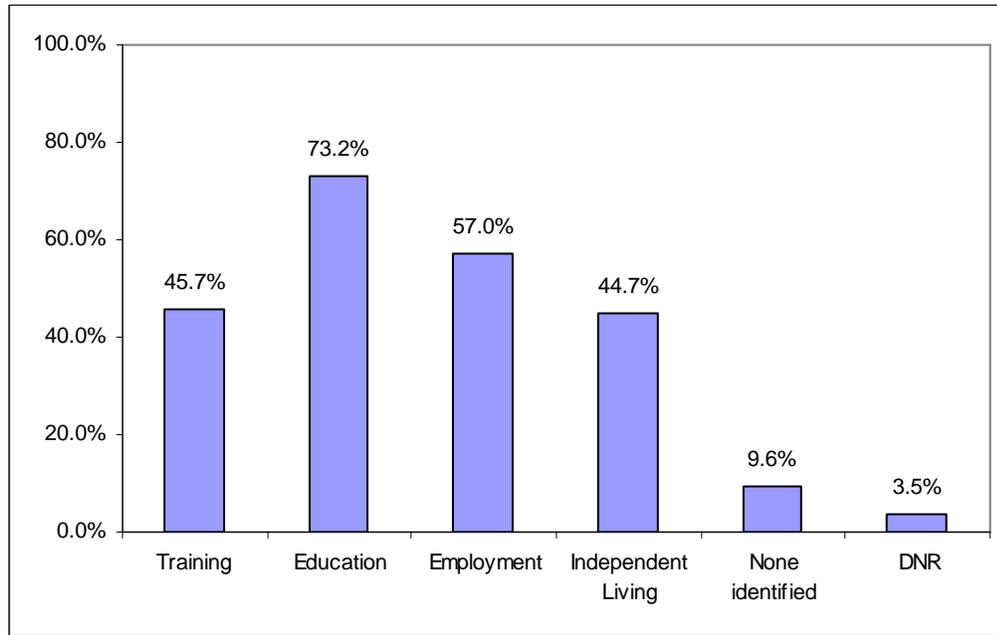


Figure 1. Categories in which students had postsecondary goals (2006).

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

These data are shown in Table 5. Based on the data, most students (79.1%) *attended and actively participated* in their IEP meetings. The 2006 Online Exit Survey had a different question for students exiting special education and general education programs. The question for students exiting general education programs was “Did you attend meetings with the guidance counselor to discuss future career plans?” Table 5 shows the number of students exiting from general education who *attended and actively participated* in guidance meetings with a counselor.

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

Participation Level	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Attended and participated	495	79.1%	366	57.1%
Attended but didn't participate	29	4.6%	83	12.9%
Did not attend	79	12.6%	189	29.5%
Not reported	23	3.7%	3	0.5%

What is this student's plan after high school? Figure 2 shows the data on the 2006 exiting students' post-school employment/education plans. Almost half of the students exiting special education (45.8%) indicated anticipated *employment*, followed by *vocational training* (41.7%). Just over half of the students exiting general education (56.9%) indicated plans to attend *university* followed by an equal number indicating *employment* and *vocational training* (22.6%).

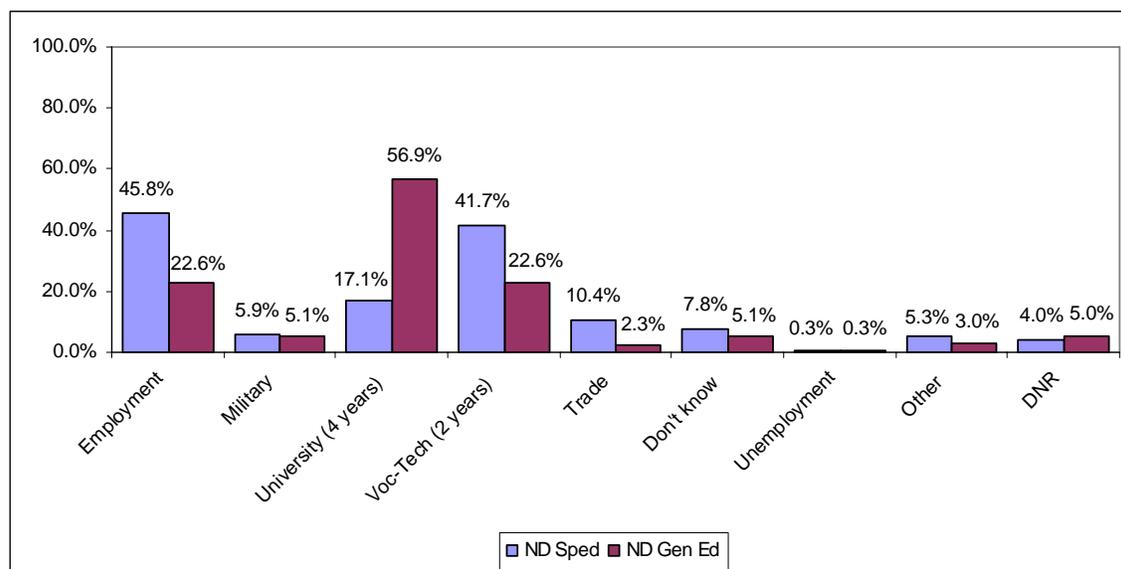


Figure 2. Postsecondary plans (2006).

Identify Adult Providers who will help the student as identified in the IEP. The transition services needed for students to reach their post-secondary goals are identified on the IEP and may include the following adult service providers: Vocational

Rehabilitation, Developmental Disabilities, Job Service, Social Security, University or College Disability Support Services, and Adult Learning Centers. Table 6 lists the service providers chosen by students based on participant's responses. It was reported that over half of the students exiting special education programs had an identified possible future need for services from *Vocational Rehabilitation* (72.2%) and less than half from *College/University Disability Support Services* (43.1%). Twenty-four (3.8%) students exiting special education programs did not respond. More general education students (45.2%) indicated *No services needed* after leaving high school. However, 37.8 percent indicated possibly requiring services from *College/University Support Services*. Thirty-nine (6.1%) students exiting general education programs did not respond to this question.

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

Service Provider	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Vocational Rehabilitation	452	72.2%	35	5.5%
Developmental Disabilities	49	7.8%	NA	NA
Center for Independent Living	NA	NA	8	1.2%
Job Service	147	23.5%	82	12.8%
Social Security	45	7.2%	17	2.7%
University Support Services	270	43.1%	242	37.8%
Adult Learning Center	10	1.6%	4	0.6%
Other	27	4.3%	53	8.3%
No services needed	69	11.0%	290	45.2%
Not reported	24	3.8%	39	6.1%

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

Why did the student exit your program? Figure 3 shows the breakdown of reasons for the students exiting school. For students exiting special education programs in 2006, 89.1 percent *graduated with a diploma*, 1.6 percent *graduated with a certificate of completion*, 3.2 percent *aged out*, 5.0 percent *dropped out*, and 1.1 percent DNR. Results for students exiting general education programs indicated that 98.4 percent of the

students graduated with a diploma, 0.2 percent graduated with a certificate of completion, 0.2 percent dropped out, and 0.9 percent DNR. Not all exiting students from special and general education are represented in this survey which may account for discrepancies in drop out rates. Participation by students in general education is a sampling based on the number of students exiting special education programs who participated in the 2005 Exit Survey. Only students who were still in school at the time of the 2006 Online Exit Survey participated in the study; therefore the drop out rate for special and general education participants is not accurate. Refer to the Data Collection Methods section on page 4 for further details on participation.

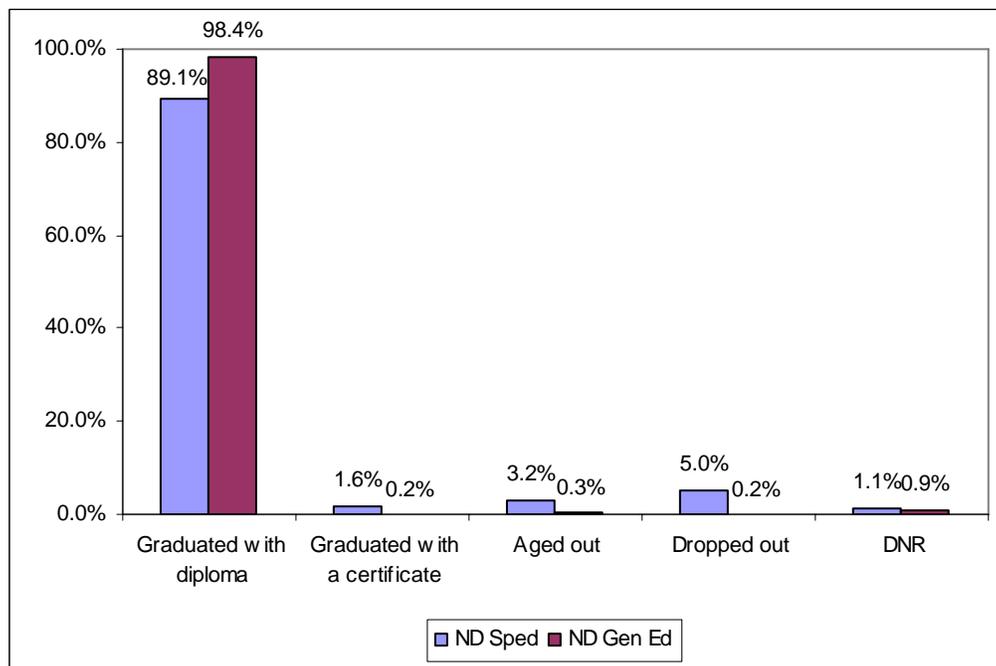


Figure 3. Reasons for exit (2006).

Identify occupational skills attained by the student during high school. Table 7 presents the data. For students exiting special education in 2006, the largest percentages include employment (75.9%), computer skills (73.3%), work skills (70.1%), and working in teams (65.2%). Students exiting general education indicated attaining similar skills:

work skills (78.3%) computer skills (77.1%), working in teams (76.6%), and employment (69.7%).

Table 7. *Occupational Skills Attained by the Student During High School.*

Skill Area	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Employment	475	75.9%	447	69.7%
Work skills	439	70.1%	502	78.3%
Social skills	391	62.5%	476	74.3%
Daily living skills	348	55.6%	422	65.8%
Community access	256	40.9%	312	48.7%
Computer literacy/keyboard	459	73.3%	494	77.1%
Work in teams/groups	408	65.2%	491	76.6%
Other	48	7.7%	57	8.9%
Not reported	30	4.8%	18	2.8%

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

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

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

Rating	Special Education			General Education		
	Overall program	Voc/ Trans	SpEd	Overall program	Voc/ Trans	Academics
A	23.3%	35.8%	47.3%	29.6%	29.2%	27.1%
B	38.0%	36.6%	29.4%	45.7%	45.9%	45.2%
C	21.6%	12.9%	8.5%	18.7%	17.6%	18.4%
D	2.4%	1.4%	1.4%	2.5%	3.6%	5.1%
F	2.4%	1.0%	1.0%	2.2%	1.6%	2.3%
Not reported	12.5%	12.3%	12.5%	1.2%	2.2%	1.7%

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

In Table 9 data were converted to numerical forms. A rating grade point similar to a school grade point average (GPA) was calculated with each letter weighted from 0 through 4 (0=F, 4=A). GPAs were calculated based on the number of students who responded to the item, not the whole number of student participants for the survey. Students exiting special education rated the special education program the highest with a GPA of 3.4 while students exiting general education programs rated the overall high school program and the vocational or transitional programs the highest with a GPA of 3.0.

Table 9. *Program Rating Grade Point.*

GPA	Programs			
	Overall program	Vocational/ Transitional	Special Education	Academics
Special Education	2.9	3.2	3.4	NA
General Education	3.0	3.0	NA	2.9

If you had to stay in school an additional semester and were free to choose classes, what would you take? The results (see Table 10) suggest that 40.6 percent of the students exiting special education would take more personal interest courses. Thirty-six percent of the participants indicated that they would take functional and vocational classes and 10.5 percent would take additional academic courses. Almost 60 percent of

the students exiting general education programs indicated they would take more personal interest courses. Whereas 20.9 percent of the students would choose academic and 16.7 percent would choose functional/vocational courses.

Table 10. *Choices for Additional Coursework.*

Course topic/area	Special Education	General Education
Academic	10.5%	20.9%
Personal Interest	40.6%	59.9%
Functional/Vocational	36.4%	16.7%
Not reported	12.5%	2.5%

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

Data reported in this section is disseminated by NDDPI to personnel throughout the state including special education directors, special education teachers, and the Transition Steering Council. The data will be used to make program improvements in the education of ND students as they transition from high school to postsecondary activities.

2002 – 2006 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 Online Exit Survey are noted in the text that follows.

Results

The following section reports the results from the five most recent groups (2002-2006) of students exiting special education programs. See Figure 4 for a comparison of the numbers of participants in the Exit study.

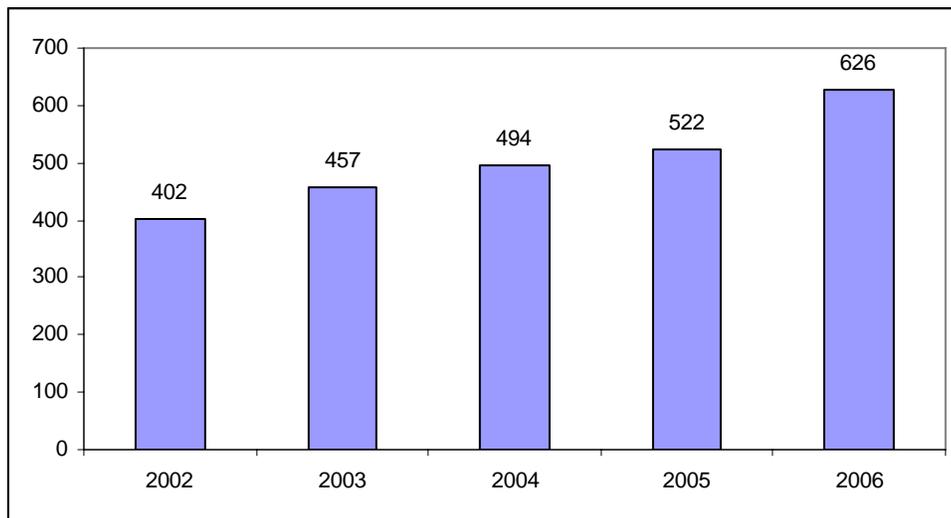


Figure 4. Participants in exit study from 2002 through 2006.

Did the student's most recent IEP identify an anticipated career or post school employment goal? Respondents selected *yes* or *no* for this item. In 2006 the survey asked “*Did the student's most recent IEP have a post-secondary goal in (choose as many as apply).*” Options for this item included *a) training, b) education, c) employment, d) independent living, and e) no post secondary goal identified*. Reported 2006 data were calculated by subtracting the no post secondary goal identified percent (10%) and the percent of those whose questionnaire did not have a response (3%) from 100 percent. Figure 5 shows the percent of students receiving special education services whose most recent IEP identified an anticipated career or post school employment goal.

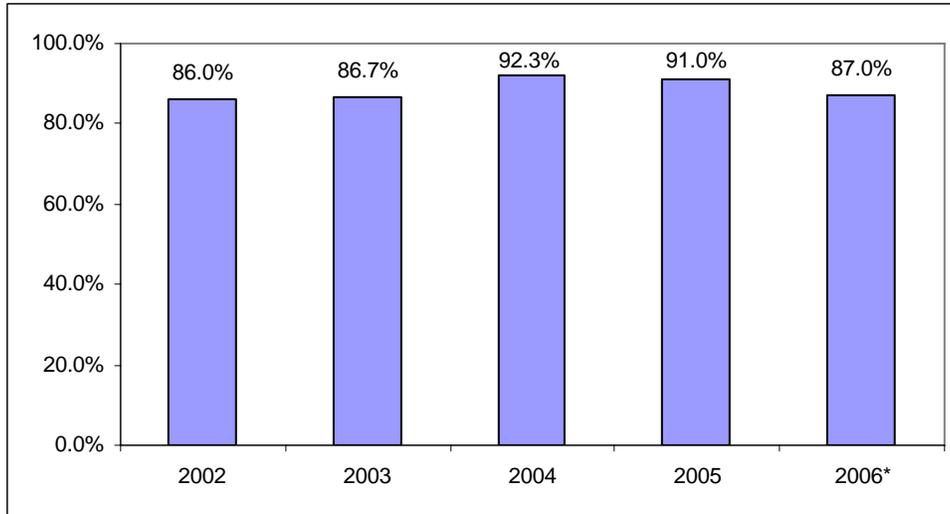


Figure 5. Percent of IEPs with anticipated career or post school employment goal (2002-2006).

*Note: the 2006 Exit Survey had new response options specifying post-secondary goals.

Did the student attend all or part of the most recent and/or exit IEP meeting? All surveys from 2002 through 2006 had the same question; no changes are noted for the 2006 chart data. Responses on the Exit Surveys included *attended and actively participated*, *attended but did not participate*, or *did not attend*. Figure 6 shows the percent responses to each of these options as well as the percent of surveys that did not have a response recorded for each year.

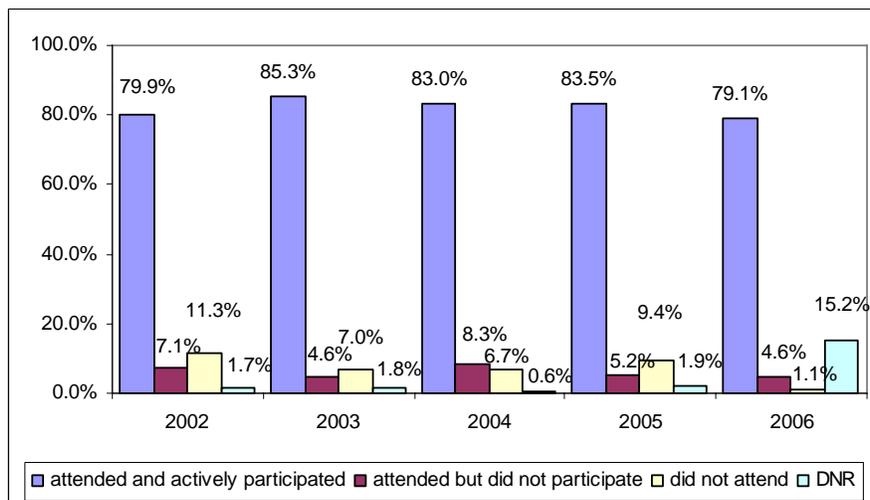


Figure 6. Attendance and participation at the most recent and/or exit meeting (2002-2006).

What is the student's plan after high school? The student's plans after high school were identified next. In 2002-2006 students and/or their teachers indicated the student's plans after high school by selecting from the options listed in Table 11. In 2006, 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 options *University (4 yr.)*, *Voc-tech (2 yr.)*, and *Trade (1 yr. or less, includes Job Corps)* were combined and entered as *Postsecondary*. Figure 7 shows the two highest choices for each year, employment, and postsecondary.

Table 11. *Postsecondary Plans (2002-2006)*.

Post-secondary Plans	2002	2003	2004	2005	2006
Employment	49.3%	35.9%	42.9%	48.6%	45.8%
Military	5.1%	5.5%	4.9%	3.8%	5.9%
Postsecondary	61.3%	64.8%	46.4%	61.2%	*69.2%
Don't know	4.2%	5.7%	4.0%	3.3%	7.8%
Unemployment/not able to work	0.2%	0.4%	0.6%	0.8%	0.3%
Other plans	4.9%	3.9%	4.9%	3.3%	5.3%
DNR	2.2%	1.3%	1.8%	2.5%	3.9%

- Note: the 2006 Exit Survey had new response options that divided the post-secondary option to specific settings.

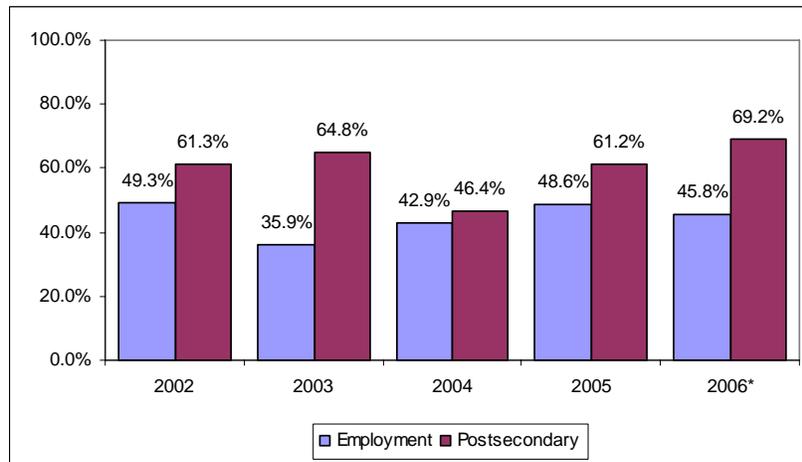


Figure 7. Percent of employment and postsecondary education plans (2002-2006).

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 12 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 12. *Identify Adult Providers Who Will Help Student as Identified in IEP (2002-2006)?*

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

Why did the student exit your program? Table 13 shows the reasons participating students exited high school. These included *graduated with a diploma, graduated with a certificate, aged out, and dropped out.* Figure 8 shows the graduated with diploma percents from 2002 through 2006.

Table 13. *Reasons for Exit (2002-2006).*

Exit Reason	2002	2003	2004	2005	2006
Graduated, diploma	91.2%	92.3%	90.5%	90.4%	89.1%
Graduated, certificate	2.0%	2.6%	2.2%	3.5%	1.6%
Aged out	2.7%	2.6%	2.6%	2.5%	3.2%
Dropped out	1.7%	0.9%	1.8%	3.1%	5.0%
DNR	2.5%	1.5%	2.8%	0.6%	1.1%

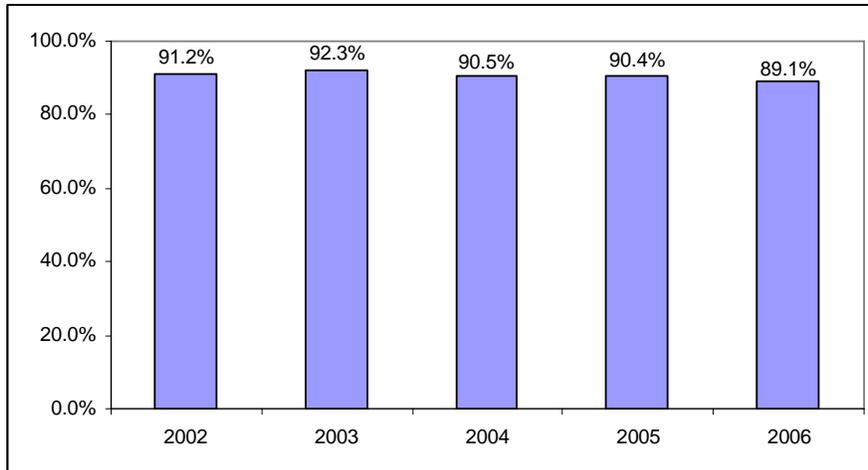


Figure 8. Graduated with diploma (2002-2006).

Identify student satisfaction with overall high school program, vocational or transition aspect of high school, and special education aspect of high school. Students gave each program a letter grade (A through F). A rating grade point similar to a school grade point average (GPA) was calculated with each letter weighted from 0 through 4 (0=F, 4=A). Each of the figure represents overall student satisfaction calculated as a GPA based on the number of students who responded. Figures 9 through 11 show average student satisfaction from 2002 through 2006.

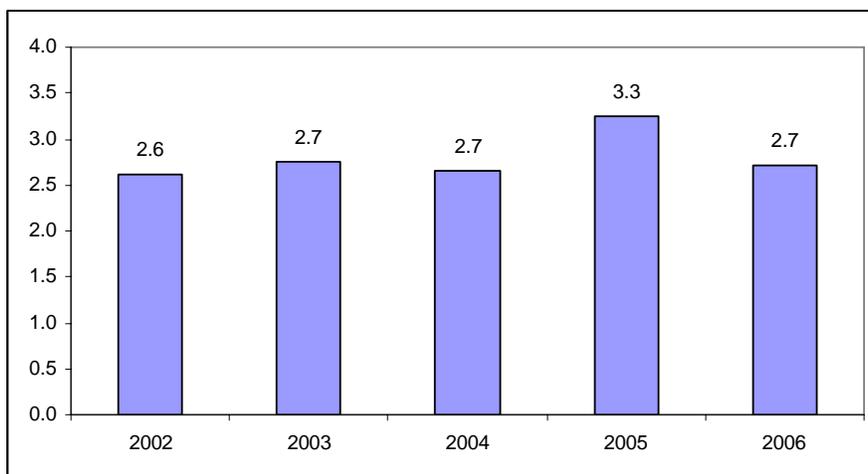


Figure 9. Satisfaction with overall high school program as GPA (2002-2006).

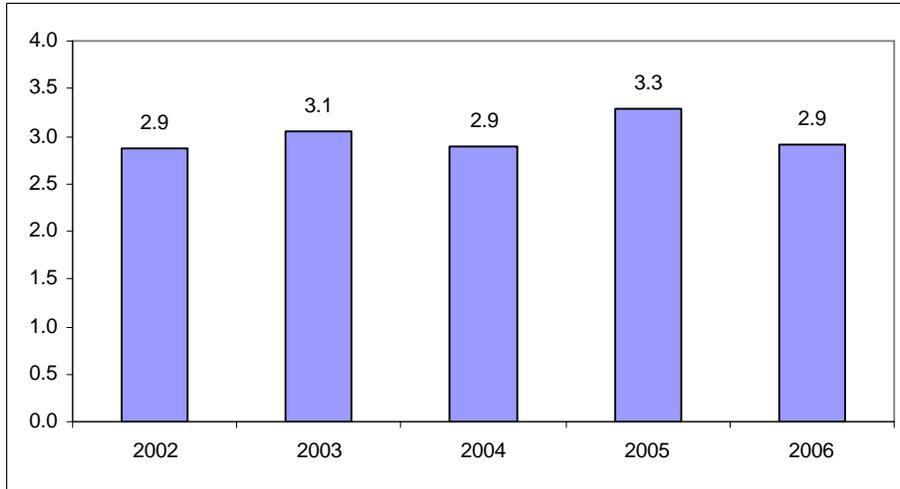


Figure 10. Satisfaction with vocational or transition aspect of high school as GPA (2002-2006).

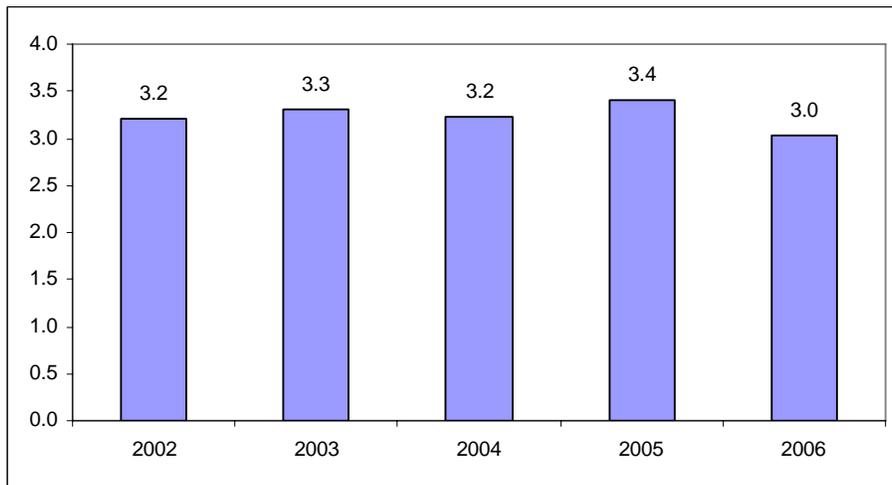


Figure 11. Satisfaction with special education program as GPA (2002-2006).

