

2004 Exit Interviews
and
One and Three Year Telephone
Follow-up Interviews
of the 1999 through 2003 Student Cohorts and
Comparison of 1999 – 2001 Cohorts

Prepared by
Alison Dollar
M. Bryce Fifield
And
Brent Askvig

North Dakota Center for Persons with Disabilities
A University Center of Excellence at
Minot State University

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Table of Contents

Appendices, Tables & Figures

Appendices

A.	Exit Interview Directions	53
B.	School Report Forms and Code Key	58
C.	Telephone Interview Questionnaire.....	61
D.	Introduction Script and Frequently Asked Questions Sheet.....	65
E.	Anecdotal Comments.....	67

Tables

Table 1	Student Numbers for Participating Special Education Units.....	7
Table 2	Racial Background of 2004 Exiters	8
Table 3	Disability of Participating Students	8
Table 4	Degree of IEP Participation by Exiters	9
Table 5	Potential Post-school Adult Service Providers	10
Table 6	Occupational Skills Attained in High School	11
Table 7	Satisfaction with Various High School Programs	12
Table 8	Choices of Additional Courses in High School	12
Table 9	Cohort Numbers for Six Years Follow-up Study	13
Table 10	Disability Represented by Year	14
Table 11	Race of Exiters by Year	15
Table 12	Possible Adult Services Needed	18
Table 13	Occupational Skills Attained	19
Table 14	Rating Point Averages for High School Program Components Across Cohorts.....	22
Table 15	Participating students.....	38

Figures

Figure 1	Post-school option choices by students in 2003 cohort	9
Figure 2	Reasons for exiting school for the 2002 cohort	10
Figure 3	Gender of school exiters over the five year span.....	14
Figure 4	Percent of students with at least one career or post-school goal on their last IEP ...	16
Figure 5	IEP attendance and participation rates of the cohort students.	16
Figure 6	Post-secondary plans of school exiters	17
Figure 7	Exit reasons.....	19
Figure 8	Overall satisfaction with high school.....	20
Figure 9	Satisfaction with vocational/transition programs.....	21
Figure 10	Satisfaction with special education programs.....	21
Figure 11	Take more classes in the following areas	22
Figure 12	Percent of students attending/attended school after high school	26
Figure 13	Percent of students currently employed.....	27
Figure 14	Percent of unemployed students currently looking for a job	27
Figure 15	Percentage of students with other jobs.....	28
Figure 16	Average wages, hours and time on job for students	29
Figure 17	Percent of students satisfied with current job	29
Figure 18	Percent of students by living arrangements	30

Figure 19	Percent of students who are married.....	31
Figure 20	Percent of students who have children.....	31
Figure 21	Percent of times per week that students go out with others.....	32
Figure 22	Percent of students who reported doing volunteer work	33
Figure 23	Percent of students receiving post-high school services for their disability.....	34
Figure 24	Percent of students referred to adult services agencies for post-school services.....	34
Figure 25	Percent of students satisfied with high school	36
Figure 26	Percent of parents who thought students were prepared for life after high school...	37
Figure 27	Percent of students attending/attended school after high school	39
Figure 28	Percent of students currently employed.....	40
Figure 29	Percent of unemployed students currently looking for a job	41
Figure 30	Percentage of students with other jobs.....	41
Figure 31	Average wages, hours and time on job for students	42
Figure 32	Percent of students satisfied with current job	43
Figure 33	Percent of students by living arrangements	44
Figure 34	Percent of students who are married.....	45
Figure 35	Percent of students who have children.....	45
Figure 36	Percent of times per week that students go out with others.....	46
Figure 37	Percent of students who reported doing volunteer work	47
Figure 38	Percent of students receiving post-high school services for their disability.....	47
Figure 39	Percent of students referred to adult services agencies for post-school services.....	48
Figure 40	Percent of students satisfied with high school	49
Figure 41	Percent of parents who thought students were prepared for life after high school...	51

Introduction

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

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

In 1998, staff from the North Dakota Department of Public Instruction (DPI) conceptualized a two-phase study to follow students with disabilities as they left the public education system. The study is a longitudinal project that examines student status at exit from high school, and then at one and three year intervals after school. Items of interest include satisfaction with high school, involvement in transition planning, and degree of post-school involvement in employment, living, and social arrangements. The two phases of the study include gathering school exit data from students with disabilities, and then gathering follow-up data from these students and/or their families through telephone interviews. School personnel complete the exit interviews, and NDCPD students and staff conduct the follow-up telephone interviews.

Section One is a summary of the data and analyses of the 2004 exit interviews of North

Dakota (ND) students with disabilities. Educators in 25 special education units collected the raw data across the state. This is the sixth cohort of a longitudinal, cross sectional study of special education students who have left the school system due to graduation, aging out of services, or dropping out. First, the 2004 cohort data is presented. Second, the data across all six cohort groups is compared, 1999 – 2004. In each comparisons are drawn and interesting features are pointed out of the data in relation to the published national school exiters' data. For a more in-depth analysis of ND trends, the reader is encouraged to compare these results to those presented in a companion report, the Follow-up Interview Data Report, found in Section Two. Section Three offers a comparison of data gathered three years after completing school. Finally, Section Four compares data collected one and three years after school exiting. Comparisons are also made between cohorts one and three years later.

Section One

2004 Exit Interview Data

Data Collection Method

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

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

Results

Participating special education units. Twenty-five special education units participated in the 2004 exit interview process, resulting in 491 exit interviews. Numbers of students and percentages of the total response set are shown in Table 1.

Table 1
Student Numbers for Participating Special Education Units

<u>Special Education Unit</u>	<u>No. Students</u>	<u>Percentage *</u>
Bismarck	47	9.5%
Buffalo Valley	26	5.3%
Dickey/LaMoure	9	1.8%
Dickinson	24	4.9%
East Central	6	1.2%
Emmons	3	0.6%
Fargo	57	11.5%
Fort Totten	1	0.2%
Grand Forks	25	5.1%
GST	13	2.6%
Lake Region	17	3.4%
Lonetree	19	3.8%
Morton/Sioux	27	5.5%
Northern Plains	3	0.6%
Oliver/Mercer	22	4.5%
Pembina	12	2.4%
Sheyenne Valley	24	4.9%
Souris Valley	16	3.2%
South Central Prairie	12	2.4%
South Valley	11	2.2%
Upper Valley	18	3.6%
Wahpeton	10	2.0%
West Fargo	32	6.5%
West River	15	3.0%
Wilmac	42	8.5%
TOTAL	491	100%

* Percentage of 491 respondents, rounded to 1/10 of a percent.

Student demographic data. There were 308 male (62.7%) and 183 female (37.3%) students in the 2004 cohort. Table 2 shows the racial background of the students.

Table 2
Racial Background of 2004 Exiters

<u>Racial/Ethnic Group</u>	<u>Frequency</u>	<u>Percent</u>
White/Caucasian	444	90.4%
American Indian	25	5.1%
Hispanic	5	1.0%
Black/African American	2	0.4%
Asian/Pacific Islander	3	0.6%
Other/Not Reported	12	2.4%

Table 3 shows the disability categories of the exiting students. As with recent reports, the most frequently listed primary disability was specific learning disabilities (57.6%). This was followed by mental retardation (13.0%) and then emotional disturbance (9.9%). These three categories represent approximately 80% of all exiters reported.

Table 3
Disability Categories of Exiting Students

<u>Category Label</u>	<u>Frequency</u>	<u>Percentage</u>
Learning Disability	283	57.6%
Mental Retardation	64	13.0%
Emotional Disturbance	49	9.9%
Other Health Impaired	34	6.9%
Speech Impaired	30	6.1%
Autism	8	1.6%
Deafblind	1	0.2%
Orthopedically Impaired	1	0.2%
Hearing Impaired	2	0.4%
Deaf	1	0.2%
Traumatic Brain Injury	1	0.2%
Visually Impaired	2	0.4%
Not Reported	15	3.1%

Student IEPs. Two questions were asked regarding the exiting students' IEPs. The first question addressed whether or not the student's most recent IEP identified a career or post-school employment goal. Of the 491 respondents, 456 (92.9%) had such a goal, 26 (5.3%) did not, and 9 (1.8%) did not report. Next, educators indicated the degree to which the exiters

participated in their most recent IEP meetings. These data are shown in Table 4. Based on the data, most students attended their IEP meetings and participated in them.

Table 4
Degree of IEP Participation by Exiters

<u>Participation Level</u>	<u>Frequency</u>	<u>Percentage</u>
Attended and participated	410	83.5%
Attended but didn't participate	41	8.4%
Did not attend	33	6.7%
Not reported	7	1.4%

Post-secondary Plans

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

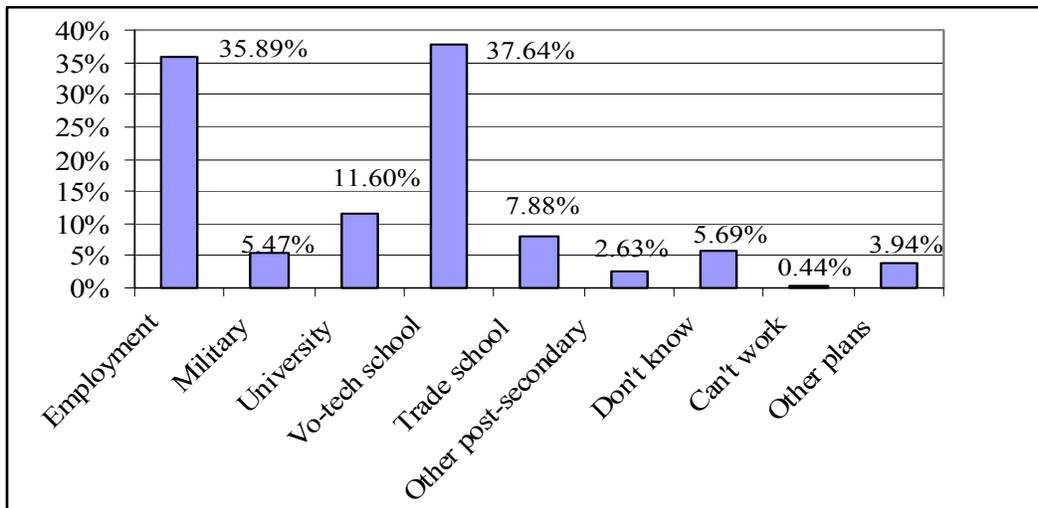


Figure 1. *Post-school option choices by students in 2004 cohort.*

Next the teacher and student were asked to identify all adult service providers who might

assist the student after leaving school. These data are shown in Table 5. Over half of the students indicated a possible future need for services from Vocational Rehabilitation (61.7%), and just over one third might need supports through a university's disability services office. Interestingly, 18.5% of these students were not anticipating a need for any services after high school.