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 Online Exit Survey 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 12.

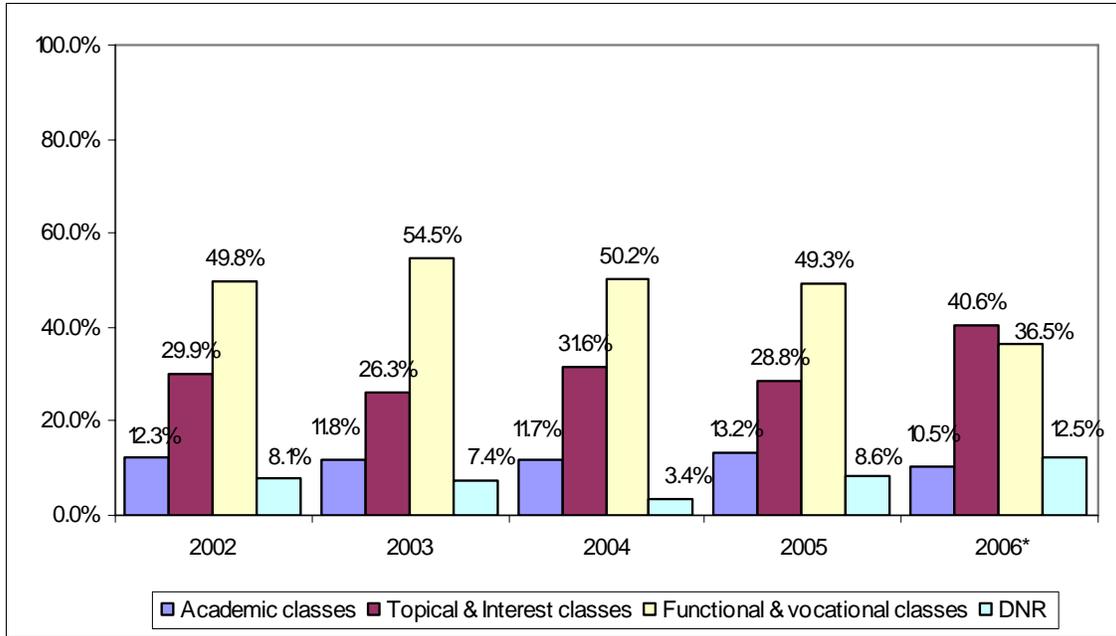


Figure 12. Choices for additional coursework (2002-2006).

Note: the 2006 survey response options changed as described above.

Section Two

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

This report continues the series of technical reports on the ND Transition Follow-up Project, funded by the NDDPI, Office of Special Education. The NDDPI contracted with the NDCPD project staff to conduct follow-up telephone interviews with students or a designated contact person at one year after exit from high school. The following is a report of data from the 2006 Online Follow-up Interview for students who completed the 2005 Exit Survey. The initial school exit data were presented in a previous report and are available from the NDCPD or from the NDDPI, as well as from their respective websites.

Data Collection Method

Contact information was obtained via the Exit Survey completed in the spring of 2005. Once contacted, the respondent (student or designated contact person) was interviewed using the *2006 Follow-up Interview* (see Appendix B). This instrument and the procedures are described below.

Instrument. The initial interview questionnaire was developed following an extensive review of materials. The NDDPI staff provided the NDCPD project staff with the National Post School Outcomes (NPSO) Center essential questions. After several revised drafts by the NDDPI and NDCPD staff, the final version of the *NDDPI Follow-up Project Interview* was developed. This questionnaire incorporated the most salient items of interest and provided an efficient instrument for gathering data via telephone interviews.

Prior to the 2005 Online Follow-up Interview, data were collected using a paper questionnaire. The new Follow-up Interview questions are based on current information

necessary for special education data collection. Questions and response options from previous years were revised to elicit more specific information. Several items on the survey were presented in slightly different formats.

Procedures. The procedure for contacting participants was developed by the NDCPD project staff. The call list was compiled from the demographic information (name, address, phone number, and name of designated contact person) provided by the participating special education units and school districts through exit survey data collected. Student information is sometimes inaccurate one year after exiting high school due to incomplete information entered on the exit survey or changes that occur after the survey such as students and/or contacts (generally parents) moving, change in phone number, or a disconnected phone line. The NDCPD project staff worked to update missing contact information. 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 to ensure greater confidentiality. These data files were used to generate contact logs for the 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. They 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 on 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.

Participants

Of the 522 students from special education who completed the 2005 Exit Survey, 138 Follow-up Interviews were completed one year after exit, a 26.5 percent completion rate (see Table 14). Of the 297 students from general education who completed the 2005 Exit Survey, 83 Follow-up Interviews were completed at one year after exit for a 27.9 percent completion rate.

Table 14. *One Year Follow-up Interview Participation from 2005 Exiters.*

Participation	Special Education	General Education
Exit Survey	521	279
One Year Follow-up Interview	138	83
Completion Rate	26.5%	29.7%

Who served as the source for this information?

Table 15 shows who served as the source for the follow-up interviews. Parents were most often the designated contact person who completed the interviews for students from both special education (85.5%) and general education (71.1%) programs. Only 6.5 percent of the follow-up interviews for students in special education were completed by the student, while 27.7 percent of students in general education completed the survey themselves. In one case, a friend served as the source for the interview.

Table 15. *Who Served as the Source for This Information?*

Source	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
The student	9	6.5%	23	27.7%
Parent	118	85.5%	59	71.1%
Guardian/Foster parent	2	1.4%	0	0.0%
Sibling	6	4.3%	0	0.0%
Grandparent	0	0.0%	1	1.2%
Other family member	0	0.0%	0	0.0%
Family friend	0	0.0%	0	0.0%
Other (specify)	1	0.7%	0	0.0%
DNR	2	1.4%	0	0.0%

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

Results

The following section describes the results of the Follow-up Interview at one year after exiting high school for 2005 exiters. Each question from the interview is included with the results from the special education cohort and the general education cohort.

Appendix D contains Follow-up Interview text responses and comments for all items to which a text response could be given.

Has the student been enrolled in any of the following types of post secondary education at any time since leaving high school? Respondents could select *no*, *yes* and indicate a program (*high school completion document or certificate program, short-term education or employment training program, vocational technical school- less than a 2 year program, community or technical college (2 year), or college or university (4 year program)*), or *yes (specify other)* and indicate a specific program. For this question *yes* and *yes (specify other)* responses were combined to get the total *yes*. Forty six percent of students from the special education cohort had been enrolled in some type of postsecondary education since exiting high school (see Table 16). An equal number indicated that they had not been enrolled and seven percent did not respond. About

seventy percent of students from the general education cohort had been enrolled in some type of postsecondary education (see Table 16). Nearly ten percent indicated that they had not been enrolled and twenty one percent did not respond to this question.

Table 16. *Enrollment in Postsecondary Education Since High School.*

Postsecondary Education Enrollment	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	64	46.4%	8	9.6%
Yes	64	46.4%	58	69.9%
Don't know	1	0.7%	0	0.0%
DNR	9	6.5%	17	20.5%

Figure 13 shows the options for types of postsecondary education programs students had been enrolled in since high school exit. Percentages are based on those who indicated yes or yes (specify other). For students who exited special education programs and had been enrolled in a postsecondary program, over half had been enrolled in a community or technical college (2 year) program. Sixty four percent of the general education exiters had enrolled in a college or university (4 year program). Table 17 shows the other types of postsecondary education programs. One student in the special education cohort and two students in the general education cohort indicated joining a branch of the military. Other types of postsecondary education programs included “business management,” “nursing,” and “Stewart school.”

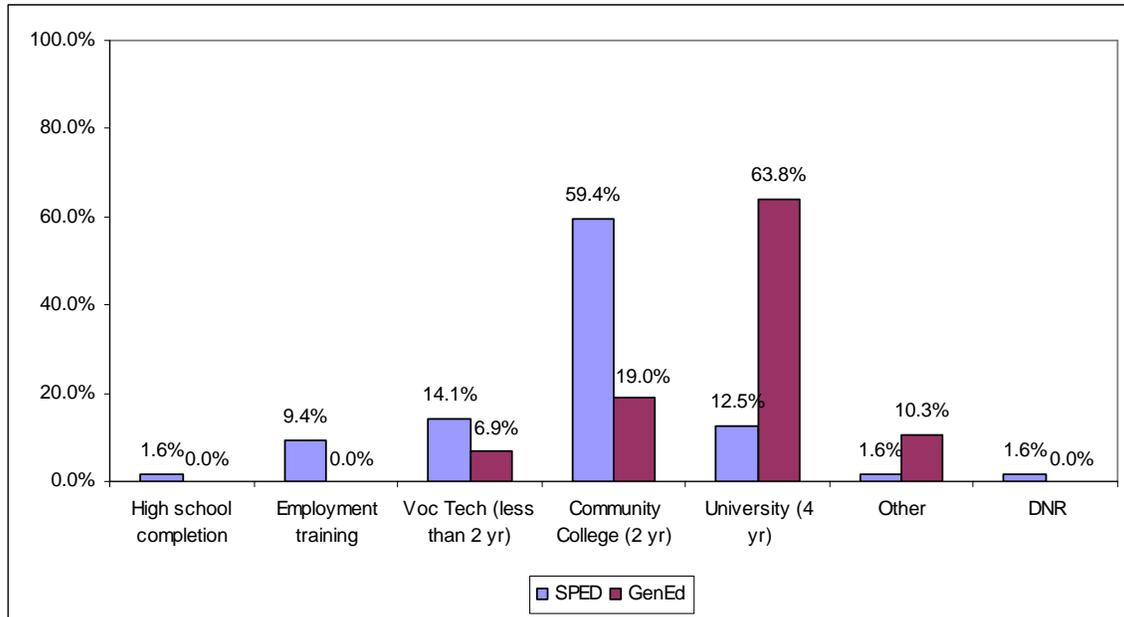


Figure 13. Types of postsecondary education enrollment (2005 exiters).

Table 17. Other Types of Postsecondary Education.

Special Education	Frequency	General Education	Frequency
Joined the army	1	U.S. Marines	1
		Business management	1
		Nursing	1
		Navel Academy	1
		Stewart school	1

If not, why hasn't the student enrolled in postsecondary education since high school? (check as many as apply). Table 18 shows the possible reasons for not enrolling in postsecondary education. Respondents for students who exited special education programs and had not been enrolled in postsecondary education indicated the most common reason for not attending was working (23.9%). General education exiters' reasons were more frequently other (6.0%) and working (4.8%). Fifty seven percent of respondents for the special education cohort and eighty four percent of respondents for the general education cohort did not respond to this question. *Other* reasons identified by students from the special education cohort included "chose not to go," "wanted to take a break," "family," "Joined the Army," and "dropped out of high school." General

education participants indicated *other* reasons as well, including “Will be attending,” “Waiting for sister,” “Tested for bipolar,” and “Not ready” (see Table 19).

Table 18. *Reasons for not Enrolling in Postsecondary Education at One Year after Exit.*

Reasons for Not Enrolling in Postsecondary Education	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Lack training in immediate locale	0	0.0%	0	0.0%
Lacks skills/qualifications	14	10.1%	0	0.0%
Lacks transportation	0	0.0%	0	0.0%
Working	33	23.9%	4	4.8%
Did not want to go	8	5.8%	0	0.0%
Health problems preclude going	2	1.4%	0	0.0%
Believes cannot afford	0	0.0%	2	2.4%
Other (please specify)	5	3.6%	5	6.0%
Don't know	2	1.4%	2	2.4%
DNR	78	56.5%	70	84.3%

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

Table 19. *Other Reasons for not Enrolling in Postsecondary Education.*

Special Education	Frequency	General Education	Frequency
Chose not to go	1	Will be attending	1
Wanted to take a break	1	Waiting for sister	1
Family	1	Tested for bipolar	1
Joined the army	1	Not ready	1
Dropped out of high school	1		

Is the student currently employed? Response options were *no*, *yes* and indicate employment type (sheltered or supported employment setting, family member’s home/business/farm, or competitive employment setting (full or part-time basis, at or above minimum wage, integrated setting)), or *yes (specify other)* and indicate a specific employment type. *Sheltered or supported employment setting* was included as an option for students exiting special education programs only. For this question *yes* and *yes (specify other)* responses were combined to get the total percentage for *yes*. Sixty-five percent of students who exited high school special education programs were currently employed at the time of the follow-up interview (see Table 20). Two participants from

special education did not respond (1.4%). Eighty-three percent of students who exited high school general education were employed at the time of the interview. Two participants from general education did not respond to this question (2.4%).

Table 20. *Employment Status at One Year after Exit.*

Currently Employed	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	45	32.6%	12	14.5%
Yes	91	65.9%	69	83.1%
DNR	2	1.4%	2	2.4%

Figure 14 shows the options for types of employment in which students were working. Percentages are based on those who indicated *yes* or *yes (specify other)*. For students who participated in special education programs and were working, nearly three-fourths (74.7%) were employed in a competitive employment setting at the time of the Follow-up Interview. Two-thirds of students who exited general education programs (66.7%) were working in some other employment type.

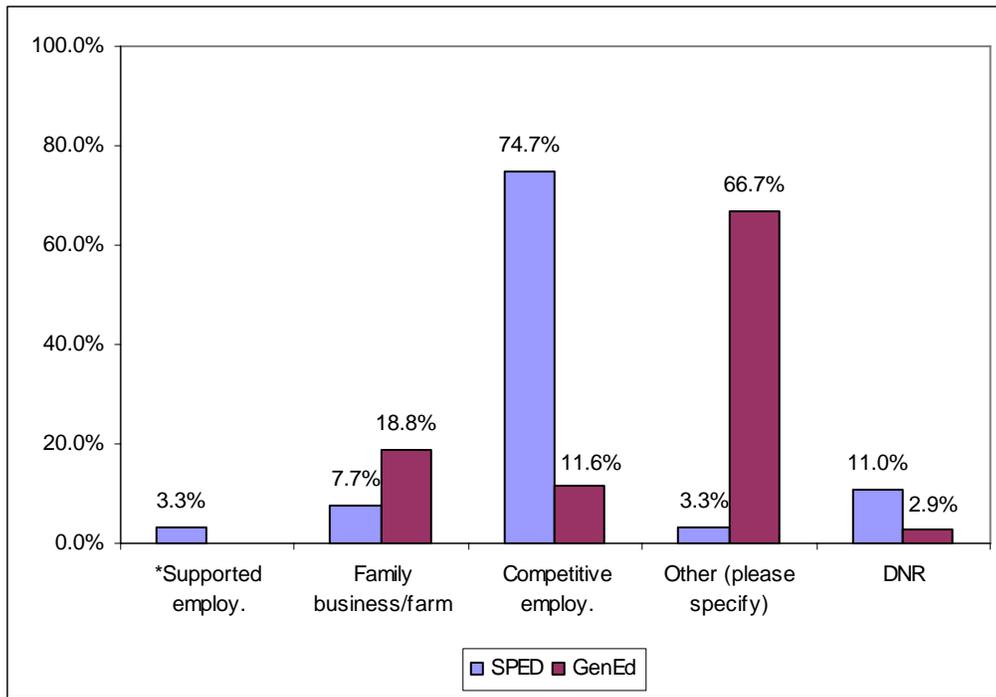


Figure 14. Categories of employment at one year after exit.

Other types of employment noted by participants included part-time or summer employment, volunteering, babysitting or child care, and the military. See Table 21 for a full listing of *other* types of employment.

Table 21. *Other Types of Employment.*

Special Education	Frequency	General Education	Frequency
Work Study	1	Part-time/summer	4
Volunteers at the nursing home	1	Lake Metigoshe	2
Gets paid in the army	1	Babysitting/Child care	4
		Electrician	2
		Nursing home/hospital	3
		Welding	2
		Parks and recreation	2
		Works for the city	1
		School	1
		Restaurant/cafe	3
		Highway/Road surveyor	2
		Culligan water	1
		Military	3
		Unicoil	1
		Shift supervisor	1
		Store Clerk	3
		Telemarketer	1
		Musician	1
		Golf course	1
		Manufacturer	1
		Government/Political	2
		Office work	1

If the student isn't working, why not? Table 22 shows the possible reasons for not working. Students who exited special education programs and were not working at the time of the follow-up interview most often were attending a postsecondary program (13.0%). Students in the general education cohort more often indicated *other reasons* (10.8%) for not attending. Table 23 shows the *other* reasons for not working which included joined the military, provided child care (“stay at home mom” and “baby sits”), and looking for a job, to name a few. Ninety-nine students who had attended special education programs (71.7%) and 71 students (85.5%) who had attended general

education programs did not respond to this question.

Table 22. *Reasons for not Working at One Year after Exit.*

Reasons for Not Working	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Lack of employment opportunities in immediate locale	1	0.7%	0	0.0%
Lacks the necessary skills/training for employment in the area	11	8.0%	0	0.0%
Lacks transportation	0	0.0%	0	0.0%
Attending a post secondary program	18	13.0%	2	2.4%
Does not want to work	1	0.7%	0	0.0%
Health problems that preclude employment	2	1.4%	0	0.0%
Believes lose benefits if works	0	0.0%	NA	NA
Other (please specify)	6	4.3%	9	10.8%
Don't know	1	0.7%	1	1.2%
DNR	99	71.7%	71	85.5%

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

Table 23. *Other Reasons for not Working.*

Special Education	Frequency	General Education	Frequency
In the Navy	1	Looking	3
Looking for a job	1	In between jobs	2
Stay at home mom	1	Summer	2
In the Army	1	Baby-sits	1
Lack of ambition, and scared or fearful, and possibly the group he hangs out with.	1	Navy	1
Long hours at school	1		

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

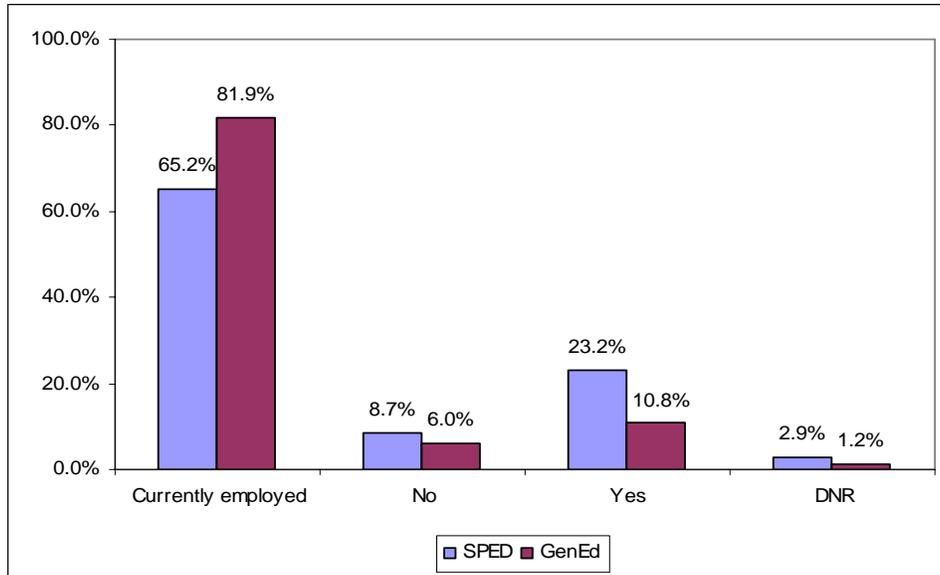


Figure 15. Employment since exiting high school.

How many hours on average does the student work per week? Table 24 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. Thirty-nine percent of students in the special education cohort were reported as working full-time. Thirty-one percent of the students from the general education cohort were reported as working part-time and full-time. Figure 16 shows the comparison of full-time and part-time employment reported. Forty-seven respondents for students in the special education cohort (34.1%) and 29 respondents for students in the general education cohort (34.9%) did not respond to this part of the question.

Table 24. *Categories of Hours Worked per Week at One Year after Exit.*

Hours worked per week	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Full-time (more than 35 hours)	54	39.1%	26	31.3%
Part-time (35 or less hours per week)	32	23.2%	26	31.3%
Refuse to answer	0	0.0%	0	0.0%
Don't know	4	2.9%	1	1.2%
No answer	1	0.7%	1	1.2%
DNR	47	34.1%	29	34.9%

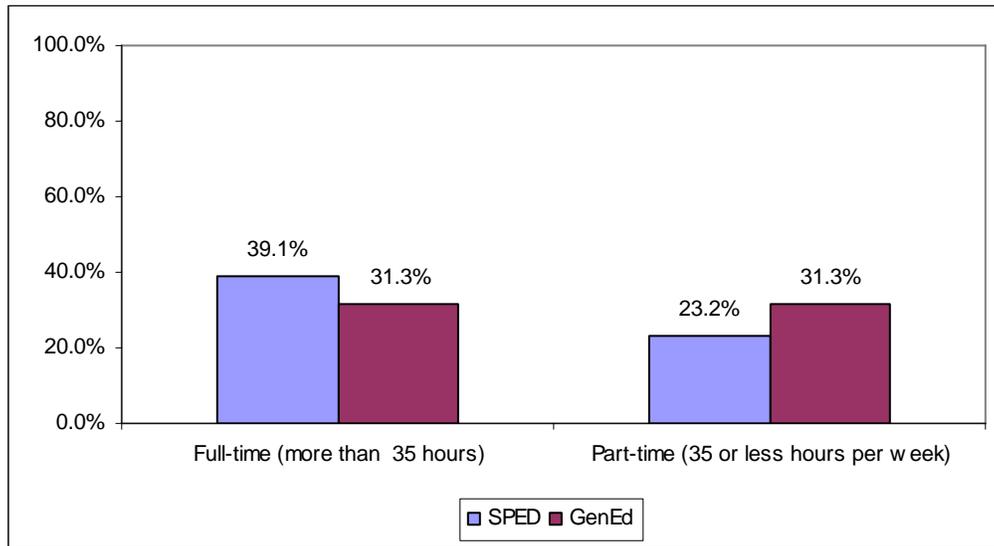


Figure 16. Percents of full-time and part-time employment at one year after exit.

How much does the student make per hour? Table 25 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*). Almost nine percent of the responses for students in the special education cohort reported that the student was earning more than minimum wage and 5.1 percent were earning minimum wage. Seven percent of the responses for students from the general education cohort reported that the student was earning above minimum wage and an equal number were earning at or below minimum wage (1.2%). Figure 17 shows the comparison of unpaid/volunteer, less than minimum wage, minimum wage, and more than minimum wage. Eighty-four respondents (60.9%) in the special education cohort and 62 respondents (74.7%) in the general education cohort did not respond to this part of the question.

Table 25. *Categories of Hourly Wages at One Year after Exit.*

Hourly wage	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Unpaid	2	1.4%	0	0.0%
Less than minimum	1	0.7%	1	1.2%
Minimum wage	7	5.1%	1	1.2%
More than minimum	12	8.7%	6	7.2%
Refused to answer	3	2.2%	0	0.0%
Don't know	34	24.6%	10	12.0%
No answer	2	1.4%	3	3.6%
DNR	84	60.9%	62	74.7%

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

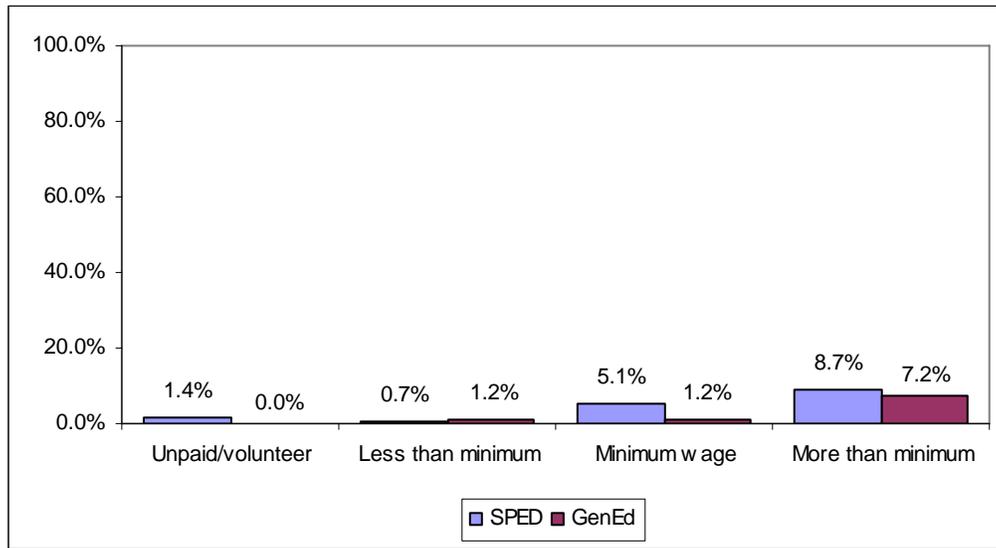


Figure 17. *Categories of hourly wage at one year after exit.*

How long has the student been employed at this job? Figure 18 shows the average time in months that students were employed at one year after exiting high school (0-4 months, 5-8 months, 9-12 months, more than 1 year). Respondents for students who exited special education programs indicated that the student was most often employed 0-4 months (28.3%) followed by more than 1 year (16.7%). Respondents for students who exited high school general education programs indicated that the student was most often employed 0-4 months (45.8%) followed by more than 1 year (20.5%). Forty-nine

respondents for the special education cohort (35.5%) and 7 respondents for the general education cohort (8.4%) did not respond to this part of the question.

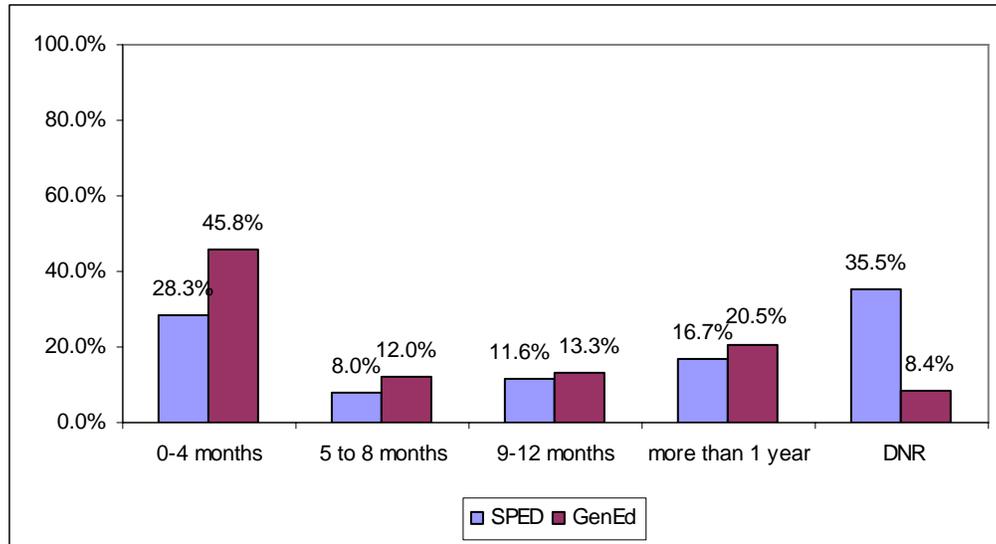


Figure 18. Average months employed at one year after exit.

On a scale of 1-5 (1=not very satisfied & 5=very satisfied), how satisfied do you think the student is with this job? (current or most recent) Responses are shown in Table 26. Satisfaction for each cohort was calculated with each score weighted from 1 through 5. Averages were calculated based on the number of students who responded to the item, not the whole number of student participants for the survey. The satisfaction rate reported by respondents for the special education cohort was 3.8 while respondents for the general education cohort rated student satisfaction 4.0 (see Figure 19).

Table 26. Satisfaction with Current or Most Recent Job at One Year after Exit.

Hourly wage	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
1- not very satisfied	2	1.4%	1	1.2%
2	4	2.9%	4	4.8%
3- satisfied	29	21.0%	19	22.9%
4	41	29.7%	23	27.7%
5- very satisfied	20	14.5%	29	34.9%
DNR	42	30.4%	7	8.4%

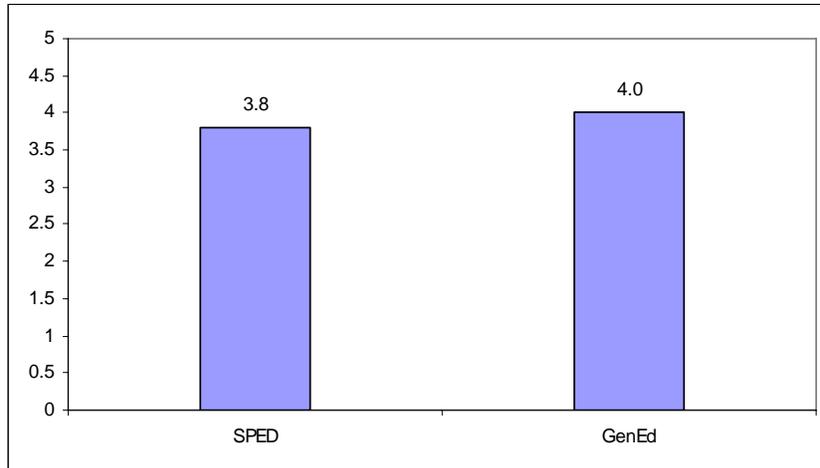


Figure 19. Satisfaction rating with current or most recent job at one year after exit (2005 exiters).

Does the student have health insurance? Frequency and percentage of students who had or did not have health insurance are shown in Table 27. 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 20).

Table 27. *Does the Student Have Health Insurance?*

Health Insurance	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	31	22.5%	6	7.2%
Yes (please specify source)	104	75.4%	77	92.8%
DNR	3	2.2%	0	0.0%

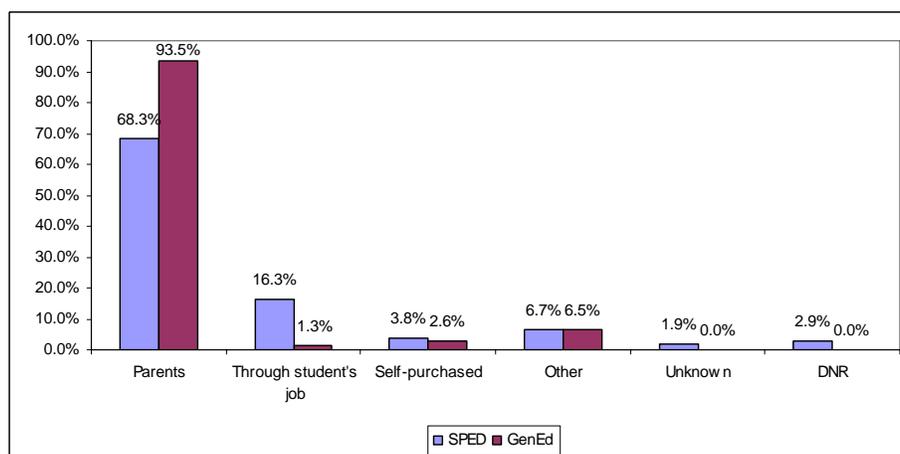


Figure 20. Source of health insurance ay one year after exit.

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

Table 28 shows living arrangements at the time of the follow-up interview. Almost 40 percent of the students who exited high school special education programs lived with their parents. Other living arrangements included dorms, military bases, or with family among others. Just over half of students who exited high school general education programs lived with their parents (53.0%) Figure 21 shows the four living arrangements that were most often reported. Table 29 shows the other living arrangements given.

Table 28. *Living Arrangements at One Year after Exit.*

Living Arrangements	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Own home or buying it	2	1.4%	0	0.0%
Live independently in rented apartment/house	15	10.9%	12	14.5%
Live independently and share a rented apartment/house	22	15.9%	20	24.1%
Live in a supervised apartment	2	1.4%	NA	NA
Live in a group home	1	0.7%	NA	NA
Live with parents	55	39.9%	44	53.0%
Live with relative (not parents)	7	5.1%	1	1.2%
Live in a residential facility/institution	3	2.2%	NA	NA
Live in a residential facility such as a university dorm	NA	NA	2	2.4%
Other-please specify	29	21.0%	3	3.6%
DNR	2	1.4%	1	1.2%

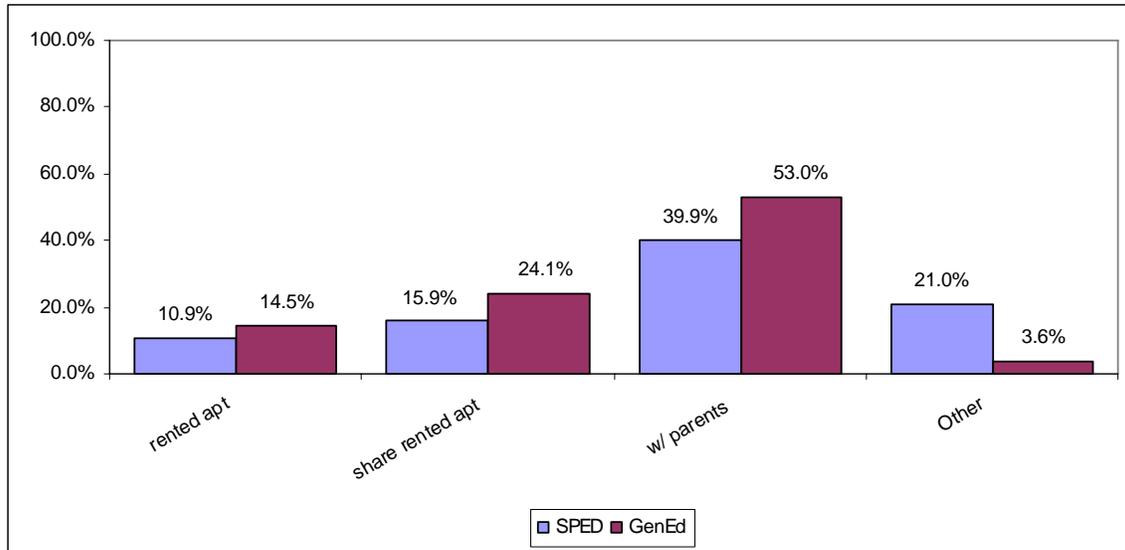


Figure 21. Four most common living arrangements at one year after exit.

Table 29. Other Living Arrangements.

Special Education	Frequency	General Education	Frequency
Dorm	5	U.S. Marines in Hawaii	1
On base	2	Dorm	1
Lives in a house owned by parents no rent	1	Navel academy	1
		Brother	1

What is the student's current marital status? Most students were single (figure 22) and did not have children (Figure xx) at one year after exiting high school.

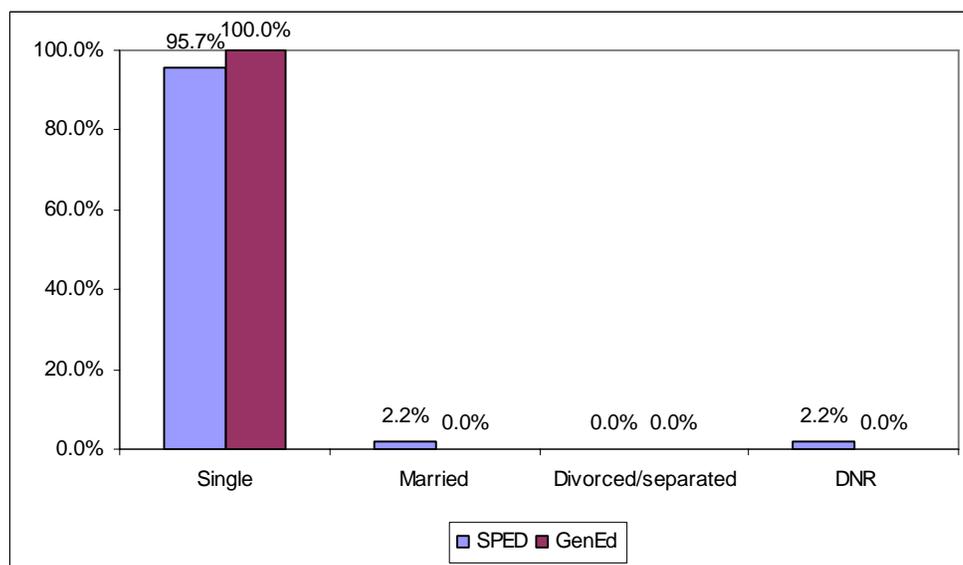


Figure 22. Marital status at one year after exit.

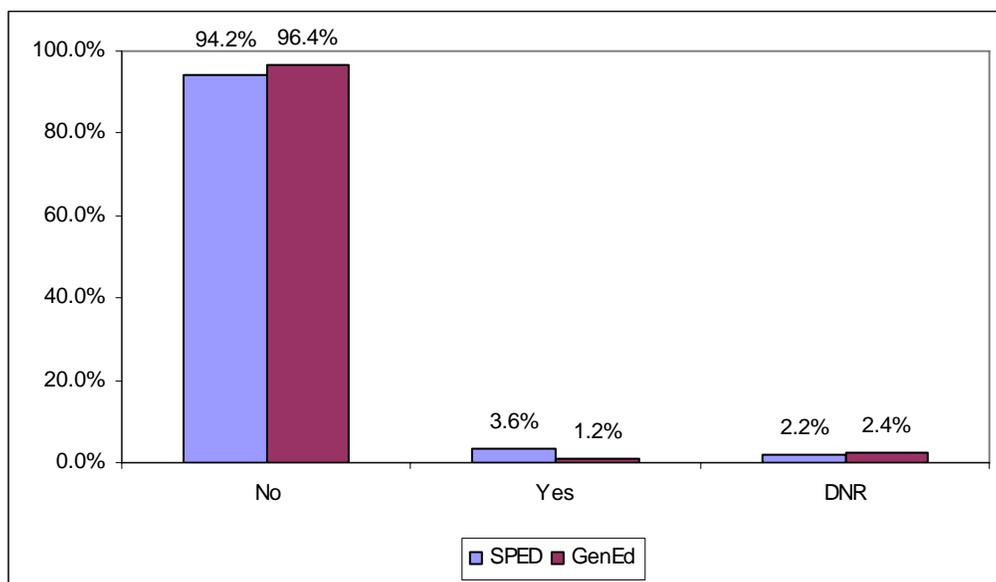


Figure 23. Percent of student with children at one year after exit.

Approximately how often does the student go out with other people in a week?

Sixty-five percent of the respondents for the special education cohort and 77.1 percent of respondents for the general education cohort reported that students went out with others one to five times a week (see Figure 24).

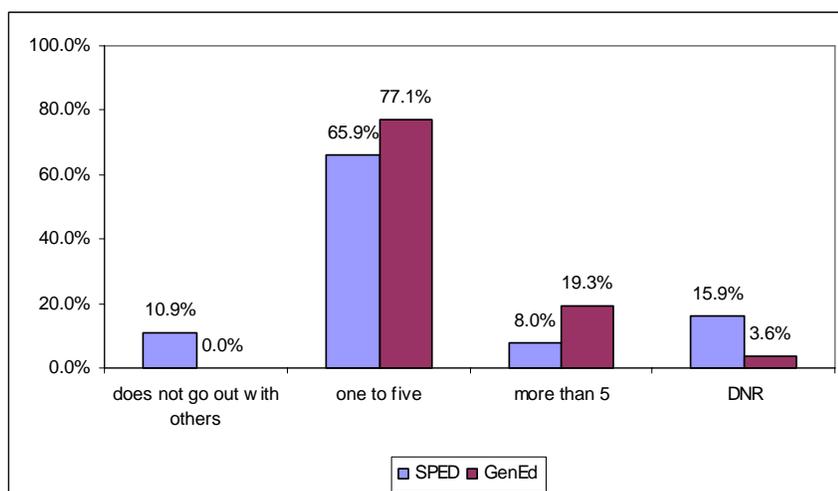


Figure 24. Frequency of students going out with others per week at one year after exit.

Does the student volunteer anywhere? Table 30 shows student involvement in

volunteer activities since exiting high school. For reporting, *yes* and *yes (other-please identify)* are combined to show the percent of students who volunteered. In 2006, 44.9 percent of students who exited high school special education programs and 56.6 percent of students who exited high school general education were volunteering. Table xx shows *other* volunteer organizations identified by respondents and the percentages of student involvement with each. Church organizations were identified as a volunteer organization with which students were most frequently involved. Respondents identified nursing homes, 4-H, daycares or school, and for family or other relatives as *other* places students volunteered (see Table 32).

Table 30. *Volunteering at One Year After Exit (2005 exiters).*

Volunteering	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	95	68.8%	52	62.7%
Yes	33	23.9%	30	36.1%
Other	29	21.0%	17	20.5%
DNR	3	2.2%	0	0.0%

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

Table 31. *Volunteer Organizations at One Year after Exit .*

Volunteer Organizations	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Church	6	18.2%	14	46.7%
Humane society	2	6.1%	1	3.3%
Fire department	4	12.1%	1	3.3%
YMCA	0	0.0%	1	3.3%
Salvation army	0	0.0%	1	3.3%
Big Brother/Sister	0	0.0%	1	3.3%
Walk-a-thons	1	3.0%	1	3.3%
Meals on wheels	1	3.0%	3	10.0%
Coaching or refereeing	1	3.0%	7	23.3%
DNR	18	54.5%	9	30.0%

Note: These are percentages of the total that responded yes to this part of the question. Respondents could select more than one response.

Table 32. *Other Volunteer Organizations.*

Special Education	Frequency	General Education	Frequency
Nursing home/helping elderly	6	College	2
4-H	2	Baby sit	2
For relatives/family/friends	5	Special Olympics	2
Threshing association	1	Fair board	1
FFA	1	Blood donor	1
Hospitals	1	Cancer	1
At the hockey arena	1	Zoo	1
Day care/school	4	Ambulance	1
Vet clinic	1	Merit care	1
Good Samaritan center, hospital, pet store	1	Cleans yards for people with disabilities	1
Baby-sit, cafe	1	Domestic Violence	1
Tutor	1	Around town	1
Place for divorced parent	1	Crowd control	1
Hockey club	1	Relay for life	1
Women's abuse shelter	1	Benefits for homeless people	1
Donates Blood	1	CLC grant	1
		Ducks unlimited	1

What community organizations if any is the student currently involved in? Table 33 shows community involvement at one year after high school exit. Table 34 shows community organizations identified by the survey and the percentages of involvement with each. Again, church organizations were identified by both groups as the community organization with which students were most frequently involved. Respondents listed Special Olympics, Relay for Life, and student government programs as *other* community organizations in which students participated (see Table 35).

Table 33. *Participation in Community Organizations at One Year after Exit.*

Community Involvement	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No	67	48.6%	35	42.2%
Yes	59	42.8%	37	44.6%
Other	8	5.8%	10	12.0%
DNR	4	2.9%	1	1.2%

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

Table 34. *Participation in Community Organizations at One Year after Exit.*

Community Organizations	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Church	50	84.7%	25	67.6%
Sports (including Special Olympics)	6	10.2%	5	13.5%
Scouts	2	3.4%	0	0.0%
YMCA	0	0.0%	1	2.7%
Fire/police department	2	3.4%	2	5.4%
Rodeo	2	3.4%	1	2.7%
Recreation programs	1	1.7%	11	29.7%
Animal/wildlife clubs	1	1.7%	3	8.1%
DNR	0	0.0%	1	2.7%

Note: These are percentages of the total that responded yes to this part of the question. Respondents could select more than one response.

Table 35. *Other Community Organization Involvement.*

Special Education	Frequency	General Education	Frequency
Farming Meetings	1	College soccer	1
Special Olympics	1	Eagle scout	1
Close-up, FCCLA, drama club	1	Student council	1
On campus politics	1	4-H	1
Snowmobile club	1	Relay for Life	1
Mentoring program	1	College	1
Racing Association; Motocross	1	Senior Commission	1
		Lions	1
		Singing	1
		Nursing	1
		Rock climbing club	1

What types of things does the student do for recreation? (choose as many as apply). The respondent was asked about the recreational activities students participated in at one year after high school exit. Table 36 shows the responses. The most identified activities reported by respondents for students who exited special education programs were *other activities* (56.5%), *friends* (32.6%), *movies/TV* (28.3%), and *fishing* (24.6%). The most identified activities reported by students from the general education cohort were *friends* (92.8%), *movies/TV* (85.5%), and *other activities* (69.9%). Table 37 shows

the *other* recreational activities within which students participated. These included computers/computer games, sports, reading, and working on cars.

Table 36. *Participation in Recreational Activities at One Year after Exit.*

Recreational Activities	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
movies/TV	39	28.3%	71	85.5%
hunting	25	18.1%	32	38.6%
friends	45	32.6%	77	92.8%
fishing	34	24.6%	35	42.2%
video games	13	9.4%	25	30.1%
bowling	7	5.1%	25	30.1%
water sports/lake	15	10.9%	49	59.0%
swimming	9	6.5%	40	48.2%
walking	5	3.6%	38	45.8%
biking	13	9.4%	28	33.7%
other (please specify)	78	56.5%	58	69.9%
DNR	4	2.9%	0	0.0%

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

Table 37. *Other recreational activities.*

Special Education	Frequency	General Education	Frequency
Playing different sports	25	Read	21
Shopping	7	Computer	15
Computers/computer games	8	Roller blading	6
Snowmobiling/sledding	2	Exercise	5
Music	4	Weight lifting	4
Animals	4	Playing different sports	22
Riding/training horses	5	Snowboarding	1
Musical instruments/singing	4	Running	3
Lifting weights	1	Animals	1
Collecting baseball cards	1	Music	3
Dance	3	Scrap booking	1
Snow boarding	2	Guitar	1
Working on cars/mechanics	4	Shop	2
Exercise	2	Paintball	2
Motorcycle/bike riding	3	Outdoors	2
Games/card games	3	Skiing	1
Art	5	Concerts	1
Video games	1	Internet	1
Being with friends/family	2	Crafts	1
Cartoons	1	Rodeo	1

Mountain climbing	1	Dance	1
Jet ski	1	Camp	1
Writing	1	Horses	1
Bingo	1	Auto repair	1
Yugio Cards	1	Going out to eat	1
Camping	1	Hunting	1
4-H	1	Cooking	1
Special Olympics	1	Baking	1
Car shows	1		
Politics	1		
Rodeo	1		
Show animals at county fair	1		
Wake or skate boarding	2		
Electronics	1		
Roller blading	1		

Has the student been referred to ... (choose as many as apply). Based on responses in this interview, 44.9 percent of the students who participated in special education programs in high school were referred to Vocational Rehabilitation (see Table 38. Twenty-five percent of students from the general education cohort were referred to other services. *Other* adult services to which students were referred can be found in Table 39 and include learning services, scholarships and grants, ABLE, on campus services (including financial aid), and the state.

Table 38. *Referral to Adult Services at One Year after Exit.*

Referred Services	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
Vocational Rehabilitation	62	44.9%	1	1.2%
Developmental Disabilities	20	14.5%	NA	NA
Job Service	27	19.6%	2	2.4%
Independent Living Centers	2	1.4%	0	0.0%
Disability Support Services	4	2.9%	1	1.2%
Other (please specify)	4	2.9%	21	25.3%
DNR	60	43.5%	58	69.9%

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

Table 39. *Other adult service to which students were referred.*

Special Education	Frequency	General Education	Frequency
Learning services	1	Scholarship/grant	13
ABLE	1	None	3
Core	1	Veteran program	1
LD services	1	State	1
On campus services	1	Student loans/financial aid	2

Does the student receive services for his/her disability? Respondents could answer *no*, *yes* and select from identified service providers, or *yes (other specify)* and write in a service provider (see Table 40). Twenty-six percent of the students were receiving services for their disability at one year after exiting high school. Table 41 shows the services students were receiving at one year after high school exit based on participants responses. Of the services students accessed after high school, Vocational Rehabilitation (VR) was the most commonly accessed (75.7%). *Other* service providers from which disability services were accessed included “Human Services,” “On campus” services, “REM,” “case worker,” and “Welfare.”

Table 40. *Receipt of Services for Disabilities at One Year after Exit.*

Services Received	Special Education	
	Frequency	Percentage
No	91	65.9%
Yes (choose as many as apply)	37	26.8%
Yes (other-specify)	7	5.1%
DNR	3	2.2%

Table 41. *Service Providers from Which Disability Services are Received.*

Services Providers	Special Education	
	Frequency	Percentage
VR	28	75.7%
Social Security	2	5.4%
DD	8	21.6%
Job Service	6	16.2%
Independent Living Centers	1	2.7%
Disability Support Services	1	2.7%
DNR	0	0.0%

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

Was the student satisfied with his/her high school experience? Table 42 shows that 65.2 percent of students who exited high school special education programs and 88.0 percent of students who exited high school general education programs were satisfied with their high school experience. Tables 43 and 44 show of responses to this question when the answer was *yes* or *no*.

Table 42. *Satisfaction with High School Experience at One Year after Exit.*

High School Satisfaction	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No (please explain)	44	31.9%	8	9.6%
Yes (please explain)	90	65.2%	73	88.0%
DNR	4	2.9%	2	2.4%

Table 43. *Reason for Dissatisfaction with High School Experience at One Year after Exit.*

Special Education	No.	General Education	No.
The teachers were not very helpful	16	Not as a whole	1
The school system was terrible	3	School was too focused on Sports	1
Did not like school	5	Different classes	1
He didn't do his homework, the principal did not tolerate ADD kids	1	Football	1
They did not prepare for transition	7	Not Happy/ Just bad experience	1
The teachers were very stereotypical	1	Didn't like History or English	1
Needed more programs	3	Classes you didn't feel you needed	1

She was harassed by faculty	3	Did not like school	1
Kids that are average/normal kids like her that didn't play sports don't get recognized	1		
Poorly trained sp. ed teachers.	2		
I could have been better. Don't think they did anything to improve his reading comprehension.	1		
The IEP said she was not smart enough to go to college	1		
There was teasing from other students	3		
The teachers were too stupid to figure out that there were family issues going on at home that were affecting the child. They just labeled her and kept on going	1		
She was tested for ADHD but never given any medication because she fell through the cracks and nothing was done	1		

Table 44. *Reasons for Satisfaction High School Experience at One Year after Exit.*

Special Education	No.	General Education	No.
It was alright	12	Very much	5
Had good a special ed teacher	12	All but the girls	1
Received extra help	23	Happy	1
Good experience	10	Struggled thru 11th Grade	1
The programs were good	1	Graduated one year early	1
It was a good high school	13	Last 2 more then the first 2 years	1
He enjoyed his swim team experience	1	For the most part	1
It was all very good	1	It was okay	1
Good IEP	1	Independent, Moved out her senior year after getting a job and license	1
The teachers and faculty were very helpful, the counselors were wonderful, and the principals were excellent there were no problems	6	When she went to college, she felt the instructors had done a good job in helping her with math	1
I don't know what difference does it make	1	Liked classmates, extracurricular activities were fun, & teachers were relatively nice	1
Good social experience	6	After being transferred to Hope High School	1
I wish I did not work so much	1		
Sports	3		
Involved parents	2		
I don't really know	1		
Because he got to graduate	2		

If the student could change anything about his/her high school experience what would he/she like to change? Table 45 shows the responses to this question. The highest number of responses for the special education cohort (30) and the general education cohort (33) was “nothing.”

Table 45. *Change to high school experience at One Year after Exit.*

Special Education	No.	General Education	No.
Nothing	30	Nothing	33
I don't know	17	More subjects offered	3
More help	5	Social aspect	9
He needed to do more hands on work	2	The teachers	2
She had a hard time in school	2	Different school	2
Would have learned to study better	2	Transition preparation	2
More read/math skills	5	Would have taken more Math	1
Better transition services	11	Anything	1
Had some more options for classes	2	Classes and activities	1
Referred to Voc Rehab, but then tell him he is not eligible for services	1	More support from teachers	1
Earlier diagnosis to have reduced academic challenges	2	The drinking	1
Pulled out to the resource room too often	1	More individual conferences with teachers. Would have been nice to get to know the teachers better	1
Teachers were too soft/easy	1		
Would have liked to had more programs to be involved	2	Would have rather lived in town instead of out on the farm. She didn't like her principle or superintendent	1
Better IEP	1	Participated in more extra curricular activities	1
Needed more opportunities but in a small town it is difficult	1	More classes to choose from	1
Not enough needed support needed	5		
Bad teacher/not enough understanding of disabilities	9	Need better writing skills. More Pencils and Paper. Like book reports	1
He would have preferred more "hands-on" classes. More appropriate to his learning style	1	Wished he would have done more in high school. did more drama and other subjects	1
Would liked to participate in sports	4	Bullying	2
More funding to provide better services	1	She would study a little harder. More classes on Child Development	1
More parent involvement	1	Senior year, depression over relationship	1
More social time	5		

A better school system	4	Applied him self more	1
Have his family around	1	Not taking classes he didn't need. More of a chorus of classes	1
Bullying	3	Sports	1
Would have liked to go to one school for all four years of High School	1	He would have gone all of his years at Hope High School	1
Do more computer work	1	To be healthy	1
Student's own study habits	5	Her own study habits	1
He would have liked to not have LD	1	Better food and play time	1
Personal parent/family issues	1	Do school work better, pay more attention	1
No Child Left Behind makes it hard	1		
Should have been allowed to wear back packs	1		
Would have preferred to be home-schooled	1		
The superintendent was not very fair	1		

Do you feel that the student was prepared for life after leaving high school? Table 46 shows that respondents for the special education cohort reported an almost equal percent that were prepared (49.3%) for life after high school as those who were not (48.6%). Tables 47 and 48 show the responses to this question when the answer was *no* or *yes* respectively.