Table 5
Potential Post-school Adult Service Providers

<u>Service Provider</u>	<u>Percentage</u>
Vocational Rehabilitation	61.7%
University Disability Support	34.4%
Job Service	15.7%
Developmental Disabilities	8.4%
Social Security	6.7%
Adult Learning Center	1.4%
Other	6.1%
No Services Needed	18.5%

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

Reason for School Exit

Figure 2 shows the breakdown of reasons for the students exiting school. In the 2004 exiting cohort, 90.2% graduated from high school with a diploma, 2.2% graduated with a certificate of completion, 2.6% aged out, and 1.8% dropped out.

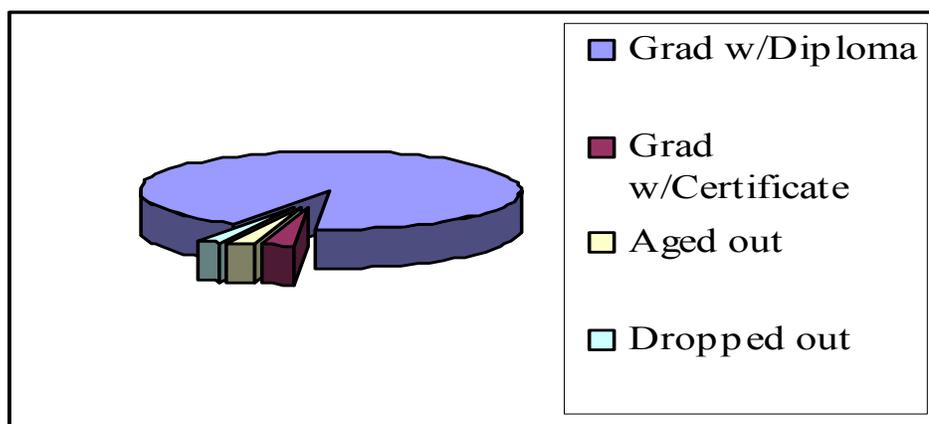


Figure 2. *Reasons for exiting school for the 2004 cohort.*

Skill Attainment

Item 6 on the exit interview addressed the occupational skills that students attained during high school. Students could select more than one option and Table 6 presents the data. The largest percentages in these areas include employment (72.1%), vocational courses (67%), computer skills (59.4%), and working in teams (47%).

Table 6
Occupational Skills Attained in High School

<u>Skill area</u>	<u>Percentage</u>
Employment	72.1%
Vocational course	67.0%
Work skills	29.7%
Social skills	26.1%
Daily living skills	24.0%
Community access	14.7%
Computer literacy/keyboard	59.4%
Work in teams/groups	47.0%
Other	13.8%

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

Satisfaction with Programs

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

Table 7
Satisfaction with Various High School Programs

<u>Rating</u>	<u>Overall program</u>	<u>Voc/Trans</u>	<u>SPED</u>
A	21.0%	38.3%	53.0%
B	36.6%	36.3%	31.5%
C	35.0%	20.6%	12.0%
D	3.9%	2.2%	0.9%
F	1.83%	0.2%	0.0%
No report	2.7%	2.1%	2.6%

The data suggest a generally high rating for the special education (53%) and vocational education (38.3%) programs, with a slightly lower rating for the overall high school experience (21%). When the data are converted to numerical forms, a rating grade point (similar to a school grade point average) can be obtained.

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

Table 8
Choices of Additional Courses in High School

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

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

Section Two

1999 – 2004 Exit Data Comparison Report

This section presents a comparison of the data from the 1999 through the 2004 exiting cohorts. Complicated statistical analyses were not used but rather data are presented in side-by-side graphical comparisons. The purpose is to present the data in ways that possible trends might be identified. Educators and policy-makers who adjust in the service delivery systems for students transitioning from special education programs into adult life could use these data to discuss trends found.

Results

Data from almost 2,000 students were available for these comparisons. Table 9 shows the number of students in each yearly cohort. While these numbers were available for analyses, not all students provided complete responses to all the questions. Whenever possible, we utilized all reasonable responses.

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

<u>Year</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>Total</u>
Count	120	201	314	397	457	491	1980

Student demographics. We compiled data on the gender, disability label and race of the exiters for these six years. These data are presented in Figure 3, and Tables 10 and 11. These data show that, across the six years, roughly two-thirds of the school exiters have been male with the range from 71.8% to 62.1%.