Table 46. *Perceived Preparation for Life after Leaving High School at One Year after Exit.*

Preparation for Life	Special Education		General Education	
	Frequency	Percentage	Frequency	Percentage
No (please explain)	67	48.6%	15	18.1%
Yes (please explain)	68	49.3%	68	81.9%
DNR	3	2.2%	0	0.0%

Table 47. *Reasons Student Were Not Prepared for Life after High School at One Year after Exit.*

Special Education	No.	General Education	No.
Is anyone?	3	Not grown up enough	2
Needs to mature	10	Not really	2
Doesn't have all the skills	12	Shock, Leaving Home	1
He has a bad attitude	2	World was to big for him	1
He has financial trouble	1	School did not prepare me at all	1
Still poor reading and writing	3	Didn't do a very good job of counseling	1
School didn't prepare for the real world/college	8	Did a good job of preparing him for what was next	1
Don't Know	1	More College Preparation	1
He's doing the best he can	2	No one is really prepared	1
Needs more vocational skills	4	Shock going to college	1
Basic understanding	2	School could have done a better job	1
That's why she's at Job Corps. Helpful to be in a more structured environment. Huge concern when she graduated from H.S.	1	She had to learn on her own what life was about. Needed to get out on her own to find out what life was about. Expenses and paying her own way	1
Parents are helping/teaching them now	4		
Still lives at home	3		
Disability makes it difficult	6		
Teachers didn't help students	2		
Because of lack of responsibility	1		
Joining military will help	1		
Needs more social skills	1		

Table 48. *Reasons Student Were Prepared for Life after High School at One Year after Exit.*

Special Education	No.	General Education	No.
Transitioned to post-secondary and college helped	4	because of Navy Academy	1
What prepared her best was her ability to relate to her teachers and to not be influenced badly by her peers	1	She's pretty level headed. Has goals and is working towards achieving them.	1
Doing alright/doing great	40	Grown up for her age	1
Needs some more training	3	But not prepared for herself	1
Out on their own now	3	she is reserved	1
He's very independent	2	Great roll model	1
the navy helped	1	kind of	1
I don't know if it had anything to do with high school. I pushed it I guess.	1	somewhat	1
He is ready for life, but not college	1	Not 100%	1

She had a good upbringing from home.	1		
Because she worked as a waitress while in H.S. and that taught her to speak to people in life and now during her schooling.	1	I was taught what I needed to know. Would have liked more than the basic information on college.	1
Somewhat, parent wishes there were more life skills courses. ex. how to manage a checkbook, investing, get a loan, how to cook and launder, buy a house, how finance college, etc.	1	When we asked questions, our teachers answered them honestly. I had a teacher that helped us with resumes and job interviews. My PE teacher taught us about personal safety and protecting ourselves.	1

Section Three

2001 – 2005 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 were deleted or included in the interview and are not able to be compared across time. See Appendix B for the Follow-up Interview questions used with 2005 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 (2001 through 2005). There were 169 participants in 2001, 169 in 2002, 171 in 2003, 243 in 2004, and 138 in 2005.

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 Follow-up Interview asked the respondent if the student had been enrolled in any type of post secondary education since leaving high school. Respondents could answer *no*, *yes*, *yes (specify other)* or *don't know*. *Yes* and *yes (specify other)* responses were combined to report the *yes* data for 2005 exiters. *Figure 25* shows the percent of interview responses in which the answer to this question was *yes*.

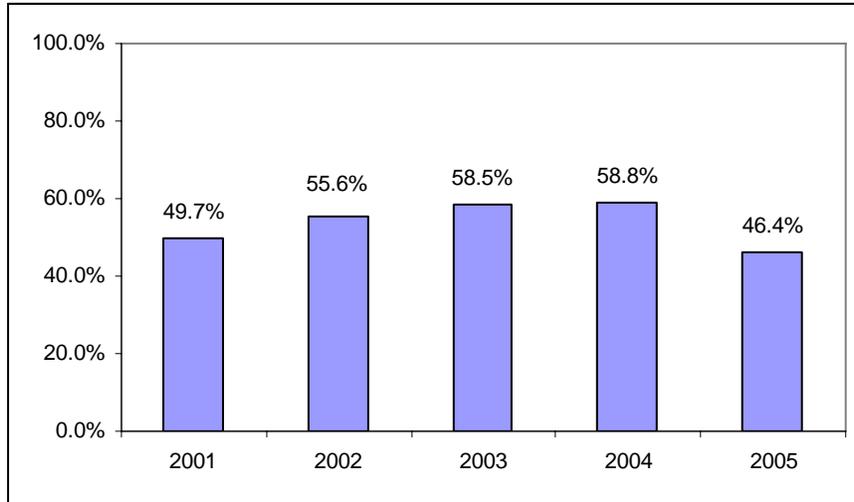


Figure 25. Student attendance in postsecondary education or training since exiting high school (2001-2005).

Is the student currently employed? The percent of students who were working at the time of the one year follow-up interview stayed fairly consistent, with a slight increase from 2001 through 2004 (see Figure 26). The percent of students working at the time of the one year follow-up interview in 2005 is similar to the percents in 2001 and 2002.

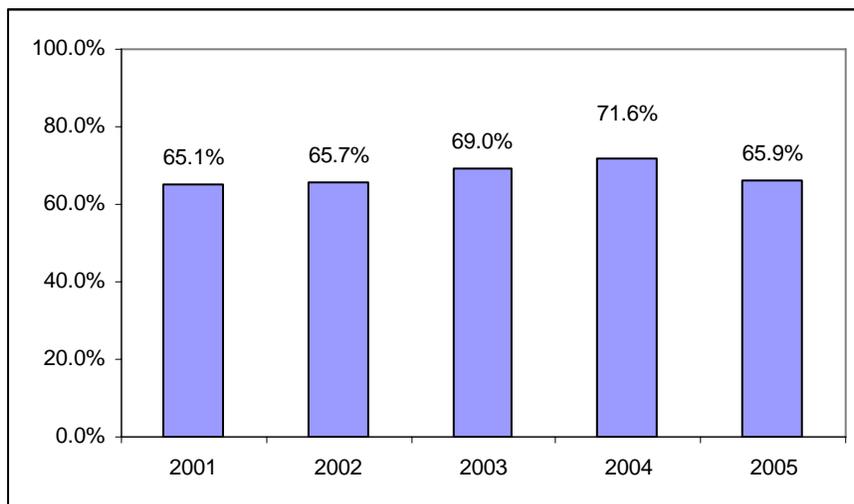


Figure 26. Percent of students employed at the time of the follow-up interview.

On a scale of 1-5 (1 not very satisfied and 5 very satisfied), how satisfied is the student with this job? Student satisfaction with their current job is reported in Table 49. Respondents rated the student's satisfaction with their current or most recent job on a scale of 1 (not very satisfied) through 5 (very satisfied). Figure 27 shows this as a weighted rating grade based on a scale of 1- 5.

Table 49. *Satisfaction with Current or Most Recent Job at One Year after Exit (2001-2005).*

	2001	2002	2003	2004	2005
1 (not very satisfied)	3.0%	2.4%	3.5%	2.1%	1.4%
2	1.2%	7.1%	3.5%	3.7%	2.9%
3	8.3%	10.1%	15.8%	20.6%	21.0%
4	9.5%	17.8%	20.5%	26.3%	29.7%
5 (very satisfied)	23.7%	21.9%	22.2%	18.9%	14.5%
DNR	42.6%	39.1%	32.2%	28.4%	30.4%

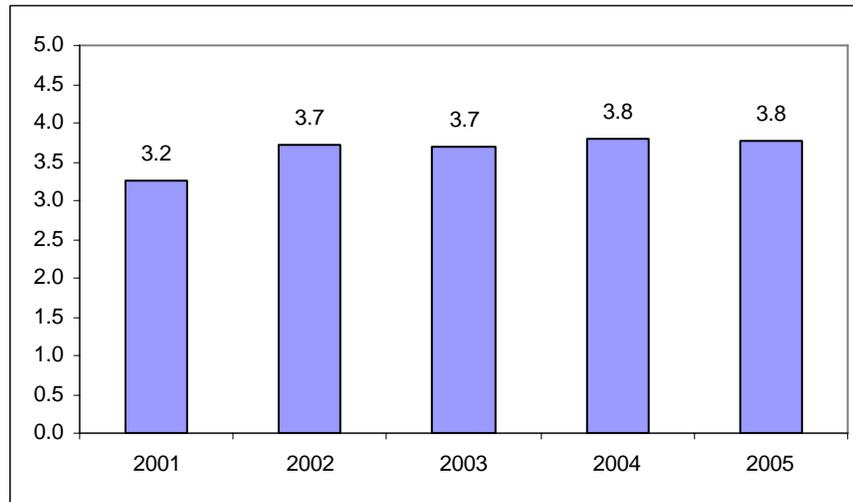


Figure 27. Satisfaction with current or most recent job reported as a rating grade (2001-2005).

What is the student's current living arrangement? (Pick best fit from the description). Percents of responses are reported in Table 50. The table indicates the living arrangement at the time of the follow-up interview. The three highest overall responses to this item are reported in Figure 28. These included *live independently in a*

rented apartment/house, live independently and share a rented apartment/house with a friend, and live with parents.

Table 50. *Living Arrangements at One Year after Exit (2001-2005)*

	2001	2002	2003	2004	2005
Own a home or is buying it	3.0%	3.0%	0.6%	2.1%	1.4%
Live independently in a rented apartment/house	19.5%	17.8%	12.3%	15.6%	10.9%
Live independently and share a rented apartment/house with a friend	14.2%	18.9%	21.6%	23.5%	15.9%
Live in a supervised apartment	0.6%	1.2%	1.2%	0.8%	1.4%
Live in a group home	3.6%	0.6%	1.2%	1.6%	0.7%
Live with parents	39.1%	34.9%	43.9%	40.7%	39.9%
Live with relatives (not parents)	4.1%	0.6%	0.6%	2.9%	5.1%
Live in a residential facility or institution	0.6%	0.0%	0.0%	0.0%	2.2%
other (specify)	11.2%	22.5%	17.0%	12.8%	21.0%
DNR	0.0%	0.6%	0.0%	0.0%	1.4%

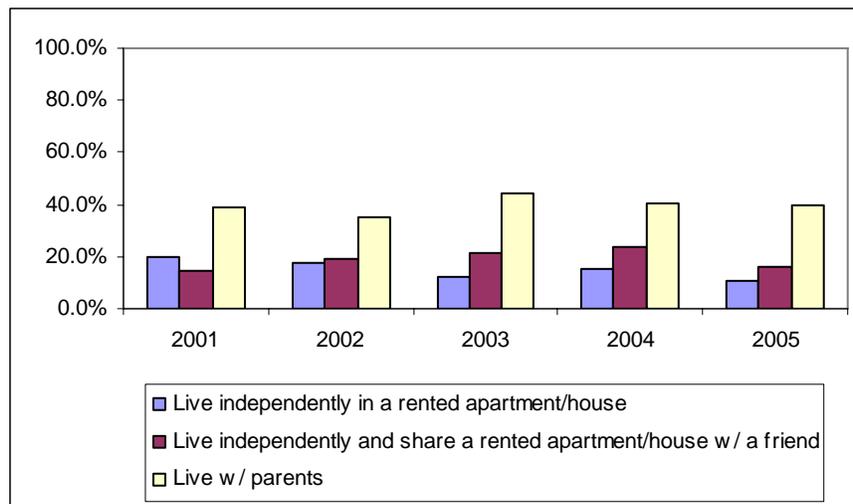


Figure 28. Highest rated current living arrangement at One Year after Exit (2001-2005).

What is the student's current marital status? Table 51 shows the percent of responses that indicated the students were *single*, *married*, or *divorced/separated*. It also shows the percent of participants in the survey that did not respond (DNR) to this question. Most students were single one year after exiting high school (see Figure 29).

Table 51. *Marital Status at the Time of the Follow-up Interview (2001-2005).*

	2001	2002	2003	2004	2005
Single	95.9%	97.0%	97.7%	96.7%	95.7%
Married	4.1%	2.4%	2.3%	2.9%	2.2%
Divorced/separated	0.0%	0.6%	0.0%	0.4%	0.0%
DNR	1.0%	0.6%	0.0%	0.0%	2.2%

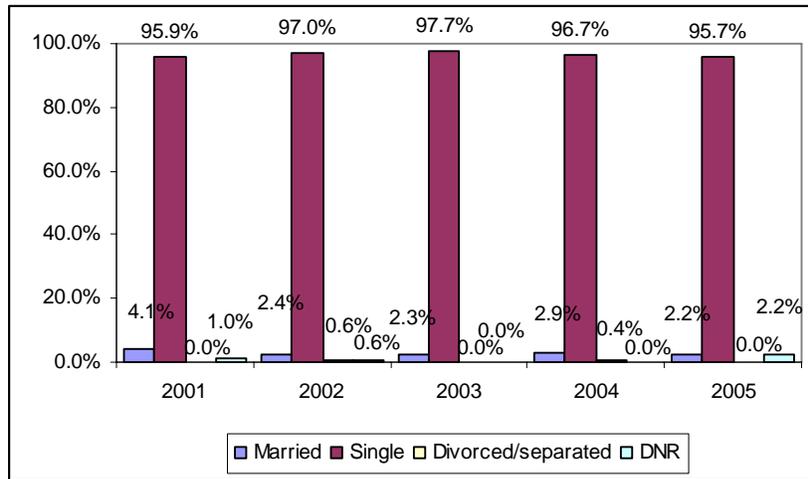


Figure 29. Marital status at one year after exit (2001-2005).

Does the student have children? Figure 30 shows the percent of students with children at one year after exiting high school. Most students did not have children at the time of the follow-up interview.

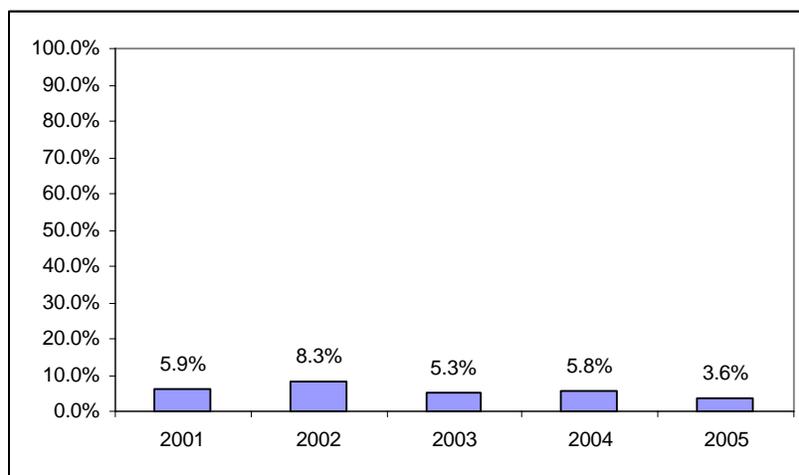


Figure 30. Percent of students with children at the time of the follow-up interview (2001-2005).

How often does the student go out with other people in a week? Respondents identified if students went out with others *less than once a week, one to five times a week, or more than five times per week*. Figure 31 shows that most students went out with others one to five times per week.

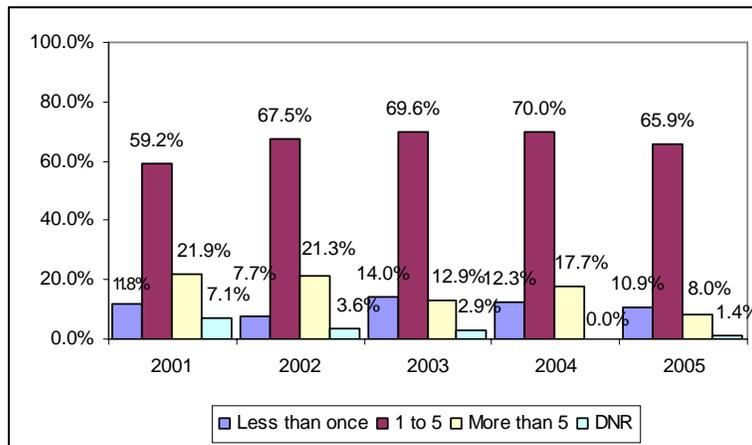


Figure 31. Number of times per week students went out with others (2001- 2005).

Was the student satisfied with his/her high school experience? It was reported that more than 65 percent of students who exited high school in 2001 through 2005 were satisfied with their high school experience at the time of the follow-up interview (see Figure 32).

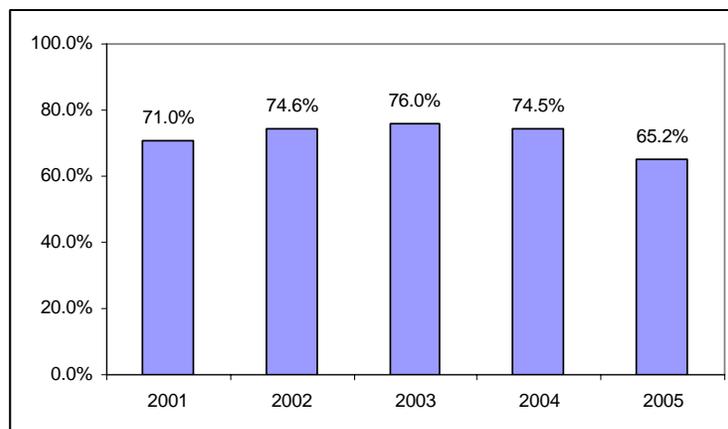


Figure 32. Percent of participants who were satisfied with their high school experience (2001-2005).

Do you feel that the student was prepared for life after leaving high school? The respondents for the 2005 cohort gave an almost equal rating of *no* and *yes* for this item while the other four cohorts reported a higher *yes* response. Figure 33 shows that most students were prepared for life after high school as reported one year after exiting high school.

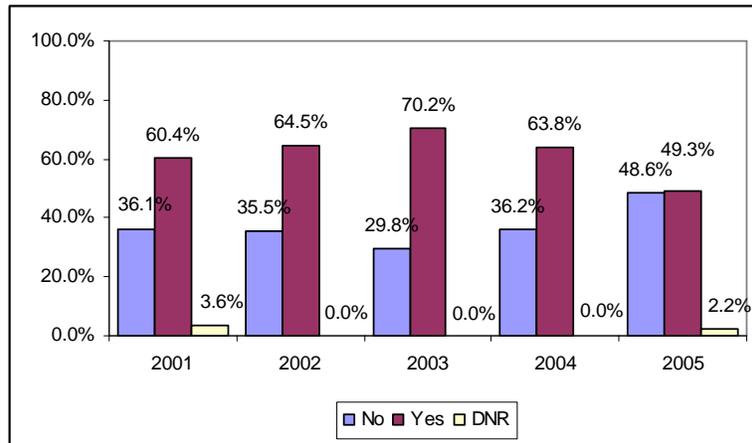


Figure 33. Perceived preparation for life after high school after one year exit at one year after exit (2001-2005).

Does the student do any volunteer work? Less than half of the students had participated in volunteer experiences across all five years, at the time of the follow-up interview. See Figure 34. Nearly 45 percent of students who exited high school in 2005 were identified as having participated in volunteer activities in the year since they exited high school.

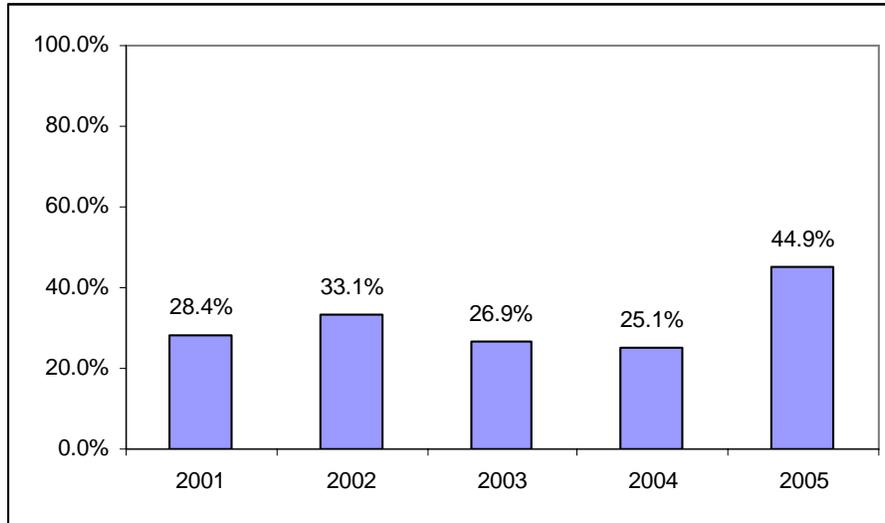


Figure 34. Percent of students who had volunteered since exiting high school (2001-2005).

Does the student receive services for his/her disability? Between 24 and 32 percent of students reported having received services for their disability after exiting high school (figure 35). 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.

Those respondents who identified the 24 to 32 percent of students receiving services were then asked to identify the specific services. These are identified in Table 52 and included *Vocational Rehabilitation, Developmental Disabilities, Job Services, or other services*. In 2006, the follow-up interview question included *Independent Living Centers, Disability Support Services, and Other* as additional options. As these were not included in past years, they were combined with the *other services* category for comparison purposes in Table 52.

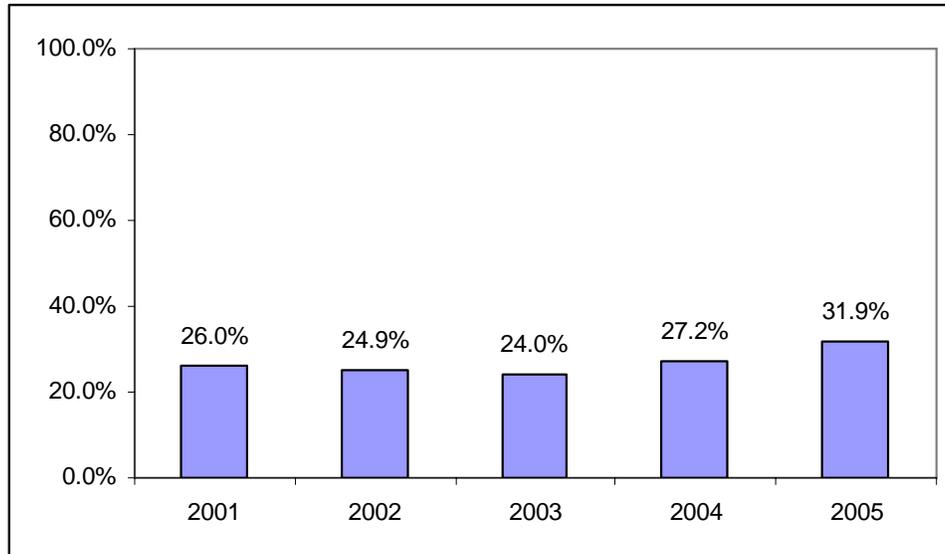


Figure 35. Percent of students receiving services for his/her disability at one year after exiting high school (2001-2005).

Table 52. *Services Received at One Year After High School Exit (2001-2005).*

	2001	2002	2003	2004	2005
Vocational Rehabilitation	10.1%	37.3%	14.6%	14.8%	63.6%
Developmental Disabilities	0.0%	5.3%	1.8%	2.9%	4.5%
Job Services	3.0%	12.4%	4.1%	4.1%	18.2%
Other	18.9%	13.0%	22.2%	N/A	*18.2%

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

Section Four

2006 Follow-up Interview: Three Years after High School Exit and Final Summary Report of Follow-up Interview at Three Years After Exit High School

The following is a report of data from the 2006 Online Follow-up Interviews for students who completed the 2003 Exit Survey at exit from high school. The initial school exit data and the follow-up data at one year after exit were presented in previous reports and are available from the NDCPD project staff or from the NDDPI office, as well as from their respective websites.

Data Collection Method

Data collection was completed in the same manner as the 2006 Online Follow-up Interviews at one year after exit and is described in Section Two of this report. See page 23 for a detailed description of the data collection method including a description of the instrument and procedures.

Participants

Follow-up interviews were completed with 148 students or designated contact persons at three years after exit from high school. Table 53 shows the participation in the Exit and Follow-up interviews.

Table 53. *Survey Participation of Students Exiting Special Education Programs in 2003.*

Participation	
Exit Survey	457
Follow-up at one year after exit	171
Follow-up at three years after exit	148

A parent was most often the designated contact person who completed the follow-up interview (81.1%) three years after students exited high school. Approximately ten percent were completed by the student (see Table 54).

Table 54. *Who Served as the Source for This Information at Three Years after Exit?*

Source		
	Frequency	Percentage
The student	16	10.8%
Parent	120	81.1%
Guardian/Foster parent	1	0.7%
Sibling	6	4.1%
Grandparent	2	1.4%
Other family member	1	0.7%
Family friend	1	0.7%
Other (specify)	0	0.0%
DNR	1	0.7%

Results

The following section describes the results of the 2006 Follow-up Interview for those who exited special education programs in 2003 at three years after exiting high school. Each question is identified and data are reported in text, charts, and tables.

Has the student been enrolled in any of the following types of postsecondary education at any time since leaving high school? Respondents could select *no*, *yes* and indicate an identified program or *yes (specify other)* and write the name of a specific program. For this question *yes* and *yes (specify other)* responses were combined for total *yes*. Slightly more than half of the students who exited special education programs had been enrolled in some type of postsecondary education since high school (see Table 55).

Table 55. *Postsecondary Education Enrollment at Three Year after High School Exit.*

Postsecondary Education Enrollment		
	Frequency	Percentage
No	64	43.2%
Yes	80	54.1%
Don't know	0	0.0%
DNR	4	2.7%

Figure 36 shows the options for types of postsecondary education programs students had been enrolled in since high school. Options included *high school completion document or 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)*, and *college or university (4 year program)*. Percentages are based on those who indicated *yes*. Nearly half (44.9%) of the 2003 exiters had been enrolled in a community or technical college (2 year) program. Several participants indicated student participation in more than one of these options. Other programs that were identified in the interview included “hair school” and “beauty school”.

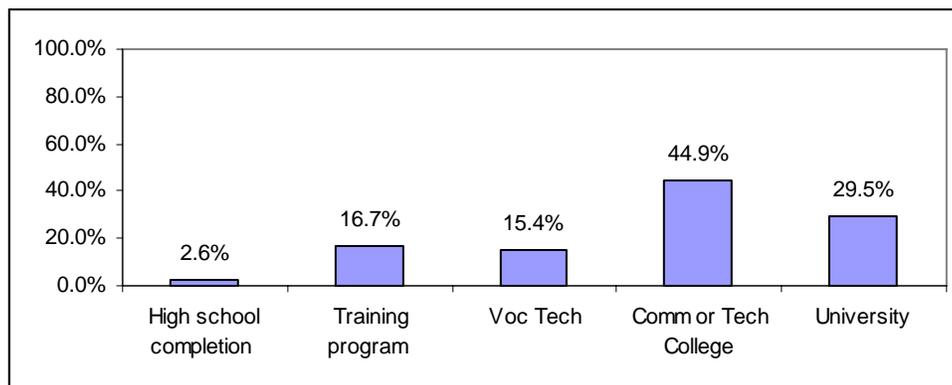


Figure 36. Student enrollment in postsecondary education programs at three years after exit.

If not, why hasn't the student enrolled in post secondary education since high school? (check as many as apply). Table 56 shows the possible reasons for not enrolling in postsecondary education. Respondents indicated working (25.0%) as the top reason for not enrolling in postsecondary education. Three responses were included as *other* reasons for not attending postsecondary education. These included, “*job, other needs,*” “*Was enrolled at Job Corps. Did not complete training there but plans to enroll in college soon,*” and “*Needs services to attend school. Looking for someone to provide services but no one in the area.*” Eighty-five participants (57.4%) did not respond to this item.

Table 56. *Reasons Not Enrolled in Postsecondary Education at Three years after Exit.*

Reasons for Not Enrolling in Postsecondary Education		
	Frequency	Percentage
Lack training in immediate locale	2	1.4%
Lacks skills/qualifications	14	7.5%
Lacks transportation	0	0.0%
Working	37	25.0%
Does not want to go	17	11.5%
Health problems preclude going	1	0.7%
Believes cannot afford	1	0.7%
Other (please specify)	3	2.0%
Don't know	4	2.7%
DNR	85	57.4%

Is the student currently employed? Options for responses were *no, yes* and indicate employment type (*sheltered or supported employment setting, family member's home/business/farm, or competitive employment setting (full or part-time basis, at or above minimum wage, integrated setting)*), or *yes (specify other)* and indicate a specific employment type. For this question *yes* and *yes (specify other)* responses were combined to get the total *yes*. Eighty-one percent of students were employed at the time of the

interview (see Table 57).

Table 57. *Employed at Three Years after High School Exit (2003 exiters).*

Currently Employed		
	Frequency	Percentage
No	27	18.2%
Yes	120	81.1%
DNR	1	0.7%

Figure 37 shows the options for types of employment in which students were working. Percentages are based on those who indicated *yes* or *yes (specify other)*. Most (94.9%) were employed in a competitive employment setting three years after exiting high school.