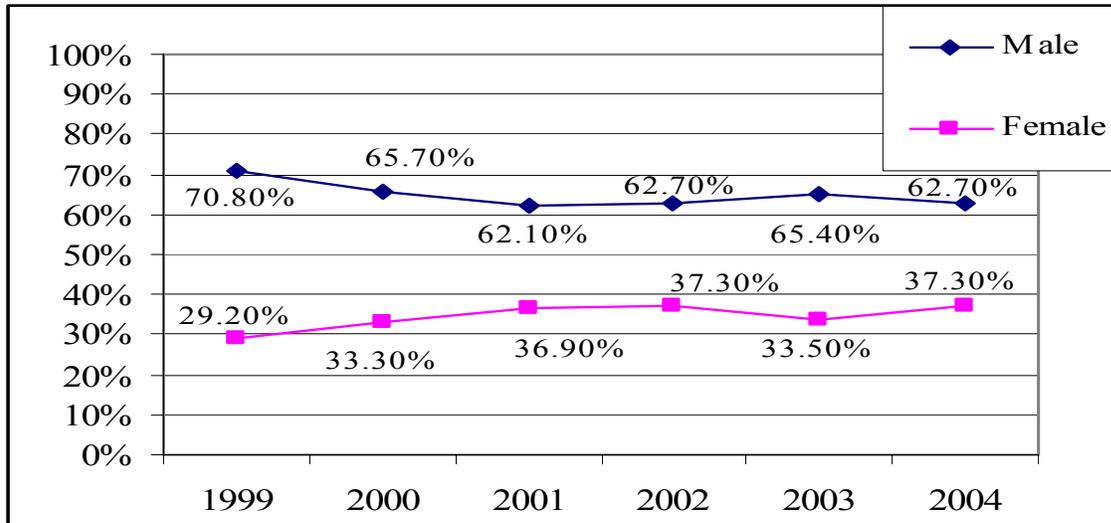


Figure 3. Gender of school exiters over the six year span.

Table 10 presents the data on the primary disability categories of the students. The largest group represented was students with learning disabilities, who accounted for about two thirds of all students in the six cohort groups. Most percentages have been relatively stable around the average for the last six years.

Table 10
Disability Represented by Year (percent of total cases)

Disability	1999	2000	2001	2002	2003	2004	Total
<i>Autism</i>	0.0%	1.0%	0.6%	0.3%	0.9%	1.6%	0.7%
<i>Deafblind</i>	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.03%
<i>Mental Retardation</i>	11.7%	13.4%	17.2%	12.1%	11.2%	13.0%	13.1%
<i>Hearing Impaired</i>	0.8%	0.5%	0.3%	0.5%	0.9%	0.4%	0.6%
<i>Other Health Impaired</i>	3.3%	1.0%	4.8%	3.8%	5.5%	6.9%	4.2%
<i>Orthopedic Impaired</i>	0.0%	1.0%	0.6%	0.5%	0.7%	0.2%	0.5%
<i>Emotional Disturbance</i>	15.8%	9.0%	8.6%	7.6%	9.8%	9.9%	10.1%
<i>Speech Impaired</i>	3.3%	2.5%	4.1%	4.8%	3.7%	6.1%	4.1%
<i>Learning Disability</i>	64.2%	70.6%	61.1%	67.8%	64.1%	57.6%	64.2%

Disability	1999	2000	2001	2002	2003	2004	Total
<i>Traumatic Brain Injury</i>	0.0%	0.5%	0.3%	0.8%	0.4%	0.2%	0.4%
<i>Vision Impaired</i>	0.0%	0.5%	0.3%	1.0%	0.0%	0.4%	0.4%
<i>Deaf</i>	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%	0.1%

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

Table 11
Race of Exiters by Year (percent of total cases)

Race	1999	2000	2001	2002	2003	2004	Total
<i>White</i>	82.5%	87.1%	93.3%	92.7%	89.7%	90.4%	89.3%
<i>American Indian/ Alaska Native</i>	10.0%	8.0%	2.9%	4.5%	5.9%	5.1%	6.1%
<i>Hispanic</i>	0.8%	0.5%	1.0%	1.0%	0.4%	1.0%	0.8%
<i>Black</i>	0.8%	2.5%	0.0%	0.0%	1.3%	0.4%	0.8%
<i>Asian Pacific Islander</i>	0.8%	0.5%	1.3%	0.5%	0.2%	0.6%	.65%
<i>Other</i>	0.8%	0.5%	0.0%	0.0%	2.4%	2.4%	1.0%

IEP Goals and Participation

Figures 4 and 5 show the patterns of IEP career goals and IEP meeting participation of the students in the six cohorts. Figure 5 shows that most students have had a career or post-school goal on their IEPs, with a rather significant jump occurring between 1999 and 2000. A decrease is seen between 2001 and 2003 but data from the 2004 cohort shows an increase in career or post-school goals written into IEPs.