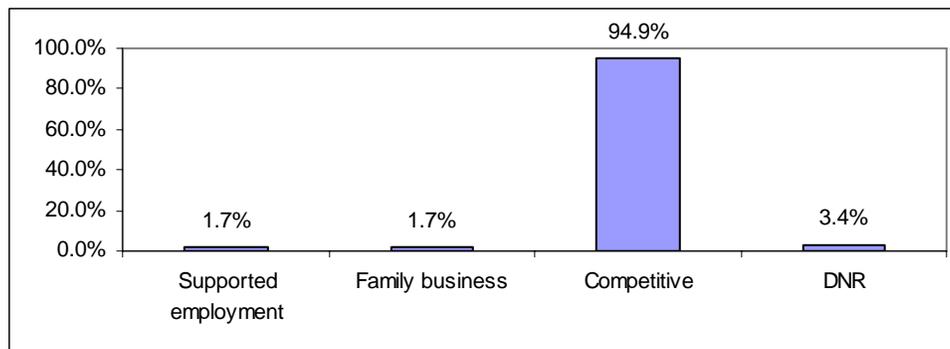


Figure 37. Employment categories at three years after exit.

Note: In this case, DNR refers to those who reported *yes (specify other)* and did not specify an *other* category.

If the student isn't working, why not? Table 58 shows the possible reasons for not working. The response data indicate the same rate of response for the following items at 4.7 percent: *Lack of employment opportunities in the immediate locale*, *Lacks the necessary skills/training for employment in the area*, and *Other (please specify)*. Included in the *other* responses were “Just graduated school and is job hunting,” “is currently looking for work,” “on maternity leave, home with newborn,” “waiting for certification for beauty school,” “Job Corps,” “difficulty with employers not hiring

persons with disabilities,” and “had some issues at a previous job” (see Appendix D).

Table 58. Reason for Not Working at Three Years after Exit.

Reasons for Not Working		
	Frequency	Percentage
Lack of employment opportunities in immediate locale	7	4.7%
Lacks the necessary skills/training for employment in the area	7	4.7%
Lacks transportation	2	1.4%
Attending a postsecondary program	6	4.1%
Does not want to work	1	0.7%
Health problems that preclude employment	3	2.0%
Believes loss of benefits if works	0	0.0%
Other (please specify)	7	4.7%
Don't know	0	0.0%
DNR	120	81.1%

If the student is not currently employed, has the student been employed at any time since exiting high school? Responses entered by interviewers into the online Follow-up Interview system included *currently employed*, *no*, and *yes*. Seventy-eight percent of the students were employed at the time of the follow-up interview in 2006 (see Figure 38). Sixteen percent had been employed since exiting high school.

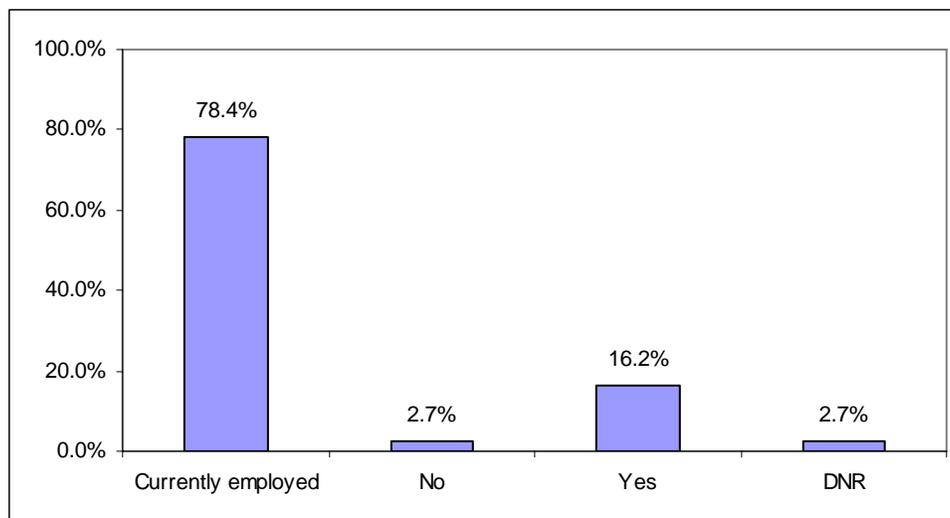


Figure 38. Employment at three years since exiting high school.

How many hours on average does the student work per week? (current or most recent job) Table 59 shows the responses for hours worked per week (*full-time (more than 35 hours/week), part-time (35 or less hours/week), refuse to answer, don't know, no answer*). Twenty-six percent of respondents indicated that the student was working full-time.

Table 59. *Average Hours Worked per Wee at Three Years after Exitk.*

Hours worked per week		
	Frequency	Percentage
Full-time (more than 35 hours)	39	26.4%
Part-time (35 or less hours per week)	31	20.9%
Refuse to answer	0	0.0%
Don't know	10	6.8%
DNR	14	9.5%

How much does the student make per hour? Table 60 shows responses for hourly wage (*unpaid or volunteer, less than minimum wage, minimum wage, more than minimum wage, refused to answer, don't know, no answer*). Respondents indicated that 43.2 percent of the students earned more than minimum wage.

Table 60. *Wage Categories at Three Years after Exit.*

Hourly wage		
	Frequency	Percentage
Unpaid/Volunteer	2	1.4%
Less than minimum	4	2.7%
Minimum wage	9	6.1%
More than minimum	64	43.2%
Refused to answer	1	0.7%
Don't know	41	27.7%
DNR	27	18.2%

How long has the student been employed at this job? Table 61 shows responses for average months employed at the current or most recent job (*0-4 months, 5-8 months, 9-12*

months, more than 1 year). Most students were reported to have been at their current job or their most recent job for *more than 1 year* (41.2%) followed by *0-4 months* (26.4%).

Table 61. *Average Months on the Job at Three Years after Exit.*

Months on the job		
	Frequency	Percentage
0-4 months	39	26.4%
5-8 months	14	9.5%
9-12 months	14	9.5%
More than 1 year	61	41.2%
DNR	20	13.5%

On a scale of 1-5 (1=not very satisfied & 5=very satisfied), how satisfied do you think the student is with this job? (current or most recent job). Responses were given on a Likert scale with a scale of 1 (*not very satisfied*) through 5 (*very satisfied*) (see Table 62). Percentages were calculated based on the number of students who responded to the item, not on the whole number of participants interviewed. Average satisfaction with current or most recent job at three years after high school exit was 3.8.

Table 62. *Satisfaction with Current or Most Recent Job at Three Years after Exit.*

Satisfaction with current or most recent job		
	Frequency	Percentage
1- not very satisfied	2	1.4%
2	11	7.4%
3- satisfied	33	22.3%
4	57	38.5%
5- very satisfied	30	20.3%
DNR	15	0.1%

Does the student have health insurance? Table 63 shows the responses to this question. If the student had health insurance they were asked to identify the source. Parents or the employer were indicated most as providers of health insurance (Figure 39).

Table 63. *Does the Student Have Health Insurance at Three Years after Exit.*

Health Insurance		
	Frequency	Percentage
No	47	31.8%
Yes (please specify source)	100	67.6%
DNR	1	0.7%

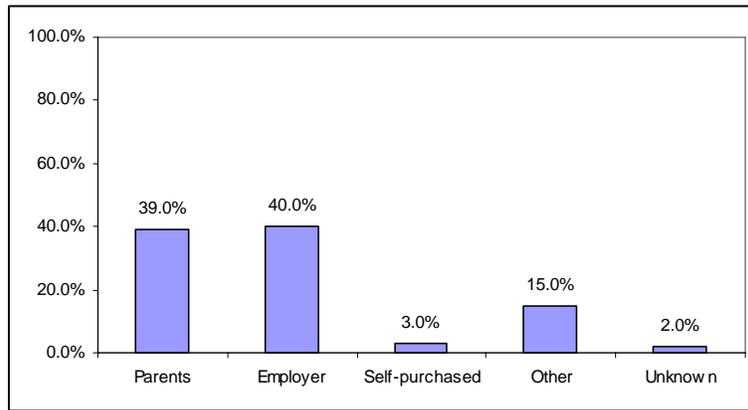


Figure 39. Source of health insurance at three years after exit..

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

Table 64 shows living arrangements, indicating that the highest number of students lived with parents (36.5%) followed by live independently and share a rented apartment/house (23.0%).

Table 64. *Living Arrangements at Three Years after Exit.*

Living Arrangements		
	Frequency	Percentage
Own home or buying it	16	10.8%
Live independently in rented apartment/house	27	18.2%
Live independently and share a rented apartment/house	34	23.0%
Live in a supervised apartment	2	1.4%
Live in a group home	3	2.0%
Live with parents	54	36.5%
Live with relative (not parents)	1	0.7%
Live in a residential facility/institution	0	0.0%
Other-please specify	11	7.4%
DNR	0	0.0%

What is the student's current marital status? Does the student have children? As shown on Figures 40 and 41, 10.1 percent of the students were married with 12.8 percent having children at three years after exiting high school.

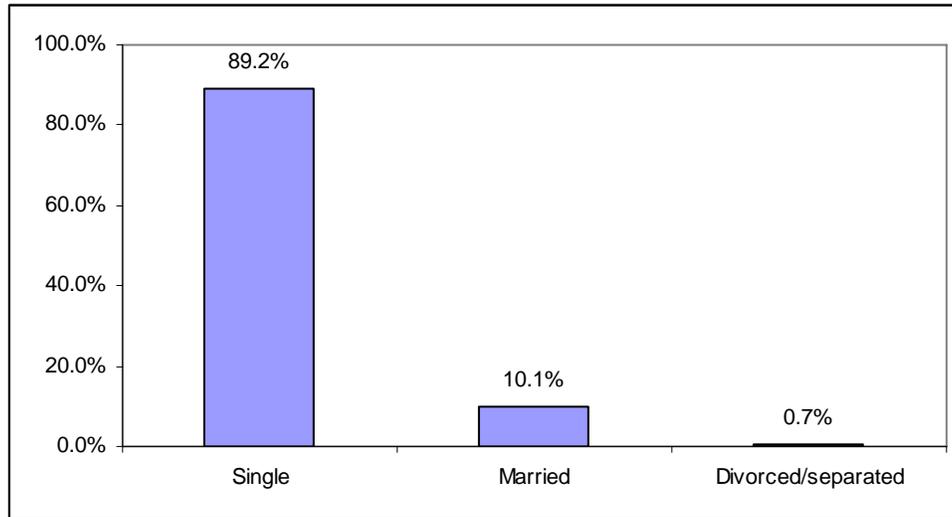


Figure 40. Marital status at three years after exit.

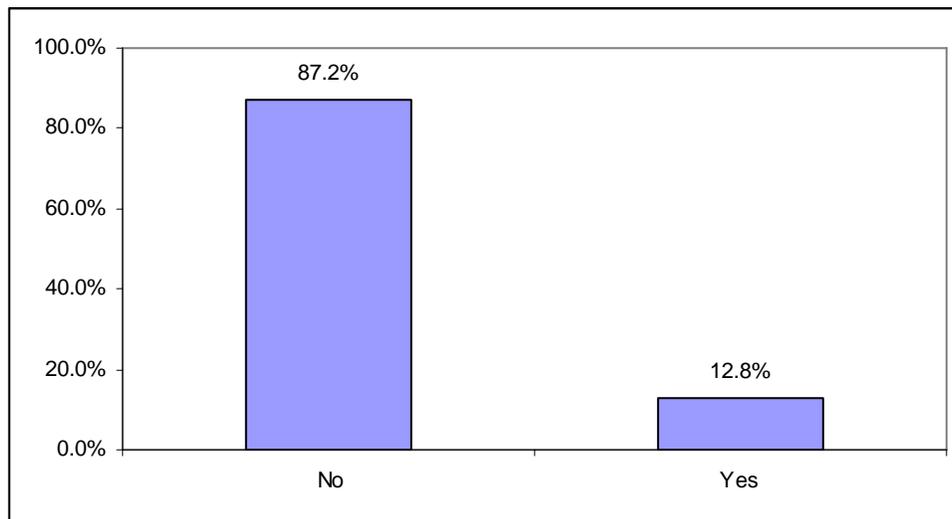


Figure 41. Percent of students with children at three years after exit.

Approximately how often does the student go out with other people in a week?

Figure 42 shows how often students went out with others each week. A majority of students (64.9%) go out one to five times a week. Types of activities in which individuals participated at three years after exiting high school are described below and included

participation in volunteer activities, community organizations, and recreation activities.

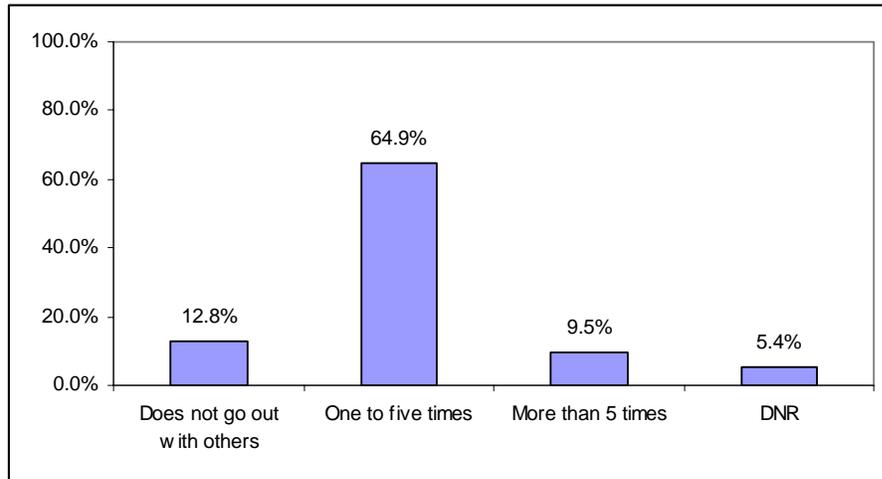


Figure 42. Percent of times per week students go out with others at three years after exit.

Was the student satisfied with his/her high school experience? Respondents could select *no (please explain)* or *yes (please explain)* and results are shown in Figure 43. See Table 65 for comments about student satisfaction and Table xx for comments about student dissatisfaction.

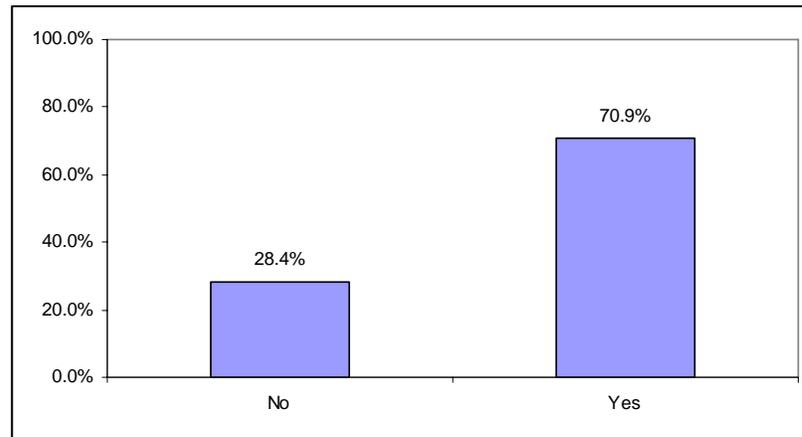


Figure 43. Student satisfaction with high school experience at three years after exit.

Table 65. *Reasons for Satisfaction With High School Experience at Three Years after Exit.*

Reasons for satisfaction with high school experience.	Frequency
Had a pretty good education	42
Had a lot of friends/good social experience	7
Liked school	6
The teachers were good	14
Some of the work was all right	3
Didn't complain/Don't know	2
Got the education/help needed	12
Needed more preparation	1
He was frustrated because he had a unique disability. They helped him in every class and don't know what else they could have done to help	1
The testing services and extra help really helped her.	1
Friendly environment, small school	1
Good school	2
Was pushed and felt like part of the whole	1
Had good grades	2
Moved when sophomore. Hated his old school but loved it when he moved to North Dakota	1
When she was a senior she said she didn't want to leave because of all her friends	1
He was able to meet other people and while he was there he was in a learning process and met other people. The alternative would be a group home and he enjoyed the social aspect of high school	1
It was better once we changed schools	1
Good customized curriculum	1
School was fine, but he had some bad friends	1
He had a good teacher that worked with him on life skills. He was in a job training programs	1
Liked sports	3
Glad to have graduated	4
Involved in positive activities.	2
Liked the teachers because you didn't have to be afraid to ask them if you didn't know something. High school was fun	1
Better than college	1
Other than not liking school, things were ok	1
Last year he had an apartment and they were teaching him how to live on his own	1
He was involved in activities, the teachers took an interest in him, & his parents were involved in his education	1
She had a great IEP program	1
For the most part satisfied but his disability put him on a different level. He was the only boy in his class being pulled out of class	1

Table 66. *Reasons for Dissatisfaction With High School Experience at Three Years after Exit.*

Reasons student was not satisfied with high school experience.	Frequency
They gave no life skills	1
Didn't get the necessary help	8
Really struggled	1
It was hard because of disability	2
Bullying/teasing	4
He fell between the cracks, he was lost, the education was terrible. He did not get the help he needed, they are not understanding. They do not have the time or energy for the children with special needs. I had to home school him because the system is ridiculous. The system is self-absorbed, and they failed him.	1
Parts of her experience she was satisfied with. Academic part she was not. Knew early on that she was different from other kids. She felt that the teachers in the resource room did too much of the work for them. Easy to become lazy. The athletic part was where she developed her person and did well.	1
The teachers made him feel stupid	1
Didn't have a lot of friends	1
Didn't have a good experience	1
Felt the special education teachers were wonderful but he didn't get the support from the career counselors. Not much guidance as to what he could do.	1
She was singled out by the rest of the kids in the school. She did her own thing and didn't enjoy the cliques and people looked down on her for that.	1
Made it through barely with a lot of help.	1
He had a tough time. Wanted to drop out. He wouldn't have made it without his Title I teacher.	1
It was a very negative experience. The school does not care about special needs students.	1
The testing was not true to the fact	1
Excellent school. He wished his classes were more challenging.	1
There was too much favoritism	1
Negative issues with teachers /bad teachers	3
School was too hard	4
She had ADHD but they wouldn't test her they just blamed it on her behavior	1
The principle at the school wasn't very nice to students with disability	1
When she began going to [school name] was having problems there. Went to [school name] and was getting help with ADD from a teacher one on one. She did better.	1

Not satisfied with LD teacher had problems getting accurate information	1
The program at high school was good for 12 years of school but to continue her education she wasn't prepared to complete without special services	1
The school system was horrible	2
Reading skills & poor grades made her ineligible for a lot of activities	1
School wasn't very supportive. The counselor was very judgmental. She told me I couldn't succeed in a 4 year college	1

If the student could change anything about his/her high school experience, what would he/she like to change? Table 67 provides a list of the responses provided by respondents. Most respondents indicated that the student would change “nothing” (n=43) or the respondent did not know (n=28).

Table 67. *Change to High School Experience at Three Years after Exit.*

Changes to high school experience.	Frequency
A better case manager	1
A better school with more support	4
A better social life	6
Be involved in activities more.	4
Don't know	28
Better counselors/more understanding teachers	8
Nothing	43
Didn't take advantage of all that was offered. Not all his classes were very engaging because of the class size.	1
Get the help needed	5
Had some bad friends	1
Most of the teachers were great they wanted you to succeed. The administration didn't care.	1
Needed more accurate testing	1
Better transition planning/preparation	6
Was not treated equally.	1
Her parents should have been more involved	2
Would have concentrated on studies better.	2
He would have had more teachers show him how to work around his disability to get things done. He had one teacher that did this but the rest just did things for him.	1
I already described it. The entire system needs to change.	1
He would have not taken as many English classes	1
Would have tried to study harder/taken school more seriously	8

He would have liked to have actually played sports instead of just being an equipment manager or water boy.	1
I wish he would have gone on to college	1
Have had student diagnosed sooner	2
Unsure. He had a tough time with school. He worked well on his own, one-on-one. More follow-up with the teacher from grade-to-grade.	1
To not have the disability	2
More classroom participation. He did a lot of one-on-one work with LD teacher.	1
Better reading skills	4
Not pushed her overly hard at certain points	1
She spent a lot of time in the hospital	1
Would want to go to a different school with a different group of friends	3
Would have liked to have changed the way people are treated.	4
She would have liked to have gotten out of school faster.	1
She would have taken the classes that would have helped her to get her CNA through the high school instead of Job Corps.	1
To have had a better and more competent speech pathologist.	1
The kids being more tolerable of disability. Bullying/teasing.	3
The school did not teach her, just pushed through the system. She did not get the help she needed. We got better services at Sylvan learning center.	1
There should not have been so much favoritism	1

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

Respondents indicated *no* or *yes* and then gave an explanation for their response. Table 68 shows the frequency and percent of responses. Table 69 and 70 lists the anecdotal comments telling why the respondent stated the student was or was not prepared for life after high school.

Table 68. *Perceptions of Student Preparation for Life after High School at Three Years after Exit.*

Student was prepared for life after high school.		
	Frequency	Percent
No	52	35.1%
Yes	95	64.2%
DNR	1	0.7%

Table 69. *Felt Student Was Prepared for Life After High School at Three Years after Exit.*

Student was prepared for life after high school.	Frequency
As far as his education goes, he was ready to move on to college.	4
Wish he had been taught about people who can take advantage of her/him.	1
As well as anyone/ is doing well	51
He could have had more career counseling.	1
Yes except student still lives at home	3
Bought vehicles and made all own payments.	2
Independent life skills are still difficult	1
Developed a lot of self confidence through the programs that were offered	2
Now has a job	2
Yes, student graduated	1
Is very mature for age	2
Had study habits and skills to maintain himself on his own.	1
Had to learn differently with his disability but overall he will be fine.	1
Student knew what s/he wanted to be and knew how to go about doing it.	7
Yes but more as a result of parents and special education teachers.	1
Parents helped prepare him to hold down a job.	2
He worked through high school and had a taste for working for other people.	1
Wasn't prepared for college.	1
Partially. Not enough information.	2
The people on his IEP plan were really great and they helped point out job experiences.	1
Pretty head strong.	1
Can balance a checkbook and do those kinds of things	3

Table 70. *Did Not Feel Student Was Prepared For Life After High School at Three Years after Exit.*

Student was not prepared for life after high school.	Frequency
Does not have common sense	1
Doesn't control his spending habits/money management	5
Lacks maturity	1
Had a hard time finding a job	1
Had some growing up to do	4
Has a lot of difficulties; he doesn't have interpersonal or social skills they did not teach those.	1
School can't prepare you for that	1
Lacked independence skills	3
Parent prepared student – school didn't	2

Not sure	1
Was prepared socially but not educationally. Had no job training opportunities or assistance from the school.	1
No because of disability.	2
Lack of accomplishment in his classes.	3
Is anyone?	3
Not right after high school – but better now	5
Missing skills for working with people. Lacked experience working with people.	2
Lack of discipline, attitude, don't have to listen	1
Lacked contacts with Voc Rehab.	1
The only thing that helped was an applied math class that prepared me for basic finances.	1
They didn't teach you the basics you needed to know to be in college.	1
The school system is rough. Felt like schools didn't give them choice.	1

Does the student volunteer anywhere? The majority of students did not participate in volunteer activities (71.6%). Respondents who indicated that the student did volunteer (36.5%) indicated where the individual volunteered. The majority of the respondents listed church as the most common place of volunteer work (see Table 71). Other volunteer activities are listed with their frequency in Table 72.

Table 71. *Volunteer Activities at Three Years after Exit.*

Volunteer options		
	Frequency	Percent
Church	12	36.4%
Human Society	1	3.0%
Fire Department	3	9.1%
YMCA	0	0.0%
Salvation Army	1	3.0%
Big Brothers/Big Sisters	0	0.0%
Walk-a-thons	0	0.0%
Meals on Wheels	0	0.0%
Coaching or refereeing	2	6.15
DNR	1	3.0%

Table 72. *Other Volunteer Activities.*

Other Volunteer activities	
4-H	2
Animal shelter	1
At the school	2

College campus tours	1
Dickinson State, and working with children.	1
Don't know	1
EMT	1
Freedom center	1
Good Samaritan's home	1
Hospital	2
House Humana, St. Joseph Hospital	1
JayCees	1
Neighbors	1
Performing musically	1
Recreation center	1
Some PATH activities	1
Tutor on campus	1
Volunteer at nursing home	1
Volunteered to help during Fargo's flood.	1

What community organizations, if any, is the student currently involved in?

Respondents answered *no*, *yes*, and *other (please specify)*. Thirty percent of respondents indicated that students were involved in some sort of community organization as identified by interview options. See Table 73 for a full list of options found on the follow-up interview and the responses to this item. *Church* was the highest reported organization in which students were involved at three years after exiting from high school. Other organizations are listed in Table 74 and were reported only once.

Table 73. *Involvement in Community Organizations at Three Years after Exit.*

Involvement in community organizations		
	Frequency	Percent
Church	34	75.6%
Sports (including Special Olympics)	8	17.8%
Scouts	0	0.0%
YMCA	2	4.4%
Fire/police department	0	0.0%
Rodeo	2	4.4%
Recreation programs	5	11.1%
Animal/wildlife clubs	2	4.4%

Table 74. *Other Community Organizations.*

Community organizations
ARC (Association for Retarded Citizens)
Board of governors
Booster club
Derby
Don't know
Hunting
Toastmasters
Young Democrats

What types of things does the student do for recreation? (choose as many as apply). Respondents reported the recreation activities in which students participated at three years after high school exit. *Other, movies/television, water sports/lake, and hunting* all received more than 20 percent of the responses (see Table xx). Respondents could choose more than one option for this item. Table 76 lists for *other* recreation activities in which students participated.

Table 75. *Identified Recreation Activities at Three Years after Exit.*

Recreation activities		
	Frequency	Percent
Movies/TV	64	43.2%
Hunting	33	22.3%
Friends	64	43.2%
Fishing	42	28.4%
Video games	26	17.6%
Bowling	17	11.5%
Water sports/lake	35	23.6%
Walking	10	6.8%
Biking	18	12.2%
Other (please specify)	79	53.4%

Table 76. *Other Recreation Activities at Three Years after Exit.*

Other recreation activities			
Activity		Activity	
4 wheeler	4	Likes visiting the library	1
Agility with her dog	1	Meet people	1
Anything outdoors	1	Music	8
Anything to do with cars	1	Outdoor sports	4

Variety of sports	13	Parks, tubing	1
Hiking	2	Play pool	3
Being with his family	4	Playing cards	2
Bonfires	1	Plays guitar	1
Lifting weights	1	Poker	1
Brandings with community members	1	Puzzles	1
Camping	6	Racing cars	1
Computer	3	Racing go carts	1
Crafts & yard saling	1	Read	2
Crochet	1	Watch TV	1
Dancing	1	Rodeo	1
Derby	1	Rollerblade	2
Driving, roller blading	1	Shop	1
Exercises at YMCA	1	Skateboarding	1
Farm work	2	Skiing	3
Jogging	1	Work on cars	4
Frisbee golf	2	Sporting events	8
Go to dances; go to the mall	1	Talk on her cell phone	1
Horseshoes	1	Training horses	1
Snowmobiling, ice fishing	1	Travel	2
		Wrestling	1

Has the student been referred to ... (choose as many as apply) Referral to adult services included Vocational Rehabilitation at 32.4 percent followed by Job Service at 11.5 percent (see Figure 44). *Other* services included “*Rehab Services,*” “*Social Services,*” “*Someone at county was helping her,*” and “*Sylvan Learning Center.*” Each of these services was reported only once (see Appendix D).

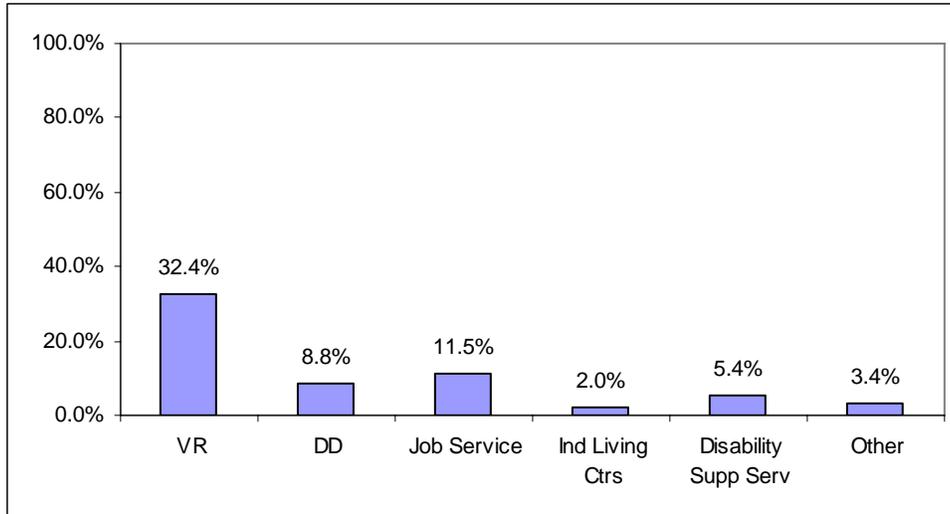


Figure 44. Referral to adult services at Three Years after Exit.

Does the student receive services for his/her disability? It was reported that 79.7 percent of students did not receive adult services at three years after high school exit. Of the 16.9 percent who were reported having adult services, most (60.0%) were reported to have accessed Vocational Rehabilitation (VR). See Figure 45 for the adult service providers identified in the Follow-up Interview. *Other* adult service providers included “Case worker,” “North Central Human Services,” “Speech,” and “SSI.” Each of these services was reported only once (see Appendix D).

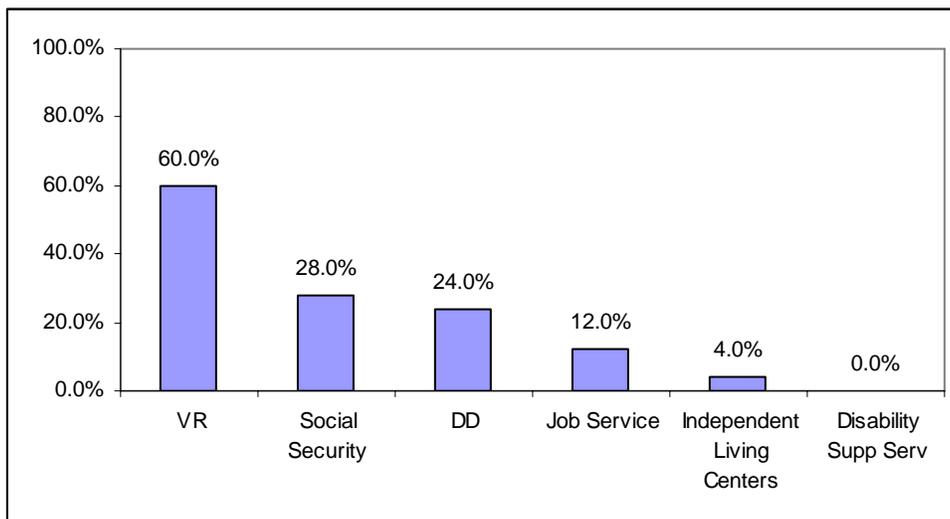


Figure 45. Adult service provider access since high school exit.

Final Summary Report of Follow-up Interview after High School Exit

Follow-up Interview questions changed slightly from the first year to the final year. Comparisons can still be made as many of the original questions remained the same over time. However, those that changed or were deleted are not included in this report. The 2003 follow-up questions varied slightly and these differences are noted in the following report. Data are only included for those items that could be compared and justification for comparison is provided.

Participants

The Follow-up Interview three years after exiting special education programs was completed for 652 exiters from 1999 through 2003. Participants were chosen by their completion of the exit study at the time of exit from high school. See Figure 46 for the number of participants each year.

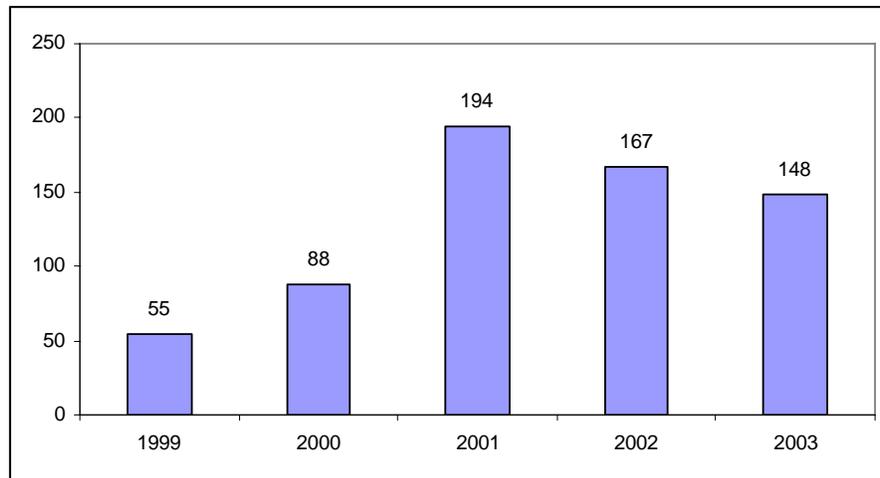


Figure 46. Number of participants in Three Year Follow-up Study three years after high school exit (1999-2003).

Results

This section provides the items that were asked during the Follow-up Interviews. DNR is used to designate those respondents who did not respond to a specific question. Data are reported for items that were similar across years from 1999 through 2003,

Is the student attending or has he/she attended any type of school or other training after high school? Respondents could select *No* or *Yes* for interviews completed from 1999 through 2002. In 2003, the question referred to enrollment in any of the following types of postsecondary programs with specific program types given as options. Respondents could select *No*, *Yes* and select a specific type of program, or *Yes (specify other)* and write in the name of the program. For this comparison, the *yes* and *yes (specify other)* responses have been combined to get the *yes* response total. Respondents were more likely to report attendance in a postsecondary education program by all cohorts with the 2002 cohort reporting the highest percentage of students attending at 62%. (See Figure 47.)

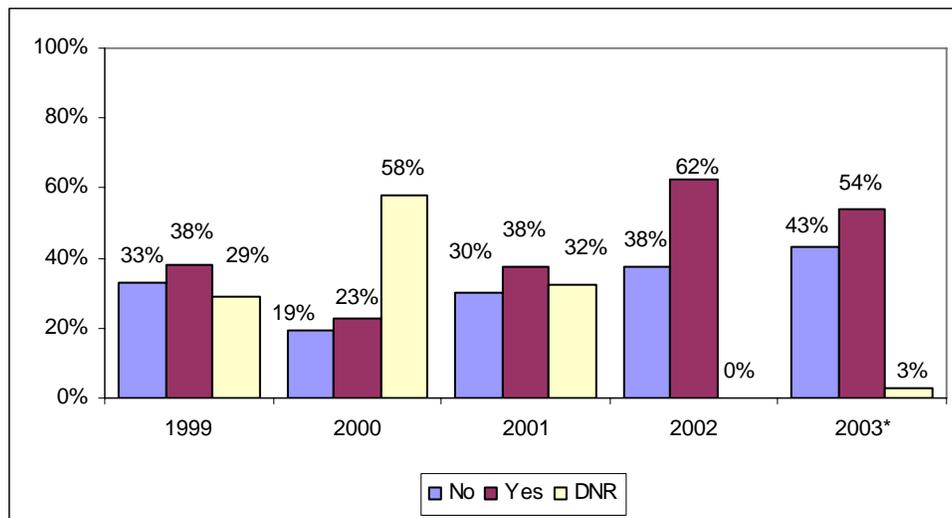


Figure 47. *Is the student attending or has he/she attended any type of school or other training after high school (1999-2003)?*

Is the student currently employed? Figure 48 shows the students' current employment status across time. Reported data includes *No* and *Yes* for 1999 through 2002. In 2003 respondents could choose *No*, *Yes* and specify a type of employment (competitive, sheltered/supported, or family business/farm), or *Yes (other - please specify)* and write in the type of employment. Again *Yes* and *Yes (other-please specify)*

responses were combined as *Yes* responses for comparison. Cohorts from 2002 and 2003 had the highest reporting of employment at 80 and 81 percent respectively. Across time all cohorts reported employment more often than not.

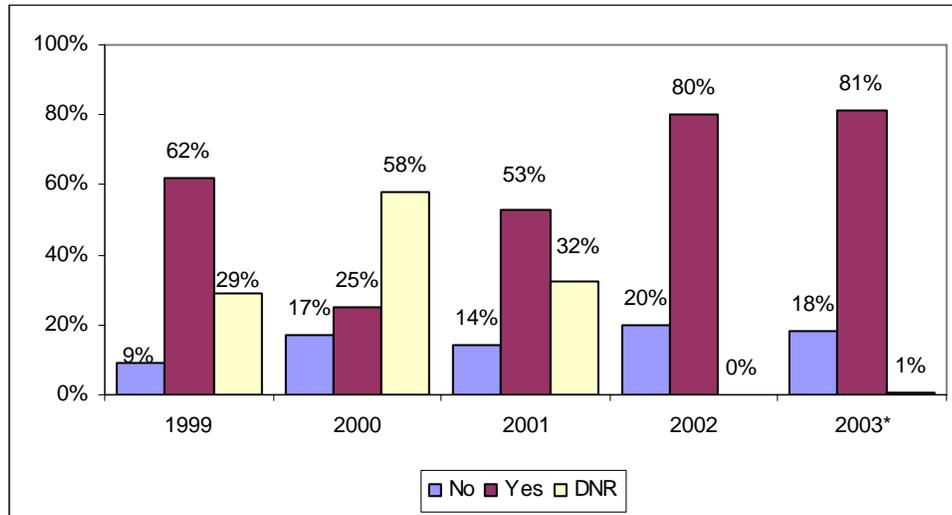


Figure 48. Is the student currently employed (1999-2003)?

On a scale of 1-5 (1 not very satisfied and 5 very satisfied), how satisfied is the student with this job? The respondent rated satisfaction on a numerical scale of one to five (1=not very satisfied and 5=very satisfied). Most cohorts rated their satisfaction between 3 and 4 with the 2000 cohorts reporting the highest satisfaction at 4. Figure 49 shows student satisfaction with this job from 1999 through 2003 at three years after exiting high school.

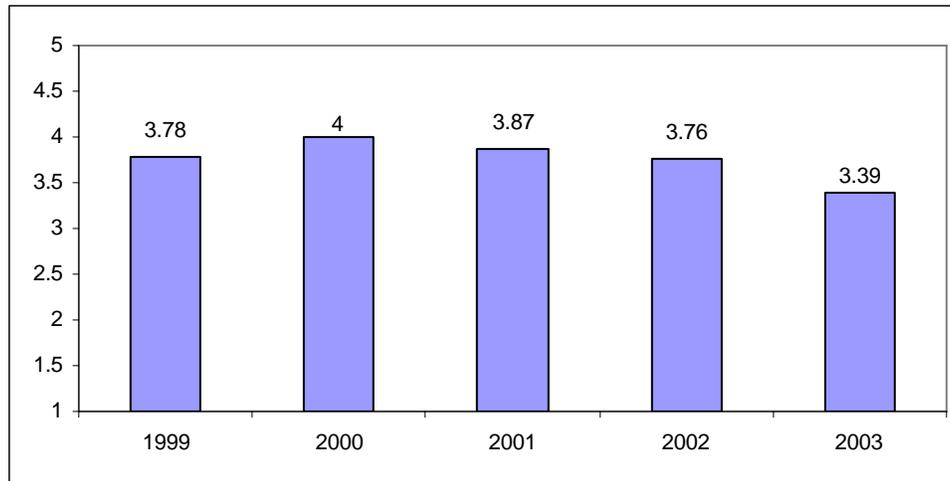


Figure 49. On a scale of 1-5 (1 not very satisfied and 5 very satisfied) how satisfied is the student with this job (1999-2003)?

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

Table 77 shows the percent responses for each year of the three year follow-up interview.

The four highest responses are represented in Figure 50. At three years after exiting high school, students most often report living *independently in a rented apartment/house*, *independently and share a rented apartment/house with a friend*, *with parents*, or in some *other* living arrangement that did not fit into the categories listed in Table 77. See

Appendix D for a listing of these *other* responses.

Table 77. What is the Student's Current Living Arrangement (1999-2003)?

What is the student's current living arrangement (Pick best fit from parent's description)					
	1999	2000	2001	2002	2003
Own home or is buying it	0%	3%	9%	14%	11%
Lives independently in a rented apt/house	36%	17%	12%	23%	18%
Lives independently and shares rented apt/house with friend	9%	17%	18%	30%	23%
Live in a supervised apartment	0%	1%	0%	2%	1%
Live in a group home	0%	0%	2%	2%	2%
Live with parents	22%	16%	21%	21%	36%
Live with relative (not parents)	0%	0%	4%	6%	1%
Live in a residential facility or institution	0%	1%	0%	0%	0%
Other	33%	44%	36%	2%	7%

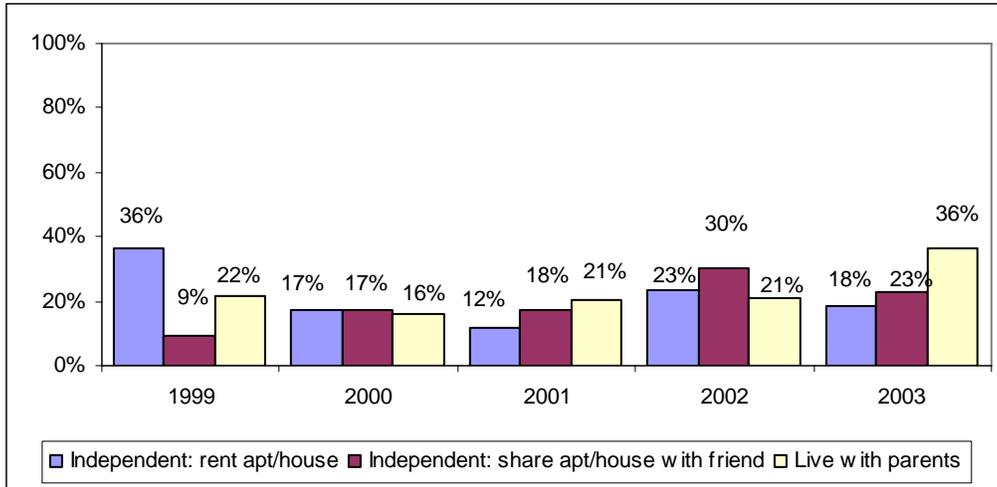


Figure 50. Most common current living arrangement(1999-2003).

What is the student's current marital status? Figure 51 shows that most students were *Single* at three years after exiting high school with the exception of those from the 2003 exiting class. Responses three years after the 2003 students exited indicate that more students were *Married* than were *Single*.



Figure 51. What is the student's current marital status (1999-2003)?

Does the student have children? Most students at three years after exiting high school had no children. See Figure 52.

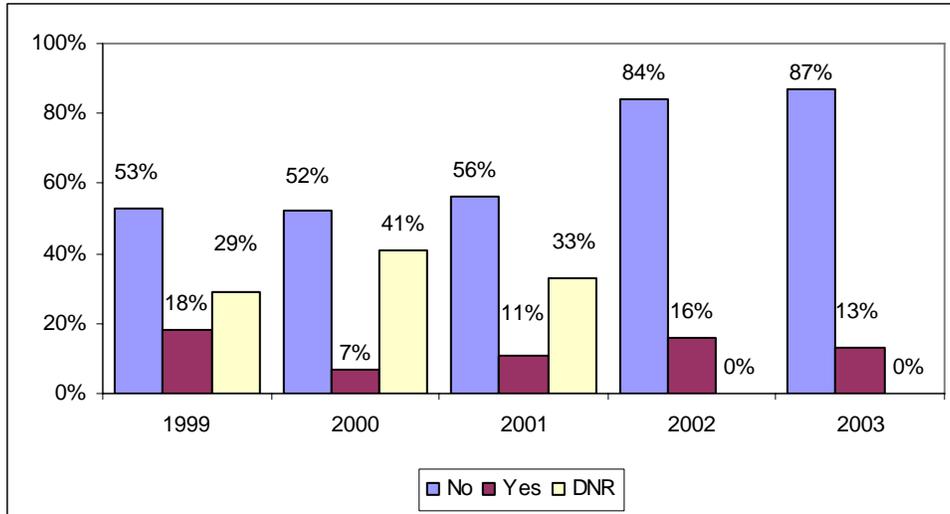


Figure 52. Does the student have children (1999-2003)?

How often does the student go out with others in a week? Reported responses fell into the following categories: *Less than once*, *1 to 5 times*, *more than 5 times*, DNR. Most respondents reported going out *1 to 5 times* a week for 1999 through 2002 cohorts. In 2003, the highest frequency was *more than 5 times* a week at 65 percent. See Figure 53.

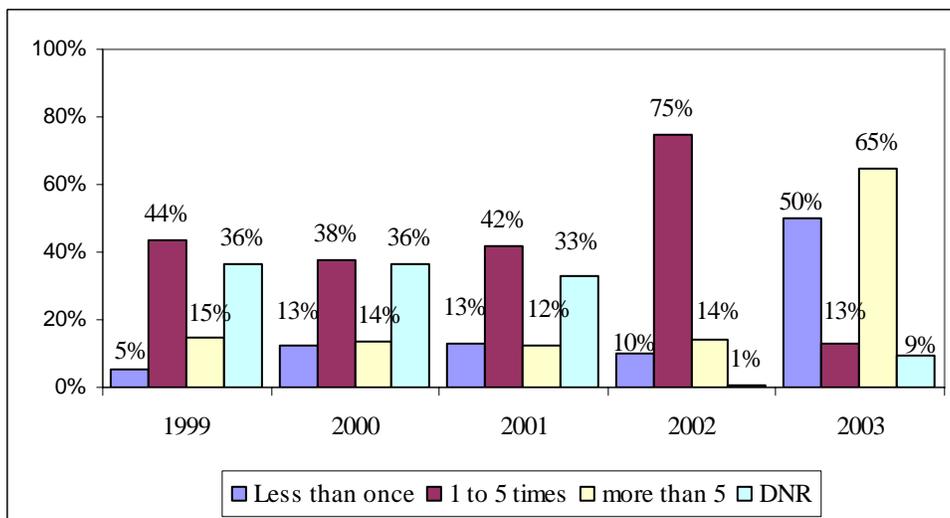


Figure 53. How often a week does the student go out with other people (1999-2003)?

Was the student satisfied with his/her high school experience? Reported responses included *No*, *Yes*, and those who did not respond (DNR). All cohorts reported a higher

percent of being satisfied with their high school experience except for the 2000 cohort.

The rate of satisfaction and dissatisfaction was the same at twenty percent. The 2002

cohort reported the greatest percentage of satisfaction at 73 percent. See Figure 54.

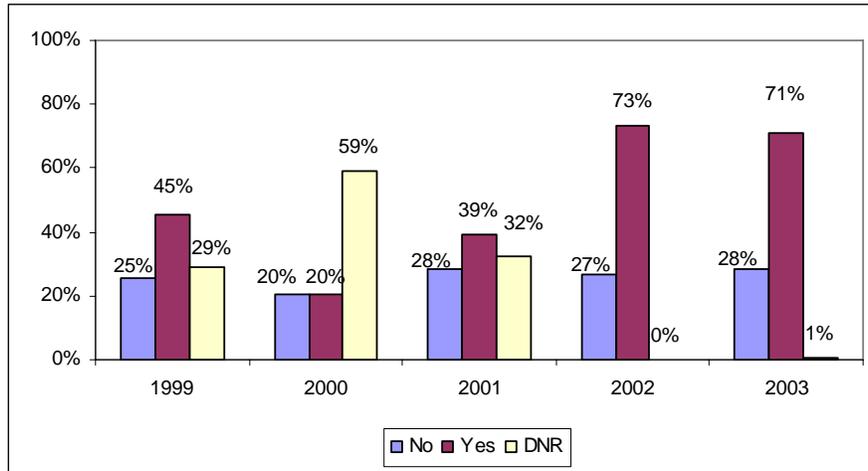


Figure 54. Was the student satisfied with his/her high school experience (1999-2003)?

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

Responses in Figure 55 include *No* and *Yes* as well as the percent of those who did not

respond to this item. All cohorts reported students being prepared for life after high

school. The 2000 cohort reported an almost equal percent of *No* and *Yes* responses at 23

and 24 percent respectively.

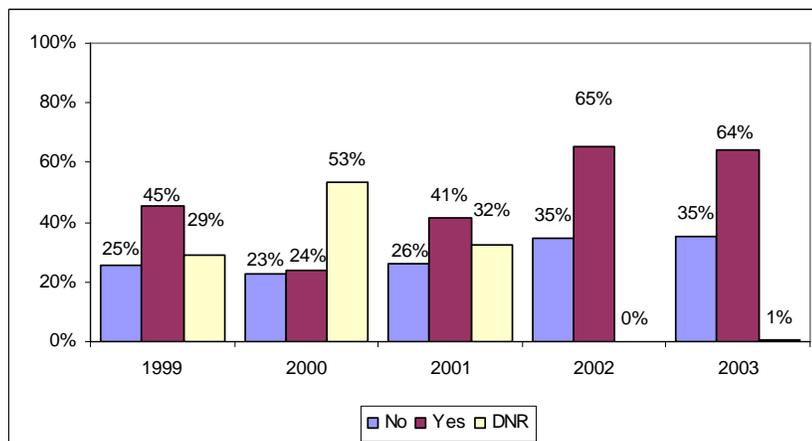


Figure 55. Do you feel that the student was prepared for life after leaving high school (1999-2003)?

Does the student do any volunteer work? Responses included *No* and *Yes* as well as a reporting of the percent of participants who did not respond to this item for interviews completed from 1999 through 2002. In 2003, the respondents could select *No*, *Yes* and select a specific volunteer group, or *Other (specify)* and write in the name of the group. For this comparison, the *yes* and *Other (specify)* responses have been combined to get the *yes* response total. Across all cohort groups not volunteering was reported most often with the 2003 cohort reporting the least amount of volunteering at 72 percent See Figure 56.

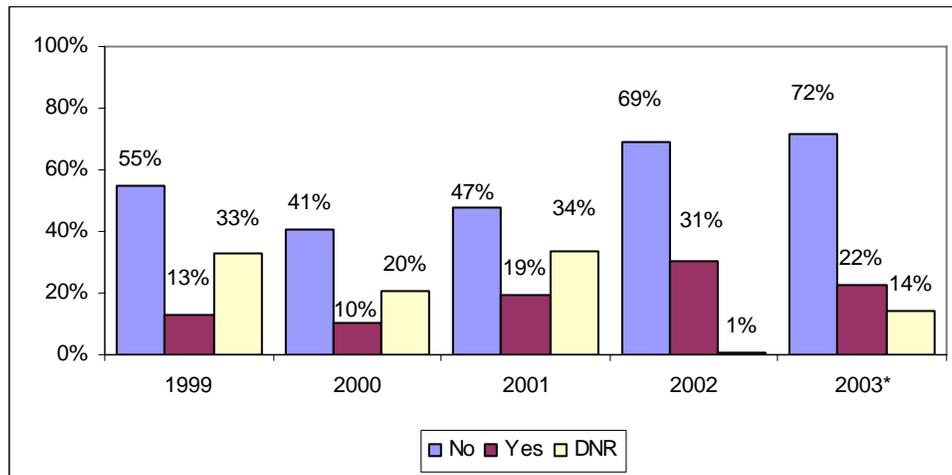


Figure 56. Does the student do any volunteer work (1999-2003)?
**Note: responses in this interview were combined as described in narrative above.*

Does the student receive services for his/her disability? Responses included *No* and *Yes*, as well as a reporting of the percent DNR, to this item for interviews completed from 1999 through 2002. In 2003, the respondents could select *No*, *Yes* and select a specific adult service provider, or *Yes (other- please specify)* and write in the name of the service provider. For this comparison, the *Yes* and *Yes (other- please specify)* responses have been combined to get the *Yes* response total. All cohorts reported receiving services at a lower percentage than those not receiving services with the 2003 cohort reporting the

highest response at 20 percent. Figure 57 shows the percent of responses.

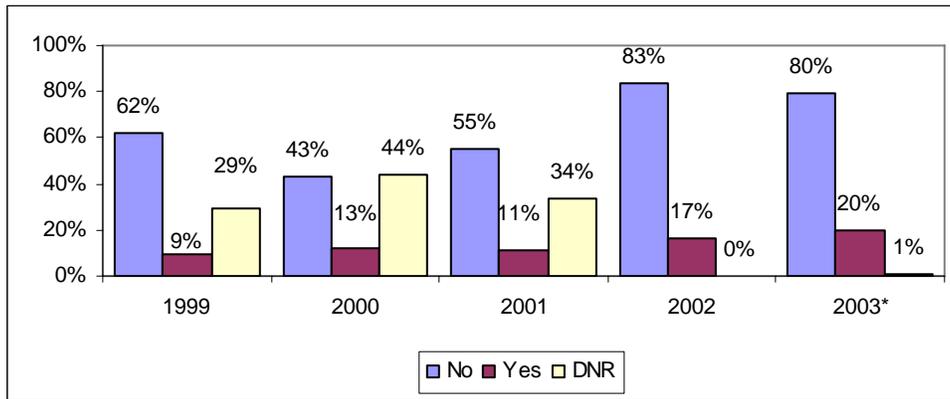


Figure 57. Does the student receive services for his/her disability (1999-2003)?
 *Note: responses in this interview were combined as described in narrative above.

Has he/she been referred to... Across all cohort groups these include Vocational Rehabilitation (VR), Developmental Disabilities (DD), and Job Service. See Figure 58.

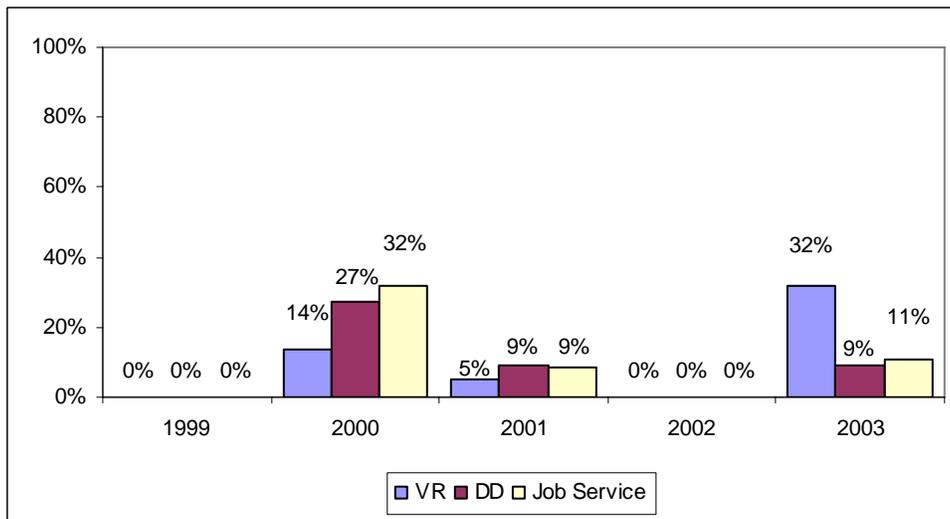


Figure 58. Has he/she been referred to....(VR, DD, Job Service)(1999-2003).