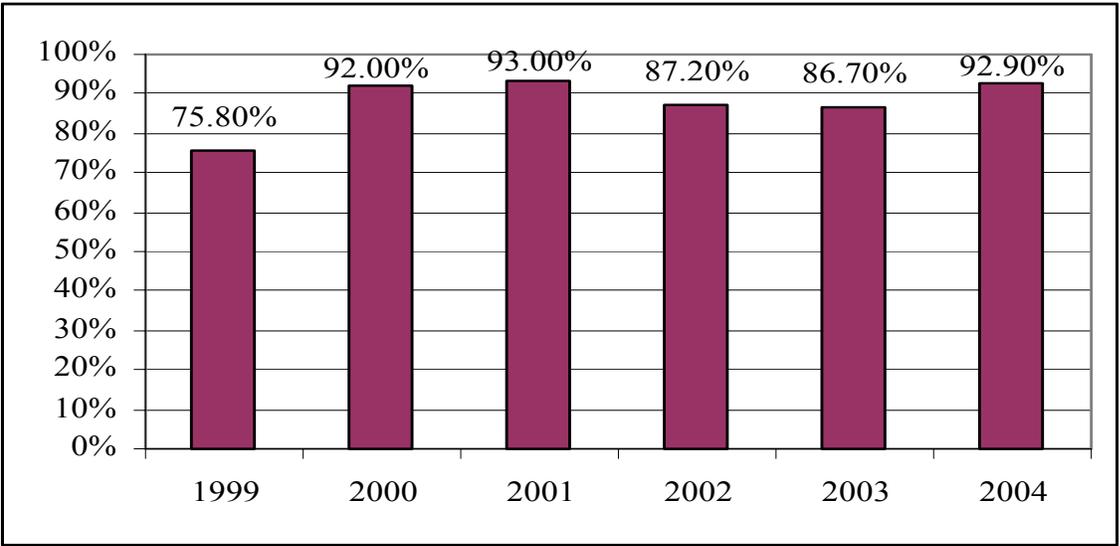


Figure 4. *Percent of students with at least one career or post-school goal on their last IEP.*

Figure 5 shows the IEP attendance and participation rates of students just prior to leaving school. Overall, approximately 80% of the students attend their IEPs and were active participants.

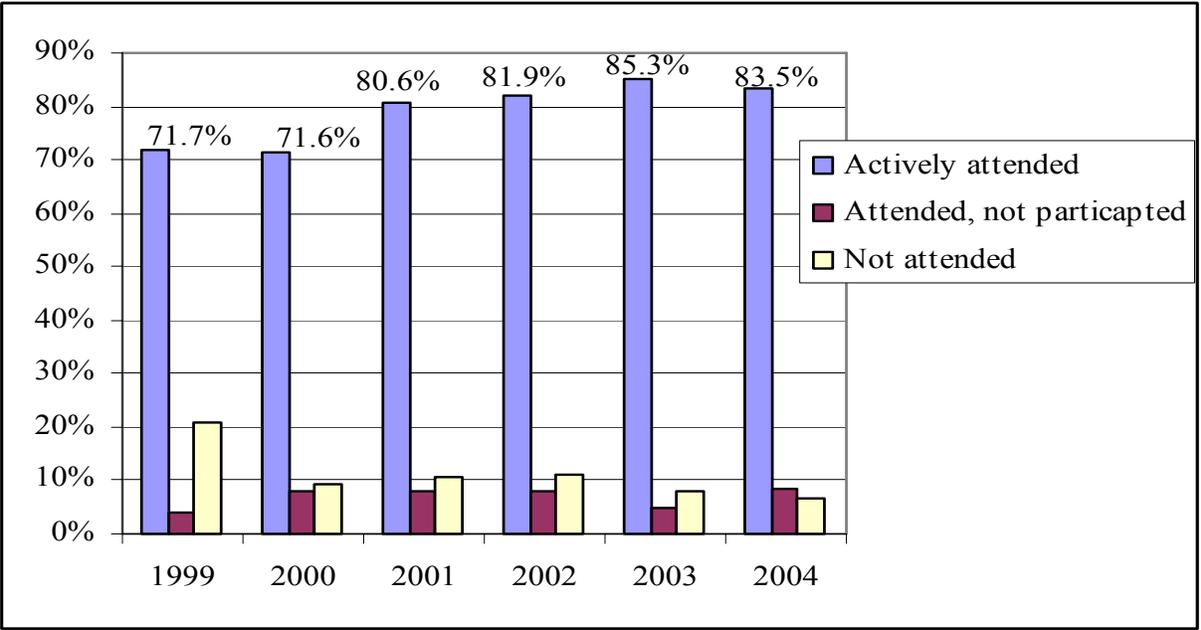


Figure 5. *IEP attendance and participation rates of the cohort students.*

Post-secondary Plans

Students were also asked about their post-secondary plans. Figure 6 shows that most students planned on getting a job. There appears to be an increase in 2001 and 2002 over the first two cohort samples; however the selection of the goal of employment after high school decreased in 2003. The second highest response was that the students would attend a vocational or technical school (students could choose more than one response on this question). Less than 20% of the students planned on attending a university or a trade school. Most responses tend to be stable across the five years. Also see Appendix E for individual comments.

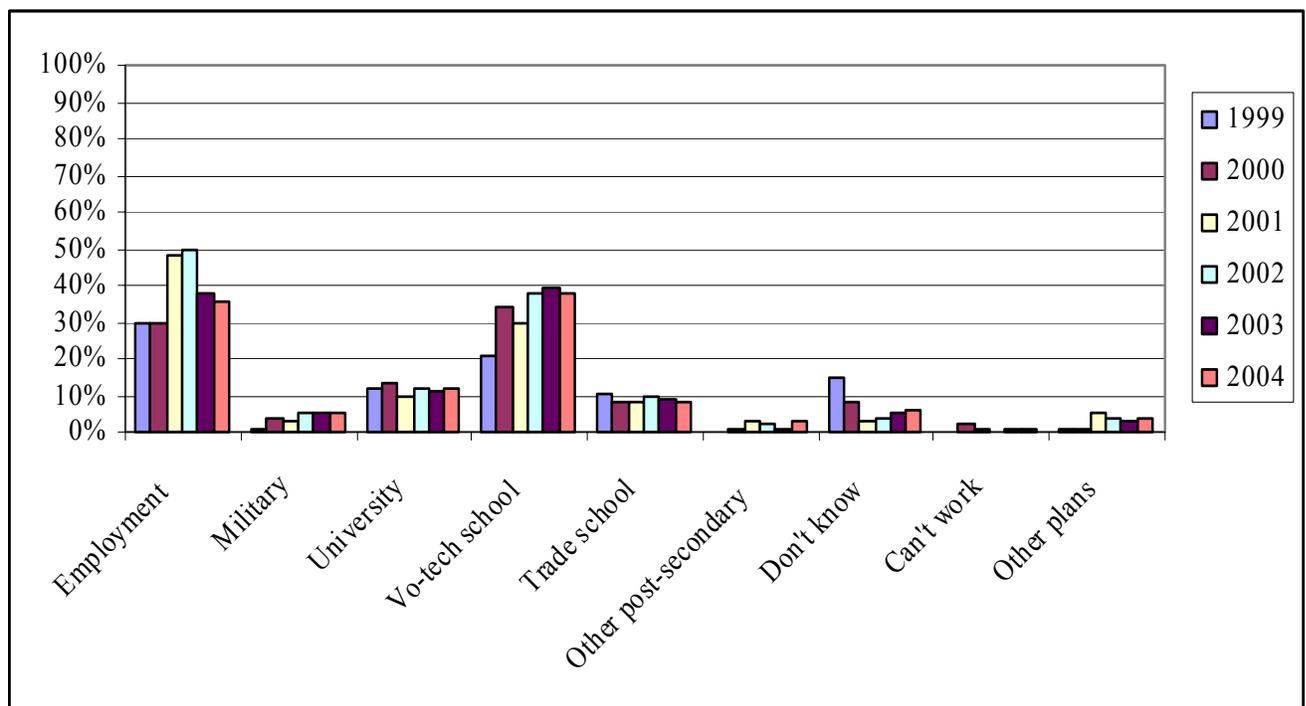


Figure 6. *Post-secondary plans of school exiters.*

Adult service needs. Students and teachers reported on possible adult services the students might require after leaving school. Table 12 shows the results across the six cohorts. It appears that important trends are present in these data. First, the overall percentage of students

reporting no need for adult services has increased from 15% in 1999 to nearly 22% in 2002. This decreases in 2004 and falls just slightly below the six-year average (19.1%). Over the first four years, a larger number of students reported the likelihood of accessing vocational rehabilitation, job service and college disability supports. Data increased in 2001 of the students who thought they would access developmental disabilities services but overall results stayed at levels less than 10%. Also, less than 10% of the students say they will access social security services over the six years.

Table 12
Possible Adult Services Needed

Services	1999	2000	2001	2002	2003	2004	Total
<i>No Services Needed</i>	15.0%	16.9%	22.3%	21.7%	20.4%	18.5%	19.1%
<i>Vocational Rehabilitation</i>	45.8%	55.2%	61.1%	61.2%	58.4%	61.7%	57.2%
<i>Developmental Disabilities</i>	4.2%	8.5%	12.1%	9.8%	8.1%	8.4%	8.5%
<i>Job Service</i>	9.2%	15.4%	15.6%	22.7%	19.3%	15.7%	16.3%
<i>Social Security</i>	2.5%	9.0%	8.0%	6.0%	6.8%	6.7%	6.5%
<i>College Disability Supports</i>	10.0%	24.4%	30.6%	29.7%	27.6%	34.4%	26.1%
<i>Adult Learning Center</i>	0.0%	1.0%	1.6%	2.0%	0.4%	1.4%	1.1%
<i>Other</i>	7.5%	1.5%	4.1%	5.3%	5.0%	6.1%	4.9%

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

Reason for Exiting School

Figure 7 shows the reported reasons for the students leaving school. The majority have graduated with diplomas, including the relatively low number reported in 1999. Also, the data suggest a declining trend in school dropouts among these students with disabilities.