Conclusion

Due to a number of reasons, the NDDPI has decided to discontinue the third year follow-up interviews. These reasons include new Federal requirements in data collection, an increased focus on first year exiters, and the reduction of successful contacts three years after exiting school. Reduction of successful contacts was due to a number of

reasons including disconnected telephones, wrong telephone numbers, families or students moved to another address or unwillingness to participate in the interview. The 2003 special education cohort was the final exiting group to participate in the Follow-up Interview three years after exiting high school.

Appendix A
2006 Exit Survey
Directions

ND Transition Exit Survey 2006-Special Education Student
<http://ndcpd.org/TransitionSurvey>

Complete the online ND Transition Exit Survey with all 2006 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 THE STUDENT INTERVIEWS, PLEASE CALL GERRY TEEVENS, SPECIAL EDUCATION REGIONAL COORDINATOR AT (701) 328-2277.

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

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

Phone: (701) XXX-XXXX

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

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

Race: Identify student **race**.

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

Q 1: Did the student's most recent IEP have a post-secondary goal in (choose as many as apply):

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

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

Select "**education**" if the student's IEP goal included further education such as university (4 yr.), Voc-tech (2 yr.), or trade (1 yr. or less, includes Job Corp).

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

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

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

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

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

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

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

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

Q 3: What is this student's plan after high school?

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

Employment: the student indicates he/she will seek and secure employment. If the employment is known, please note such in the indicator box for this question (be as specific as possible). If student knows he/she will seek work, but is uncertain about what and where, employment and *identify 'uncertain' in the box.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other: other services provided to student that benefits their post school or career goal and specify what information you can in the box designated in the middle of the page.

Q 5: Why did student exit your program?

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

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

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

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

Dropped out: student exited the educational program as a consequence of dropping out of school, withdrawal from school without completing.

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

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

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

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

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

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

Community access skills: student acquired specific instruction in how to access such community facilities as churches, bank, courthouse, recreation centers, etc;

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

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

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

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

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

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

- A (excellent)**
- B (above average – very good)**
- C (average - ok)**
- D (below average – not good at all)**
- F (terrible)**

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

Student satisfaction with services as they relate specifically to transition/vocational preparation; getting ready for life after high school is the intent of this question.

Ask the student: Think now about your overall transition preparation for life after high school. If you were to give your high school a grade, what grade would it be?

- A (excellent)**
- B (above average – very good)**
- C (average - ok)**
- D (below average – not good at all)**
- F (terrible)**

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

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

Ask the student: Think about the special education services you received in high school. If you were to give your high school a grade, what grade would it be?

- A (excellent)**
- B (above average – very good)**
- C (average - ok)**
- D (below average – not good at all)**
- F (terrible)**

Q 10: If you had to stay in school an additional semester and were free to choose classes, what would you take?

Seeking suggestions from students is important in planning and reviewing past performance. This question is intended to solicit subjective response(s) from students about what they perceive to need.

Ask the student: (Hypothetically) If you had to stay in school an additional semester and

were free to choose classes, what would you take?

Academic classes (math, history, English, sciences)

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

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

ND Transition Exit Survey 2006-General Education Directions

<http://ndcpd.org/TransitionSurvey>

Please facilitate completion of the online survey with the identified number of students who are exiting your school in the spring of 2006. This survey should take no more than 15 minutes. Please ensure that all questions are completed by the student. Note: Rationale for each item is provided before the directions for that item.

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

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

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

Phone: (701) XXX-XXXX

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

Race: Identify student **race**.

QUESTIONS

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

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

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

Select “yes” if the student received guidance for anticipated career or post school employment.

Select “no” if the student did not receive guidance for future employment or if student was ‘undecided’ in his/her post school employment goal.

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

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

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

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

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

Q 3: What are your plans after high school?

The intent of this question is to establish a baseline as to the student plan at the time of high school exit, and will be compared with the same question asked at intervals of one and three years after high school.

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

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

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

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

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

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

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

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

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

Q 4: Identify Adult Providers who may assist you after high school:

The collaboration and need for seamless services beyond high school is critical for student success.

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

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

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

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

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

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

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

Other: other services provided to student that benefits their post school or career goal and *specify what information you can in the box.*

Q 5: Why are you exiting high school?

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

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

Graduated with a certificate: student exited the educational program through receipt of a certificate of completion was attained.

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

Dropped out: student exited the educational program as a consequence of dropping out of school, withdrawal from school without completing.

Q 6: Identify occupational skills you attained during high school.

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

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

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

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

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

Community access skills: student acquired specific instruction in how to access such community facilities as churches, bank, courthouse, recreation centers, etc;

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

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

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

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

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

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

A (excellent)

B (above average – very good).

C (average - ok).

D (below average – not good at all).

F (terrible)

Q 8: Identify your satisfaction with vocational or transitional aspect of high school.

Student satisfaction with services as they related specifically to transition/vocational preparation; getting ready for life after high school is the intent of this question.

Ask the student: Think now about your overall transition preparation for life after high school. If you were to give your high school a grade, what grade would it be?

A (excellent)

B (above average – very good).

C (average - ok).

D (below average – not good at all).

F (terrible)

Q 9: Identify your satisfaction with high school coursework in preparing for adult life after high school.

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

Ask the student: Think about the services or guidance you received in high school. If you were to give your high school a grade, what grade would it be?

A (excellent)

B (above average – very good).

C (average - ok).

D (below average – not good at all).

F (terrible)

Q 10: If you had to stay in school an additional semester and were free to choose classes, what would you take?

Seeking suggestions from students is important in planning and reviewing past performance. This question is intended to solicit subjective response(s) from students about what they perceive to need.

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

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

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

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

Appendix B
2006 Follow-up Interview
Questions

2006 Online Follow-up Interview Questions (SPED)

Survey symbols

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

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

= text box, text can be given when used.

Questions

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

No (see question 2)

Yes

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

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

Vocational Technical School -less than a 2-year program

Community or Technical College (2 year)

College or University (4 year program)

Yes (specify other)

Don't know

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

Lack of post secondary training opportunities in the immediate locale

Student lacks necessary skills/qualifications to enter post secondary education

Student lacks transportation

Student is working

Student does not want to go to post secondary education

Student has health problems that preclude going to post secondary education

Student believes he/she cannot afford to go to school

Other (please specify)

Don't Know

3) Is (student) currently employed?

No (see question 4)

Yes (skip question 4)

In a sheltered or supported employment setting

In a family member's home, business, or farm

- 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)

Yes (other--please specify)

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

- Lack of employment opportunities in the immediate locale
- Student lacks necessary skills or training for employment in the area
- Student lacks transportation
- Student is attending a post secondary program
- Student does not want to work
- Student has health problems that preclude employment
- Student believes he/she will lose benefits if he/she works
- Other (please specify)

Don't know

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

- Currently employed
- No
- Yes

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

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

7) How much does (student) make per hour?

\$ per hour

- Unpaid or volunteer
- Less than minimum wage
- Minimum wage

- More than minimum wage
- Refused to answer
- Don't know
- No answer

8) How long has (student) been employed at this job?

- Exact number of months

- 0-4 months
- 5-8 months
- 9-12 months
- more than 1 year

9) On a scale of 1-5 (1=not very satisfied & 5=very satisfied), how satisfied do you think (student) is with this job? (current or most recent job)

- 1 not very satisfied
- 2
- 3 satisfied
- 4
- 5 very satisfied

10) Does (student) have health insurance?

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

11) 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
- Live independently and share a rented apartment/house with a friend
- Live with parents
- Live with relatives (not parents)
- Live in a residential facility or institution
- Other – please specify

12) What is (student's) current marital status?

- Single
- Married
- Divorced/separated

13) Does (student) have children?

- No
- Yes (how many)

14) Approximately how often does (student) go out with other people in a week?

- Times per week

- does not go out with others

- 1-5
- more than 5

15). Was (student) satisfied with his/her high school experience?

- No (Please explain)

- Yes (Please explain)

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

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

- No (Please explain)

- Yes (Please explain)

18) Does (student) volunteer anywhere?

- No
- Yes (if so, for whom)
 - Church
 - Humane society

- Fire department
 - YMCA
 - Salvation army
 - Big Brother/Sister
 - Walk-a-thons
 - Meals on wheels
 - Coaching or refereeing
 - Other (please identify)
-

19. What community organizations, if any, is (student) currently involved in?

- No
 - Yes (please identify)
 - Church
 - Sports (including Special Olympics)
 - Scouts
 - YMCA
 - Fire/police department
 - Rodeo
 - Recreation programs
 - Animal/wild life clubs
 - Other (please specify)
-

20) What types of things does (student) do for recreation? (choose as many as apply)

- movies/tv
 - hunting
 - friends
 - fishing
 - video games
 - bowling
 - water sports/lake
 - swimming
 - walking
 - biking
 - Other (please specify)
-

21) Has (student) been referred to... (choose as many as apply)

- Vocational Rehabilitation
- Developmental Disabilities
- Job Service
- Independent Living Centers
- Disability Support Services
- Other (please specify)

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

- No
- Yes (choose as many as apply)
 - Vocational Rehabilitation
 - Social Security
 - Developmental Disabilities
 - Job Service
 - Independent Living Centers
 - Disability Support Services

Yes (other-please specify)

23) Who served as the source for this information?

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

2006 Online Follow-up Interview Questions (GenEd)

Survey symbols

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

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

= text box, text can be given when used.

Questions

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

- No (see question 2)
- Yes
 - High school completion document/certificate program (Adult Basic Education, GED, etc)
 - Short-term education or employment training program (Job Corps, etc)
 - Vocational Technical School -less than a 2-year program
 - Community or Technical College (2 year)
 - College or University (4 year program)
- Yes (specify other)
- Don't know

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

- Lack of post secondary training opportunities in the immediate locale
- Student lacks necessary skills/qualifications to enter post secondary education
- Student lacks transportation
- Student is working
- Student does not want to go to post secondary education
- Student has health problems that preclude going to post secondary education
- Student believes he/she cannot afford to go to school
- Other (please specify)
- Don't Know

3) Is (student) currently employed?

- No (see question 4)
- Yes (skip question 4)
 - In a family member's home, business, or farm
 - 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)

Yes (other specify)

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

- Lack of employment opportunities in the immediate locale
- Student lacks necessary skills or training for employment in the area
- Student lacks transportation
- Student is attending a post secondary program
- Student does not want to work
- Student has health problems that preclude employment
- Other (please specify)

Don't know

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

- Currently employed
- No
- Yes

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

Number of hours

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

7) How much does (student) make per hour?

\$ per hour

- Unpaid or volunteer
- Less than minimum wage
- Minimum wage
- More than minimum wage
- Refused to answer
- Don't know

No answer

8) How long has (student) been employed at this job?

Exact number of months

0-4 months

5-8 months

9-12 months

more than 1 year

9) On a scale of 1-5 (1=not very satisfied & 5=very satisfied), how satisfied do you think (student) is with this job? (current or most recent job)

1 not very satisfied

2

3 satisfied

4

5 very satisfied

10) Does (student) have health insurance?

No

Yes (please identify the source of the insurance)

Parent's insurance

Through student's job

Self-purchased

Other

Unknown

11) 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

Live independently and share a rented apartment/house with a friend

Live with parents

Live with relatives (not parents)

Live in a residential facility such as a university dormitory

Other (specify)

12) What is (student's) current marital status?

- Single
- Married
- Divorced/separated

13) Does (student) have children?

- No
- Yes (how many)

14) Approximately how often does (student) go out with other people in a week?

- Times per week
- does not go out with others
- 1-5
- more than 5

15). Was (student) satisfied with his/her high school experience?

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

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

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

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

18) Does (student) volunteer anywhere?

- No
- Yes (if so, for whom)
 - Church
 - Humane society
 - Fire department

- YMCA
 - Salvation army
 - Big Brother/Sister
 - Walk-a-thons
 - Meals on wheels
 - Coaching or refereeing
 - Other (please identify)
-

19. What community organizations, if any, is (student) currently involved in?

- No
 - Yes (please identify)
 - Church
 - Sports (including Special Olympics)
 - Scouts
 - YMCA
 - Fire/police department
 - Rodeo
 - Recreation programs
 - Animal/wild life clubs
 - Other (please specify)
-

20) What types of things does (student) do for recreation? (choose as many as apply)

- movies/tv
 - hunting
 - friends
 - fishing
 - video games
 - bowling
 - water sports/lake
 - swimming
 - walking
 - biking
 - Other (please specify)
-

21) Is the student receiving service from... (choose as many as apply)

- Vocational Rehabilitation
- Job Service
- Independent Living Centers
- University/College Support Services
- Other (please specify)

22) 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



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

Supported by the ND Dept. of Public Instruction (DPI), 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 ND DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.
- 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 DPI's Office of Special Education organized to follow students in transition from high school and also see what they were doing in the following years.
- 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 and three year follow up telephone survey.
- 4. Where are you calling from?** I am calling from the ND Center for Persons with Disabilities at Minot State University. We are involved in the transition study that you were contacted about in a postcard we sent out to you in the last week or two.
- 5. From where did you get my information?** The information we needed to contact you and know about you was provided by the exiting student in the Transition Exit Survey. When your son/daughter was in his/her last year of high school he/she volunteered to participate in a study organized by the ND DPI 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. We will stay in contact with your son/daughter up to 3 years, depending on how long he/she agreed to participate in the study. After all the data is collected, a final report will be drawn up to look at all the information gathered and how the High School programs can be changed or improved to allow for better transitions from school.
- 7. What is NDCPD?** NDCPD is a research and service center focused on individuals who have disabilities in North Dakota. It is the mission of NDCPD to advance the state of the art and promote the adoption of practices that effectively and appropriately increase the independence, productivity, integration, and inclusion of people who have disabilities.
- 8. In case of a 'referral' or 'diagnosis' call,** If a parent asks about their child's condition or has questions about a referral like how they could get a job, let them know you are not qualified to assist them in this area but they can refer to the contact information on the postcard and contact Janet Green (1-800-233-1737).
- 9. My son/daughter doesn't have a disability ...** Students in both general education and special education have participated in the Transition Exit Survey. My records don't indicate any specifics.

Appendix D
Follow-up Interview
Text responses

2005 One Year Follow-up Survey Comment Responses (SPED)

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

Joined the army	1
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Question 2: If not, why hasn't the student been in post-secondary education since high school? (check as many as apply)

Chose not to go	1	Family	1
Wanted to take a break	1	Joined the army	1
Dropped out of high school	1		

Question 3: Is the student currently employed?

Work Study	1	Gets paid in the army	1
Volunteers at the nursing home	1		

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

In the navy	1	In the army	1
Looking for a job	1	Lack of ambition and scared or fear and possible the group he hangs out with	1
Stay at home mom	1	Long hours at school	1

Question #11: What is the current living arrangement?

lives in a house owned by parents no rent	1	Dorms	5
On base	2		

Question #15: Was the student satisfied with his/her high school experience? If no please explain.

It did not prepare him for everyday living	1	They needed more programs	1
She needed more help in terms of her disability	1	He had a lot of surgeries, and there was teasing from other students	1
The teachers were very stereotypical	1	It was hard he was not interested	1
They did not prepare him for the real world	1	Didn't like school	2
I had one really bad teacher	1	It was only average	1
Kids that are average/normal kids like her that didn't play sports don't get recognized	1	Missed out on a lot being at a small school. There was no extra programs	1
No and Yes because some years were better than others due to his learning disability. The bad years were not helped by poorly trained LD teachers.	1	The teachers were too stupid to figure out that there were family issues going on at home that were effecting the child. They just labeled her and kept on going	1
The school system was terrible	1	They did not prepare him for college	1
Not much interactive with other students. Didn't like going to school at all	1	They tried to mainstream him, but there were not enough extra curricular activities	1
He didn't do his homework, the principal did not tolerate ADD kids	1	His disability hindered his academic experience and relationships with teachers	1

They did not prepare him for transition	1	There wasn't a lot of room for acceptance	1
It was not a good program, she was left in the grey area	1	They just pushed him through they did not help	1
because she struggled so much school wasn't very enjoyable	1	They did not do their job, they passed him threw the system	1
She was harassed by faculty	1	He had trouble	1
Not enough help	2	Waste of time	1
I could have been better. Don't think they did anything to improve his reading comprehension. He had an aid to help understand things but needed to go back to basics and improve reading level. The school did this in 7th and 8th grade but don't feel they do anything to improve comprehension in high school	1	With Asperger's syndrome it would have been beneficial to have a social skills class and with more than one student they could learn from each other. Also basic living skills were not offered. The administration was not good. The teachers were not skilled and did not care, equal is not always fair. Teacher understanding is not good, treatment was not good, they want you to be normal	1
Because of personal matters and getting teased over having to go to the resource room	1	She was tested for ADHD but never given any medication because she fell through the cracks and nothing was done	1
The teachers were not very helpful	2	He was picked on	1
The IEP said she was not smart enough to go to college	1	Some of the teachers were not helpful and did not care about his IEP plan	1
It wasn't very good	1	The special education teacher was not very good	1
The teachers were not helpful especially with the IEP	1	They did not help him get into college, or get a job or anything	1

Question #15 Was the student satisfied with his/her high school experience? If yes please explain.

It was all very good	1	It was a good high school	2
She thought she did a pretty good job with school	1	Once he got into his last couple of years. The teachers & counselors	1
He had a wonderful special education teacher	1	They helped him, it went well	1
It was a good sized school	1	The school was alright but small	1
The teachers and faculty were very helpful, the counselors were wonderful, and the principals were excellent there were no problems	1	We were worried she would drop out of school but she had one teacher who just was always praising her and helped her get through and she graduated!	1
He spent some time in regular class and resource room. He is very social and it was a good experience	1	It was a good experience, they helped him, and if they couldn't they gave me resources so I could help him	1
Didn't say anything negative	1	He enjoyed his swim team experience	1
He did well	2	I liked school	4
He had a lot of help from the teachers, they	1	was in sports and straight A student. She	1

were great		had great LD tutoring experiences	
the teachers were helpful and helped him when he needed extra help	1	It was a good school, and she never had any problems	1
I don't know what difference does it make	1	Sports	1
She liked her social life	1	He received a lot of one-on-one attention	1
Progress was just like any other kid	1	She received extra help	2
He had very good services	1	I don't really know	1
She had a LD but they really prepared her for real life	1	She got some good help	1
She graduated	1	It was alright	6
I wish I did not work so much	1	She went to a good school	1
Had a really good special education teacher	1	If he needed help he could get it	2
They did a great job helping him get through school	1	Because went to a good school and made the best of it	1
They did a good job implementing his IEP	1	They gave her a lot of opportunities	1
He enjoyed being with friends and doing things. Got along with his teachers	1	He had wonderful teachers, and a very helpful resource room	1
He had a good learning experience	1	They really helped him	2
He had good opportunities	1	Just had a normal H.S. experience	1
She was a good kid and got along with everyone	1	She was always happy and had a good time in school. She was involved in sports	1
The program gave her a lot of confidence	1	She got the help she needed	1
The school did a good job	1	He did alright, he had a good experience	1
She was catered to in Special Education	1	She had good teachers that helped her	1
There were no problems all of her needs were met	1	School was good, the teachers were nice, the programs were good	1
Good help in the resource room	1	They had a great IEP for him	1
My wife is a teacher so she knew if things were being done properly	1	yes, because his learning services were very helpful	1
It was a small school and it was good		He has a good attitude about everything	
Overall he did good, he received extra help, he did well in sports, had friends	1	Happy there. Liked her LD teacher. Easy to work with. Involved parents	1
He had very good teachers in high school	1	He got the help he needed	1
We had wonderful teachers, a lot of help, it was great	1	He graduated had a GREAT support system	1
She got through but she was a slow learner	1	She seemed happy, never had complaints	1
The programs were good	1	Because he got to graduate	1
He felt very good about himself. He was able to achieve a lot of success and he felt very positive about the faculty			

Question #16 If you could change anything about his/her high school experience, what would he/she like to change?

The paper work on his voc. rehab should have been faster	1	They refer him to Voc Rehab, but then tell him he is not eligible for services	1
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His study habits, especially math skills	1	Nothing	30
More life skills should have been taught	2	I don't know	17
He should have been in a public school system because they had better classes	1	The teachers need better training when working with disabled children	1
Something needs to be done about bullying	1	More tutoring	2
Gone to a bigger school	1	That teacher should have been fired	1
More one on one help. More creative (art) activities	1	She was pretty happy and in extracurricular activities.	1
He should have used more services that were provided for him	1	They should have kept him in the resource room and provided him with more help	1
She was lucky to have such a wonderful teacher and they need more teachers like that for children who have learning disabilities	1	I think she would have like to be more interactive with other students. Other students didn't include them. Didn't treat them like people	1
Encourage more sports to keep him active	1	Been a better athlete	1
She would like to have no clichés. The advantages given to kids because of family or popularity. In the resource room, she left her senior year because they really couldn't help her. She was in advance classes	1	She would have changed the difficulty of getting through her academic studies. It would have been nice to have been diagnosed earlier to have reduced her academic challenges	1
Had some more options for classes	2	She would have learned to study better	2
He would have liked to have been able to stay in the classroom more. He was pulled to the resource quite often especially in Jr. High and High School. This hindered him from bonding with his classmates and building many social relationships	1	It's not right that the school automatically sides with the mother. It was her that ruined the child's life, and no one can tell me the school did not see that, they just chose not to see it, and the child had to pay for that	1
Her disability	1	A better school system	1
She would have liked to had more programs to be involved	1	I wish I could have spent more time with my friends	1
A lot of the classes needed to be more relevant to what he needs now like vocational courses. Concerned that he doesn't have the skills to get a good enough paying job to support himself on own. Concerned about losing benefits or not getting adequate benefits. In Math or Reading classes, needed more basic skills	1	He would have like to have been helped more in preparation for college. The teachers in H.S. accommodated a lot for him but there wasn't any help in identifying and using assistive technology due to cost. So, in entering college he felt ill-prepared	1
Needed more opportunities but in a small town it is difficult	1	We should have been allowed to wear back packs	1
No it was a positive experience	1	She had a hard time in school	2
He needed to have more social involvement	1	He should have gone to a different school	1
He would have preferred more "hands-on" classes. He needed a system that was more appropriate to his learning style	1	They need to explain to him and the other kids why they pull him out of class and where he goes, etc	1
He would liked to participate in sports	1	He needed to do more hands on work	2

He was not prepared, the counselor did not do a good job	1	He needed to spend less time with his friends	1
He would like to have help getting into fire school	1	We weren't introduced to any programs where she could have been helped	1
His attitude towards school	1	No math	1
He would probably would have applied himself more through study and better grades	1	Would have preferred to be home-schooled to and avoid all the difficulties she went through with the school	1
She would have changed her social group in 11th grade	1	Teachers need to help these students with disabilities not just push them through	1
Got him more ready for the work force	1	They did not teach him to read	1
Would have liked to go to one school for all four years of High School	1	She should have had more direction, she needed functional living skills	1
Do more computer work	1	Better IEP	1
Needed more math help	1	The social aspect is sad	1
The teachers need to have more training to work with students with disabilities	1	Some teacher's were not very understanding	1
Better study habits, help getting ready for college	1	He needed help in areas outside the LD room the teachers put it all on the LD teacher, they did not have the time for him	1
The math teacher was not understanding and the class was too hard and they needed to have more one on one. No Child Left Behind makes it hard	1	Not having to take English classes. he was a more hands on student. Also, not having to take the AR (Accelerated Reading) programs	1
The social skills and basic living skills classes would have helped. There should have been advocacy training	1	They were a little too soft on him, they babied him, they should have prepared him a little bit more	1
More help	3	She did not have the support she needed	1
He would have liked to not have Learning Disabilities	1	She would have wanted a better selection of classes	1
The superintendent, he was not very fair	1	The math teacher	1
Some of the students attitudes towards him	1	Play football earlier	1
If the school had more funding then maybe they could provide better services	1	She would like to have had a better social part of high school	1
Have his family around	1	They made no attempt for anything	1
Being with other kids more often	1	He had one bad teacher	1
Not sure but probably	1		

Question #17: Do you feel that student was prepared for life after leaving high school?

No please explain.

Not enough skills, can't balance a check book	1	His learning disabilities, and he is slow, he has some growing up to do	1
Is anyone?	3	He's about 60% there	1
He's doing the best he can	1	He was not ready for college	1
Already explained	1	I still live with my mom	1

Basic safety issues and understanding signs	1	She needs further education	1
Don't think he had skills to go onto post-secondary schooling. He is now struggling to get a job. He needs a marketable skill to sell himself	1	Skills to get out on her own were not very good. Has moved out and had to move back out. She's persistent and confident, but didn't have everyday life skills	1
He is poor at reading and writing	1	Needs to mature	3
I'm still living at home	1	Doesn't have all the skills	3
Because the parents are currently doing more training for life with him now after H.S.	1	Because he didn't have quite the common sense than the average kid does. It takes him quite a bit of experience to catch on	1
I don't know	1	I needed further schooling	1
She doesn't do a lot of cooking, etc	1	Doesn't have the life skills	1
We are trying to get her ready, but again her mother has custody of her and that doesn't leave us with a lot of hope that she is near ready to be on her own	1	Because of the lack of assistive technology in and also the faculty cared more about his H.S. success but not as much on daily living tasks outside of H.S.	1
He does not have good social skills	1	He has a bad attitude	2
Because he didn't have much guidance from his "guidance counselors" and as parents we may be helping them too much	1	Some of the teachers were old school and didn't believe in helping students disabilities	1
In some ways yes, it's hard to explain	1	He likes being a kid	1
She can't handle a checkbook	1	He has financial trouble	1
He can't read or write very well	1	Yes and No due to her disabilities	1
She is very shy	1	He needs a reality check	1
Because of her mental abilities she kind of fell between the cracks	1	She has limited use of her arms but she is doing well	1
They needed some vocational classes	1	The army will help	1
She does not have any living skills	1	Not after leaving high school	1
The math skills, expectations about what things cost, how to budget etc	1	He didn't gain the maturity that he needed because of his disability	1
She will always need support	1	She does not have good social skills	1
Lack of training in school, lacks maturity	1	The programs were useless	1
His parents helped	1	Still needs a lot of help	2
He was not prepared for the real world	1	Because of lack of responsibility	1
That's why she's at Job Corps. Helpful to be in a more structured environment. Huge concern when she graduated from H.S.	1	Only somewhat prepared	1
She is developmentally slow	1	He's not ready	1
Doesn't even know what he's capable of	1	She has never been away from home	1

Question #17: Do you feel that student was prepared for life after leaving high school?
Yes please explain.

After the first couple of months he was ok. He was homesick. He had a counselor at Wahpeton that helped.

As much as any kid. Don't feel anyone is prepared until they get out there. Don't know

what to expect.
As much as school can prepare you for that
As well as he can be
As well as he could be
Because of her life's experiences through school.
Because she was ready to try it out on her own.
Because she worked as a waitress while in H.S. and that taught her to speak to people in life and now during her schooling.
College helped
For his level
Has all the necessary skills, and common sense
He followed his own drummer and wasn't negatively influenced by his peers. He knew how to stick to his priorities.
He has a good head on his shoulders
He has good social skills and life skills, and is doing well in college
He is a hard worker
He is doing alright
He is doing great
He is doing really well on his own
He is ready for life, but not college
He is responsible, always on time
He is very level-headed
He is working very hard
He made the transition to Jr. College without any problems.
He needs some more training
He thinks through things and has a lot of common sense.
He was prepared
He was well taught in school.
He's doing fine
He's doing the best he can
He's out on his own
He's very independent
He's very independent, very social, easy to get along with
I am ready to move out on my own
I don't know if it had anything to do with high school. I pushed it I guess.
I think so
I think so, not sure
No explanation given
She can balance a checkbook, budgeting
She had a good upbringing from home.
She has a good head on her shoulders
She is doing alright
She is very prepared
She is very responsible
She was good at saving money and good with her friends.