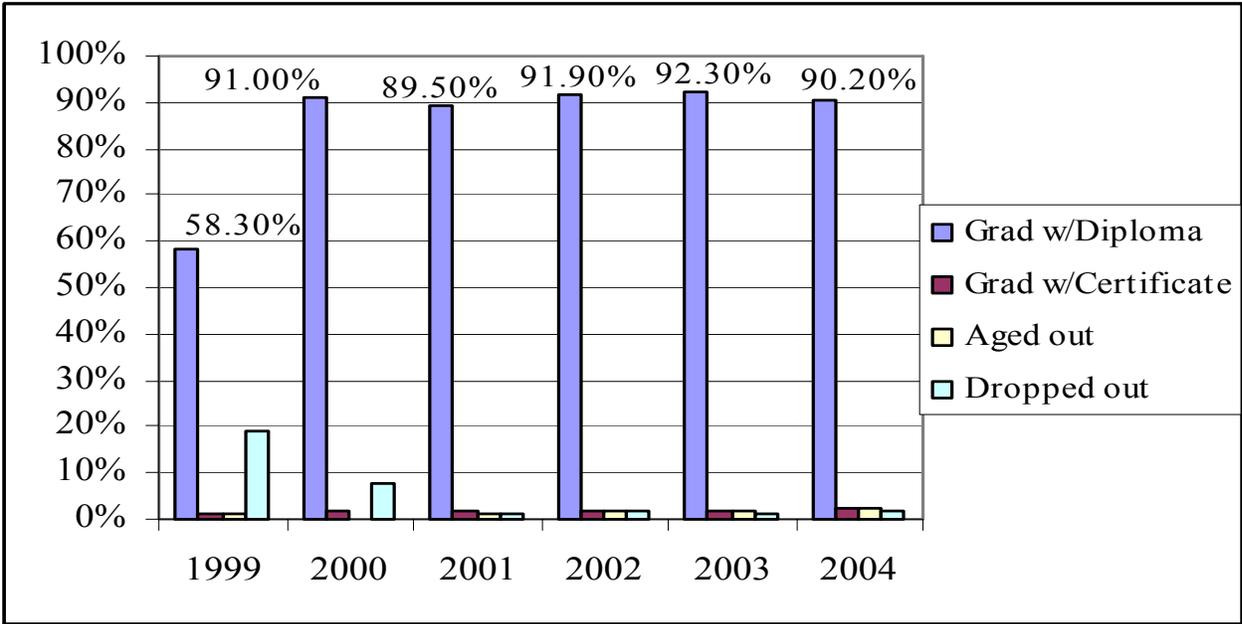


Figure 7. Exit reason (percent of total cases).

Skill Attainment

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

Table 13
Occupational Skills Attained

Skill	1999	2000	2001	2002	2003	2004	Total
<i>Employment</i>	40.8%	66.2%	78.3%	75.8%	73.3%	72.1%	67.8%
<i>Vocational Courses</i>	32.5%	61.2%	72.3%	71.3%	75.9%	67.0%	63.4%
<i>Work Skills</i>	21.7%	29.4%	1.9%	42.6%	36.1%	29.7%	26.9%
<i>Social Skills</i>	17.5%	28.9%	1.9%	40.8%	34.8%	26.1%	25.0%
<i>Daily Living Skills</i>	19.2%	23.4%	1.9%	37.8%	36.5%	24.0%	23.8%
<i>Community Access</i>	6.7%	18.4%	1.6%	30.7%	18.8%	14.7%	15.2%

Skill	1999	2000	2001	2002	2003	2004	Total
Computer Literacy/Keyboarding	20.0%	48.8%	2.9%	71.3%	65.9%	59.4%	44.7%
Work in Teams/Groups	12.5%	38.3%	2.2%	56.9%	54.3%	47.0%	35.2%
Other Skills	3.3%	3.0%	1.3%	1.1%	12.3%	13.8%	5.8%

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

Satisfaction with school programs. Students were asked to rate, from A to F, their satisfaction with several aspects of their high school experiences. First they rated their overall satisfaction with high school (see Figure 8). Then they rated their vocational/transition and special education program components (Figures 9 and 10). Overall, the students were relatively satisfied with their experiences with the majority of the ratings being As or Bs.

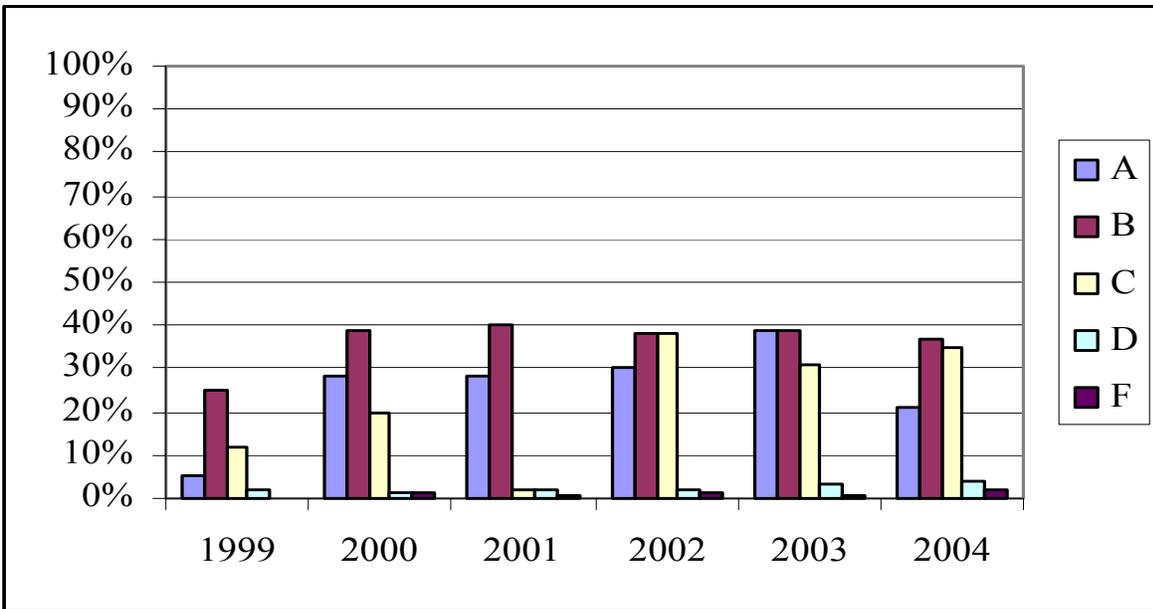


Figure 8. Overall satisfaction with high school (percent of total cases).