She was prepared
She was ready
She's doing alright
She's fine
She's pretty independent.
Somewhat, parent wishes there were more life skills courses. ex. how to manage a checkbook, investing, get a loan, how to cook and launder, buy a house, how finance college, etc.
Still needs more life experience away from home but overall ya.
The classes that were offered taught a lot of life skills
The navy helped
The school did the best they could
The school taught him
They did a very good job preparing him
They prepared him for what the work place is like, he was able to do job shadowing
To a point
Very responsible.
What prepared her best was her ability to relate to her teachers and to not be influenced badly by her peers. Strong willed.
Yes, because parent feels that the high school, and they as parents, and the whole community helped prepare him.

Question #18: Does he/she volunteer anywhere?

Tutor	1	Place for divorced parent	1
Threshing association	1	Hockey club	1
4-H	2	Elderly Neighbors	1
FFA	1	For relatives	2
Hospitals	1	Golden Acres, teachers aid	1
At the hockey arena	1	Family and friends	1
Helping kids at school	1	Nursing home	4
Vet clinic	1	Women's abuse shelter	1
Day care	1	Good Samaritan center, hospital, pet store	1
Babysit, cafe, nursing home	1	Donates Blood often	1
Very willing to help friends on an individual basis with projects	1	Neighbors and family	1
School	1		

Question #19: What community organizations, if any, is the student currently involved in?

Farming Meetings	1	Snowmobile club	1
Special Olympics	1	Mentoring program	1
Closeup, fccla, drama club	1	Racing Association; Motocross	1
On campus politics	1		

Question #20: What types of things does the student do for recreation?

Play sports	4	Computer games	1
Cars	1	Tennis	1
Ping pong	1	Golf	4
Computers	6	Rodeo	1
Ride horses	4	Show animals at county fair	1
Basketball	8	Wakeboarding	1
Snowboarding	2	Skateboarding	1
Working on cars	2	Being with friends	1
Electronics	1	Training horses	1
Animals	4	Snowmobiling	6
Camping	1	Poker	2
Yugio Cards	1	Internet	1
Exercise	2	Bingo	1
Jet ski	1	Track	1
Shop	7	Dance	3
Motorcycle	2	Music	4
Hockey	1	Baseball	1
Video games	1	Singing	1
Football	3	Being with family	1
Cartoons	1	Sledding	1
Mountain climbing	1	Roller blading	1
Frolf (Frisbee golf)	1	Painting	1
Writing	1	Collecting baseball cards	1
Games	2	Lifting weights	1
Art	2	4-H	1
Card games	1	Playing saxophone	1
Extreme biking	1	Car shows	1
Mechanics	1	Drawing	2
Playing piano	1	Politics	1
Special Olympics	1	Playing guitar	1

Question 21: Has <name> been referred to...(choose as many as apply)?

Learning services	1	ABLE	1
Core	1	LD services	1
On campus services	1		

Question 22: Does <name> receive services for his/her disability?

On campus	2	Human services	2
REM	1	Case worker	1
Welfare	1		

Question 23: Who served as the source for this information?

Friend	1
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2005 One Year Follow-up Survey Comment Responses (Gen Ed)

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

U.S. marines	1	Navel Academy	1
Business management	1	Stewart school	1
Nursing	1		

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

Will be attending	1	Tested for bipolar	1
Waiting for sister	1	Not ready	1

Question 3: Is the student currently employed?

Electrician	2	Nanny	1
Staples	1	Part-time	2
U.S. marines	1	Road survey	1
Navy	1	Daycare	1
Sandwich shop	1	Lake Metigoshe	2
Clothing	1	Drug store	1
Welding	2	Babysitting	2
Telemarketer	1	Manufacturer	1
Republican Committee	1	Summer	2
Musician	1	Works for the city	1
Hospital	1	School	1
Nursing home	2	Juice shop	1
Waitress	1	Highway	1
Golf course	1	Culligan water	1
Parks and recreation	2	Army	1
Government	1	Unicoil	1
Office work	1	Shift supervisor	1

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

In between jobs	2	Navy	1
Babysits	1	Summer	2
Looking	3		

Question #11: What is the current living arrangement?

U.S. marines in Hawaii	1	Navel academy	1
On campus	1	Brother	1

Question #13: How many children do you have?

Due in September	1		
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Question #14: Approximately how often does he/she go out with other people in a week?

Couple times a month	1	Don't know	2
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Question #15: Was the student satisfied with his/her high school experience? If no please explain.

Not as a whole	1	Not Happy/ Just bad experience	1
School was to focused on Sports	1	Didn't like History or English	1
Different classes	1	Classes you didn't feel you needed	1
Football	1	Did not like school	1

Question #15 Was the student satisfied with his/her high school experience? If yes please explain.

After being transferred to Hope High School	1	When she went to college, she felt the instructors had done a good job in helping her with math	1
Liked classmates, extracurricular activities were fun, & teachers were relatively nice	1	Independent, Moved out her senior year after getting a job and license	1
All but the girls	1	Graduated one year early	1
Very much	5	Last 2 more then the first 2 years	1
Happy	1	For the most part	1
Struggled thru 11th Grade	1	It was okay	1

Question #16 If you could change anything about his/her high school experience, what would he/she like to change?

Would have rather lived in town instead of out on the farm. She didn't like her principle or superintendent	1	Participated in more extra curricular activities. Wished she had continued to play sports	1
Start later in the morning. Pretty happy	1	Nothing	27
Her own study habits	1	Anything	1
No change, she liked school very well	1	Nothing, would have taken more Math	
To be more herself	1	No, he just love school	1
Better food and play time	1	The teachers	2
The way he did things, do school work better, pay more attention	1	No, He really enjoyed everything. Never complained	1
Friends, social. Nothing teachers and the school	1	He would have gone all of his years at Hope High School	1
Things were easy for him. A little harder in the Navel Academy	1	He would change the amount of time he was bulled	
More subjects offered	3	To be healthy	1
The drinking	1	Not have had a steady boyfriend	1
Be more involved in different organizations	1	Moved, and transferred to a larger school	1
Students, Teachers. Where she needs the support, she never got it. Sickness	1	She would study a little harder. More classes on Child Development	1
More individual conferences with teachers. Would have been nice to get to know the	1	She didn't feel that she was very prepared for college. She felt that High School	1

teachers better		really didn't get her ready	
Be more involved in school activities	1	Applied him self more	1
Classes and activities	1	He was a honor student	1
More classes to choose from. Home Ec	1	Sports	1
Need better writing skills. More Pencils and Paper. Like book reports	1	I would have liked to have a boyfriend for at least one year	1
Bullying	1	Different school	2
Senior year, depression over relationship	1	Social aspect	3
More activities	1	Better prepare her for college	1
Wished he would have done more in high school. did more drama and other subjects	1	Not taking classes he didn't need. More of a chorus of classes	1

Question #17: Do you feel that student was prepared for life after leaving high school?

No please explain.

She had to learn on her own what life was about. She needed to get out on her own to find out what life was about. Expenses and paying her own way	1	Did a good job of preparing him for what was next	1
Not grown up enough	2	More College Preparation	1
Shock, Leaving Home	1	No one is really prepared	1
World was to big for him	1	Shock going to college	1
School did not prepare me at all	1	Not really	2
Didn't do a very good job of counseling	1	School could have done a better job	1

Question #17: Do you feel that student was prepared for life after leaving high school?

Yes please explain.

because of Navy Academy
She's pretty level headed. Has goals and is working towards achieving them.
Grown up for her age
But not prepared for herself
she is reserved
Great roll model
kind of
When we asked questions, our teachers answered them honestly. I had a teacher that helped us with resumes and job interviews. My PE teacher taught us about personal safety and protecting ourselves.
somewhat
not 100%
I was taught what I needed to know. Would have liked more than the basic information on college.

Question #18: Does he/she volunteer anywhere?

College	2	Domestic Violence	1
Babysit	2	Around town	1
Fair board	1	Crowd control	1
Blood donor	1	Relay for life	1
Cancer	1	CLC grant	1
Zoo	1	Benefits for homeless people	1
Ambulance	1	Ducks unlimited	1
Merit care	1	Special Olympics	2
Cleans yards for disabled people	1		

Question #19: What community organizations, if any, is the student currently involved in?

College soccer	1	Senior Commission	1
Eagle scout	1	Lions	1
Student council	1	Singing	1
4-H	1	Nursing	1
Relay for life	1	Rock climbing club	1
College	1		

Question #20: What types of things does the student do for recreation?

Volleyball	3	Basketball	4
Softball	2	Music	3
Football	3	Going out to eat	1
Exercise	5	Roller blade	6
Golf	2	Sports	3
Read	21	Hunt	1
Baseball	2	Cooking	1
Weight lift	4	Baking	1
Computer	15	Guitar	1
Running	3	Shop	2
Internet	1	Paintball	2
Crafts	1	Scrap booking	1
Rodeo	1	Concerts	1
Dance	1	Skiing	1
Camp	1	Outdoors	2
Horses	1	Animals	1
Auto repair	1	Snowboard	1

Question 21: Has <name> been referred to...(choose as many as apply)?

None	3	Student loans	1
College grant	1	Scholarship	10
Sport scholarship	1	State	1
Bank scholarship	1	Financial Aid	1
Grant	1	Veteran program	1

2003 Three Year Follow-up Survey Comment Responses (SPED)

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

Hair School	1	Beauty school	1
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Question 2: If not, why hasn't the student been in post-secondary education since high school? (check as many as apply)

Job, other needs	1	Was enrolled at job corps. Did not complete training there but plans to enroll in college soon	1
Needs services to attend school. Looking for someone to provide services but no one in area	1		

Question 3: Is the student currently employed?

Work Study	1	She was a Resident Advisor	1
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Question 4: If the student isn't working, why not?

Just graduated school and is currently job hunting	1	Job Corps	1
Is currently looking for work	1	Difficulty with employers not hiring persons with disabilities.	1
Had some issues at previous job	1	On maternity leave. Home with newborn.	1
Waiting for certification for Beauty School	1		

Question #11: What is the current living arrangement?

USAF Barracks	1	Dorms	3
Live and work on a ranch, not with family	1	Girlfriend	1
Boyfriend	1	Friends	1
Nanny lives with the family	1	Parent's trailer	1
Campus housing	1		

Question #13: Does he/she have any children

expecting	1		
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Question #15: Was the student satisfied with his/her high school experience? If no please explain

They gave him no life skills	1	She really struggled	1
It was hard for him cause of his disability	1	He had seizures so kids picked on him	1
He fell between the cracks, he was lost, the education was terrible. He did not get the help he needed, they are not understanding. They do not have the time or energy for the	1	Parts of her experience she was satisfied with. Academic part she was not. Knew early on that she was different from other kids. She felt that the teachers in the	1

children with special needs. I had to home school him because the system is ridiculous. The system is self-absorbed, and they failed him.		resource room did too much of the work for them. Easy to become lazy. The athletic part was where she developed her person and did well.	
The teachers made him feel stupid	1	She did not have a lot of friends	1
She was singled out by the rest of the kids in the school. She did her own thing and didn't enjoy the cliques and people looked down on her for that.	1	Felt the special ed teachers were wonderful but he didn't get the support from the career counselors. Not much guidance as to what he could do.	1
He had difficulties learning	1	He did not get the help he needed	1
Different comments that he's made	1	no answer	1
The counselors did not help him	1	She didn't have a good experience.	1
It was a very negative experience. The school does not care about special needs students.	1	He had a tough time. Wanted to drop out. He wouldn't have made it without his Title I teacher.	1
Made it through barely with a lot of help.	1	He didn't get the help he needed	1
Excellent school. He wished his classes were more challenging.	1	She had ADHD but they wouldn't test her they just blamed it on her behavior	1
She did not receive the help she needed	1	The testing was not true to the fact	1
She had a hard time with school work. Had friends but not close.	1	I hated high school because he was picked on a lot and got in fights and into trouble.	1
There was too much favoritism	1	She had a terrible math teacher	1
The principle at the school wasn't very nice to students with disability.	1	He did not get along with some of the teachers	1
The program at high school was good for 12 years of school but to continue her education she wasn't prepared to complete without special services.	1	When she began going to Souris was having problems there. Went to Magic City and was getting help with ADD from a teacher one on one. She did better.	1
It was hard for him. Certain classes were hard for him.	1	not satisfied with LD teacher had problems getting accurate information.	1
School wasn't very supportive. The counselor was very judgmental. She told me I couldn't succeed in a 4 year college	1	Did not get the education she should have. Reading skills & poor grades made her ineligible for a lot of activities.	1
She did not get the help she needed, she did not have friends, and teachers did not care	1	Some kids that bullied her and they wouldn't leave her alone.	1
School was too hard for her	1	He didn't mind school but it was hard	1
the school system was horrible	1	He didn't get the right services that he felt he needed.	1

Question #15 Was the student satisfied with his/her high school experience? If yes please explain?

He got a pretty good education.	1	Had a lot of friends	3
It was all very good	1	he/she liked school	3
Very satisfied	2	He had a good time in high school.	1
He did really good	1	He learned a lot	1
Got education that he needed.	1	Some of the work was alright	1

The teachers were good	3	They worked with him the best they could	1
They worked with him the best they could	1	Good school	1
As much as anybody is.	1	He never complained.	1
Satisfied with education. Had difficulty with students accepting her.	1	As much as he could. He didn't care much for school. He did alright.	1
although they could've done a bit more to prepare her	1	She liked the experience and the people. She got help with her special needs and was able to accomplish a lot. The testing services and extra help were good.	1
He was frustrated because he had a unique disability. They helped him in every class and don't know what else they could have done to help	1	He was in the resource room for some of his classes and he really liked that and the people that he had on his IEP plan were excellent to work with.	1
They helped him/her	5	She had a great IEP program	1
He did alright academically.	1	he had a lot of hands on help	1
We had a great special ed program	1	It was alright.	1
I had fun	1	It was a great experience	4
I think so	1	I guess so, he did the best he could	1
For the most part	1	Good teachers and school	1
A lot of help when you needed it. Friendly environment, small school.	1	They did a great job helping him with his learning disability	1
He just enjoyed high school.	1	He got good grades	1
Moved when sophomore. Hated his old school but loved it when he moved to North Dakota.	1	good high school 10-12 grades especially good, school pushed him well, made him feel like he was a part of the whole	1
For the most part her was satisfied but his disability put him on a different level. He was the only boy in his class being pulled out of class.	1	He was able to meet other people and while he was there he was in a learning process and met other people. The alternative would be a group home and he enjoyed the social aspect of high school.	1
He hung in there.	1	good customized curriculum	1
She/he liked school	2	He got good services	1
school was fine, but had some bad friends	1	In most aspects	1
It was good	1	He had a good teacher/counselor.	1
She always got along with her teachers.	1	It was better once we changed schools	1
He had a good teacher that work with him on life skills. He was in a job training programs.	1	She liked the smaller schools. The teachers she praises. They worked with her disability.	1
he liked sports	1	Positive atmosphere. Support of whole system.	1
Overall it was very good, she had one especially good teacher	1	When she was a Senior she said she didn't want to leave because of all her friends.	1
Glad he graduated.	1	Knowing everyone in school	1
Got along with classmates well. Like most of her teachers. Involved in positive	1	Liked the teachers because you didn't have to be afraid to ask them if you didn't	1

activities.		know something. High school was fun.	
She really enjoyed her teacher that gave her extra help. The help with her tests.	1	Somewhat. Being involved in more activities.	1
He liked his aid. He never complained about people teasing him.	1	She got a good education, and the extra help she needed	1
Got his diploma.	1	He/she finished on time	2
She really enjoyed her Senior Year. She was on the honor roll.	1	Last year he had an apartment and they were teaching him how to live on his own.	1
She seemed to enjoy school and involved in basketball and art.	1	He liked his classes She felt she achieved the best that she could.	1
Better than college	1	She was a hard worker.	1
He was involved in activities, the teachers took interest in him, & his parents were involved in his education.	1	Somewhat. He found school very hard. He had a lot of help through a LD teacher but he was an average student	1
Other than not liking school, things were ok	1	He enjoyed the sports. Being around the other kids.	1
I don't know.	1	She went to a great school	1
He enjoyed the sports. Being around the other kids.	1		

Question #16 If you could change anything about his/her high school experience, what would he/she like to change?

Be involved in activities more, like sports.	3	Nothing	35
More life skills	1	I don't know	27
The school did not teach her, she was just pushed through the system. She did not get the help she needed. We got better services at Sylvan learning center.	1	Classmates being more friendly & receptive to her. Nothing with the education. Education part was perfect for her needs.	1
I would have had him diagnosed sooner	1	Don't think anything.	1
Being more involved with other kids. Have others reach out to him and help him get involved.	1	She wanted to go to a different school with a different group of friends. It was hard for her to get into any kind of group.	1
More preparation for college	1	Read better	2
He would have tried to study harder.	1	The entire system needs to change.	1
Taken school much more seriously. Brought books home from school and read. Tried harder. She was an excellent hockey player and had recruiters looking at her but because of her academics she had no hope of being accepted to college.	1	High school was socially difficult for him. The other students weren't very receptive to him. Their perceptions of his disability made it difficult for him. He knew how they felt and that made it hard for him to make friends.	1
A better case manager	1	A better social life	2
She spent a lot of time in the hospital	1	He got some help	1
They need to work on self-esteem, and better transition services	1	not pushed her overly hard at certain points	1
He felt like he didn't have any friends and since he wasn't involved in extracurricular	1	She would never want to go to Souris. Did well in schools in Minot. Souris school	1

activities he felt like an outsider. He would have liked to more friends and respect.		not diverse enough. She didn't fit in. Her and her brother the only black students.	
Would have tried to apply himself more	1	he needed more hands on experience	1
Her parents should have been more involved	1	She would have liked to have changed the way people are treated.	1
Better counselors		No answer	1
I don't know. He would have liked a steady girlfriend. Being involved in more sports.	1	She would have liked to have gotten out of school faster.	1
more training for transitional learning programs to prepare her for real life	1	She didn't like the band teacher and would change that experience. There was a personal conflict.	1
To have had a better and more competent speech pathologist	1	She would have done better and pay attention. Not so involved in social life.	1
He had some bad friends	1	Don't know. More mechanical courses	1
He was not treated equally.	1	He/she needed to get more help	3
She would have changed the social aspect. She had a difficult time finding and keeping friends.	1	Didn't take advantage of all that was offered. Not all his classes where very engaging because of the class size.	1
I wish he would have gone on to college	1	He needed more accurate testing	1
She wished everything came easier for you because of her disability. The teachers could have been more understanding.	1	she needed a better math teacher, because she really struggled when she got to college	1
A better school with more support	1	There shouldn't be so much favoritism	1
I should have been involved with more school activities	1	He would have concentrated on his studies better.	1
We should have switched school's earlier	1	More help with job skills	1
If he found a better school where the teachers were more willing to work with slower learners.	1	She moved when she was a sophomore to a larger school which was better for her. She would have moved earlier.	1
She would have liked to be more popular	1	She should have studied harder	1
Some of the teachers	2	they should have diagnosed him earlier	1
I don't know. He had a tough time with school. He did well when he worked on his own, one on one. More follow-up with the teacher from grade to grade.	1	She would have taken the classes that would have helped her to get her CNA through the high school instead of Job Corps.	1
She would liked to go to bigger school with more classes to choose from like theater etc.	1	He would have not taken as many English classes and would have liked more friends.	1
No homework. The transition planning could have been better. If he wasn't at home the transition would not have been smooth.	1	Get better grades. Buckle down and do something. Most of the teachers were great they wanted you to succeed. The administration didn't care.	1
To not have dyslexia	1	Language art skills	1
Her ability to be involved in more activities. Her ability to do better in school.	1	She was involved but would have liked to be more involved in sports/academics.	1

More classroom participation. He did a lot of one on one work with LD teacher.	1	He would have liked to go back to high school	1
More respect from teacher and someone who could teach her how she could understand.	1	The kids being more tolerable of his disability. Teachers were cruel to him. Teasing him	1
Would have like to change the way some of the kids treated her.	1	Would like to actually play sports instead of an equipment manager/water boy.	1
He was stubborn	1	He would have had more teachers show him how to work around his disability to get things done. He had one teacher that did this but the rest just did things for him.	1

Question #17: Do you feel that student was prepared for life after leaving high school?
No please explain?

She got pregnant	1	It was previously stated	1
She was not taught appropriate life skills	1	He can't take care of himself	1
I don't think so	1	Is anyone?	4
Finding work and advocating for himself. He relied on others to do things for him.	1	It was kind of rocky. The first two years were rough.	1
Checkbook, and other basic skills	1	I prepared him the school did not	1
Hoped he would be able to manage his finances, writing out bills and reading documents.	1	Not at first. It was scary going to college because she wasn't sure she could handle classes & roommates. She's adjusted now.	1
He doesn't have money management skills	1	They didn't give him practical skills	1
High school can't prepare you for that	1	I'm not really sure	1
He does not have common sense	1	Lacks maturity	2
He lacks independence skills	1	His math and English skills are poor	1
He doesn't control his spending habits	1	Not after high school	2
He will never be prepared for life because he is too severely retarded.	1	More programs for real life scenarios needed	1
He is getting there	1	The school did not help at all	1
She had to learn a lot of things hard way. Parents had to manage checkbooks. Lacked contacts with Voc Rehab.	1	He has a lot of difficulties, he doesn't have interpersonal or social skills they did not teach those.	1
lack of discipline, attitude, don't have to listen	1	His finances. He is bad at managing money.	1
He's not a very good reader and speller. This is a down fall for him but other than that he is doing quite well.	1	Her moving out was a reality check for her. No concept of the cost of living or how much have to work to pay for things	1
He had a hard time finding a job	1	He needed more life skills	1
She needs to grow up. I don't think high school prepared her for life.	1	The school system is rough. Felt like schools didn't give them choice.	1
Only thing that helped was an applied math class that prepared me for basic finances.	1	They didn't teach you the basics you needed to know to be in college	1
His lack of accomplishment in his classes	1	She has TBI	1

He was prepared socially but not educationally. He had no job training opportunities or assistance from the school	1	Needed life experience. She didn't have a realistic concept of money because of lack of maturity and disability.	1
Missing skills for working with people. Lacked experience working with people	1		

Question #17: Do you feel that student was prepared for life after leaving high school?
Yes please explain?

Got a fulltime job & he's working. He's making it on his own	1	He developed a lot of self confidence through the programs that were offered	1
She was determined to get out of Fargo and that has helped her be successful. She's made it work for herself	1	Taught her a lot at home. At school they did a lot of talking about daily living skills. How to solve problems.	1
Fairly well	2	In most ways yes, but not always	1
I took extra classes about living on my own.	1	Wasn't prepared for college but can take care of himself	1
He is very mature for his age	1	Very independent	2
In certain areas	1	As well as anyone	2
The teachers really helped him	1	It taught her how to get along with people	1
Very organized and conscientious. Saves money, not frivolous. He was prepared.	1	He was but more as a result of parents and special ed teachers	1
She got the help that she needed. She had a positive attitude that "I can do it. I can do it on my own."	1	The people on his IEP plan were really great and they helped point out job experiences	1
I think so	4	She is ready for anything	1
As far as his education goes, he was ready to move on to college. Living and paying bills, getting an apartment threw him for a loop though.	1	She was very independent and enjoyed doing things on her own. She knows what she wanted and loves to meet people and travel	1
Partially. Not enough information.	1	Definitely yes	1
Except he still lives at home	1	He's doing the best he can	1
He's got the skills	1	He got an apartment right away and a job	1
Kind of yes, she was ready to move and she knew what she wanted do	1	Wasn't very mature or prepared but he wanted to go to college and went	1
In most aspects she was	1	She's happy	2
She had that knowledge to have chosen any path she wanted	1	He's done well. He attended college. He's been working and living on his own	1
I hope so	1	She has her own life now	1
Bought vehicles and made all his payments	1	He's on his own	2
At first, I didn't think she was prepared compared to her brother but now compared to her classmates she is doing really well	1	Prepared me for struggles I would be taking like balancing checkbooks & financial things	1
Has a lot of responsibilities	2	Yeah, but he is still living at home	1
Average to other students his age. He could have had more career counseling	1	To a point. For the most part yes. Still needed to get life experience	1

Prepared to get jobs and work	1	The school prepared her well	1
Graduated	1	Very Prepared	2
She knew what was out there. She worked during high school	1	High school did as much for him as they could to help him be prepared for life	1
He has done well. Even though he quit college. He's a smart kid. He had to learn differently with his disability but overall he will be fine	1	He was independent and knew what he wanted to do. His parents helped prepare him to hold down a job	1
He had on the job training. Hired by company	1	He knew where he wanted to be and knew how to go about doing it	1
She can balance a checkbook and do those kinds of things	1	He had study habits and skills to maintain himself on his own	1
He can do the basics	1	Learned to be independent and work	1
He's doing very well in college	1	Got a job	1
As much as he could be. Wish he had been taught about people who can take advantage of him	1	She went to college and had an apartment on her own. Had a job & took care of her car	
She is very driven, she knows what to expect, and is a quick learner	1	He worked through high school and had a taste for working for other people	1
she is very aware of her disability and so she can manage it effectively	1		

Question #18: Does he/she volunteer anywhere?

At the school	2	4-H	2
Hospital	3	EMT	1
Performing musically	1	Recreation center	1
JC	1	Tutor on campus	1
Freedom center	1	PATH	1
Animal shelter	1	Working with children	1
Good Samaritans home	1	Don't know	1
Neighbors	1	During the flood	1
Nursing home	1	College campus tours	1

Question #19: What community organizations, if any, is the student currently involved in?

Toast Masters	1	Board of Governors	1
Young Democrats	1	ARC (Association for Retarded Citizens)	1
Derby	1	Booster Club	1

Question #20: What types of things does the student do for recreation?

Sports	5	Football	3
Skiing	3	Golf	4
Camping	6	Derby	1
Working on cars	5	Softball	2
Poker	1	Outdoor sports	1

Being with family	4	The library	1
Traveling	2	Roller blading	3
Listening to music	7	Wrestling	1
Lifting weights	1	Hockey	2
Computers	3	Snow mobiling	1
Ice fishing	1	Frisbee	1
Concerts	1	Baseball	2
Dancing	2	Shopping	2
Puzzles	1	Playing cards	2
Boxing	1	4-wheeling	3
Farm work	2	Reading	2
Watching T.V.	1	Racing cars	1
Jogging	1	Being outdoors	1
Horseshoes	1	ATV	1
Playing pool	2	Exercising at the YMCA	1
Hiking	3	Volleyball	2
Basketball	1	Skateboarding	1
Go carting	1	Tubing	1
Going to parks	1	Rodeo	1
Crafts	1	Yard sailing	1
Guitar	1	Bondfires	1
Training horses	1	Sporting events	4
Crochet	1	Agility with her dog	1

Question 21: Has <name> been referred to...(choose as many as apply)?

Social services	1	Someone in the county was helping her	1
Rehab services	1	Sylvan learning center	1

Question 22: Does <name> receive services for his/her disability?

Speech	1	North Central	1
SSI	1	Case Worker	1