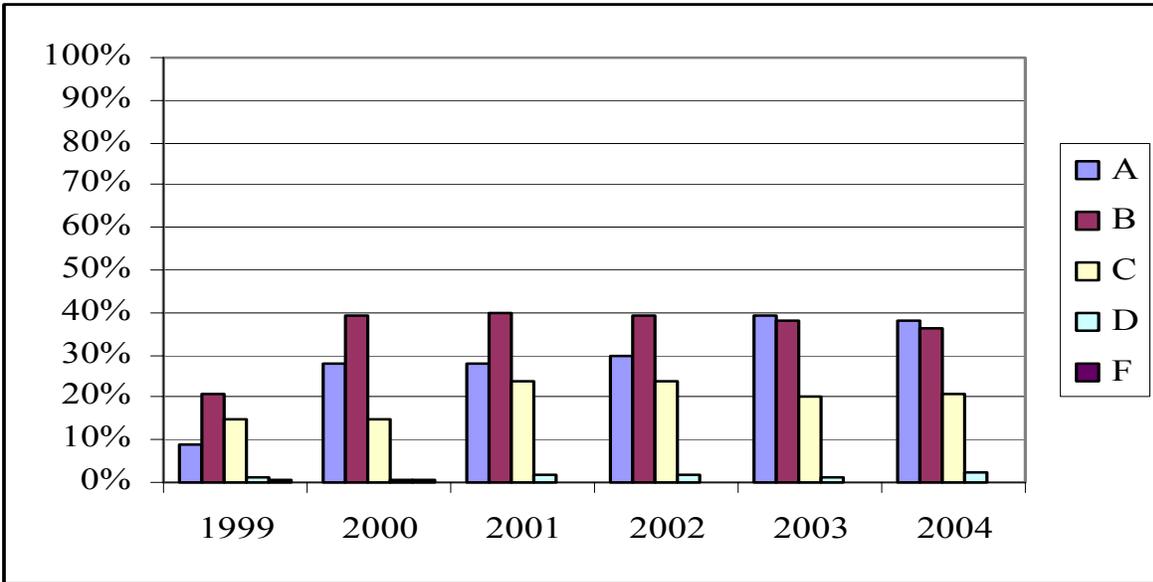


Figure 9. Satisfaction with vocational/transition programs (percent of total cases).

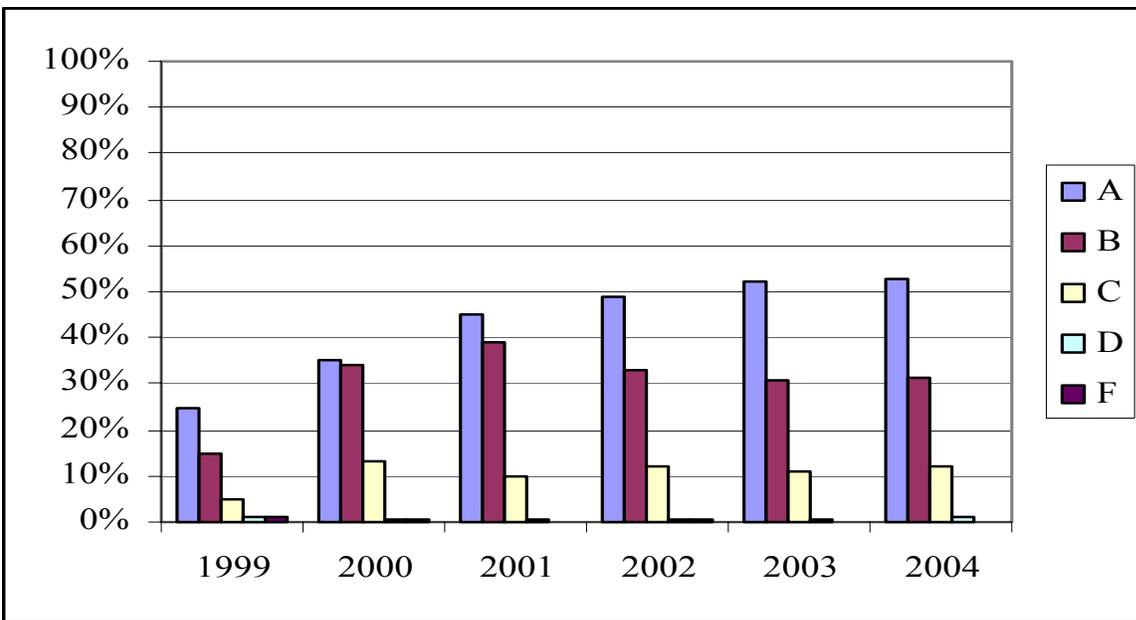


Figure 10. Satisfaction with special education program (percent of total cases).

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

school program. The special education programs received the highest ratings.

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

	1999	2000	2001	2002	2003	2004	Total
Overall high school	2.67	2.92	3.08	2.73	2.75	2.68	2.81
Vocational/transition	2.71	3.09	2.95	2.98	3.05	3.05	2.97
Special Education	3.35	3.22	3.35	3.33	3.31	3.31	3.31

Additional classes. Finally, students were asked which course(s) they would take if they were in school for one more semester. Their responses are shown in Figure 11. Overwhelmingly, students report that they would take more functional and vocational courses. Data from the 2004 cohort stayed relatively consistent with the 2001, 2002, and 2003 cohorts.

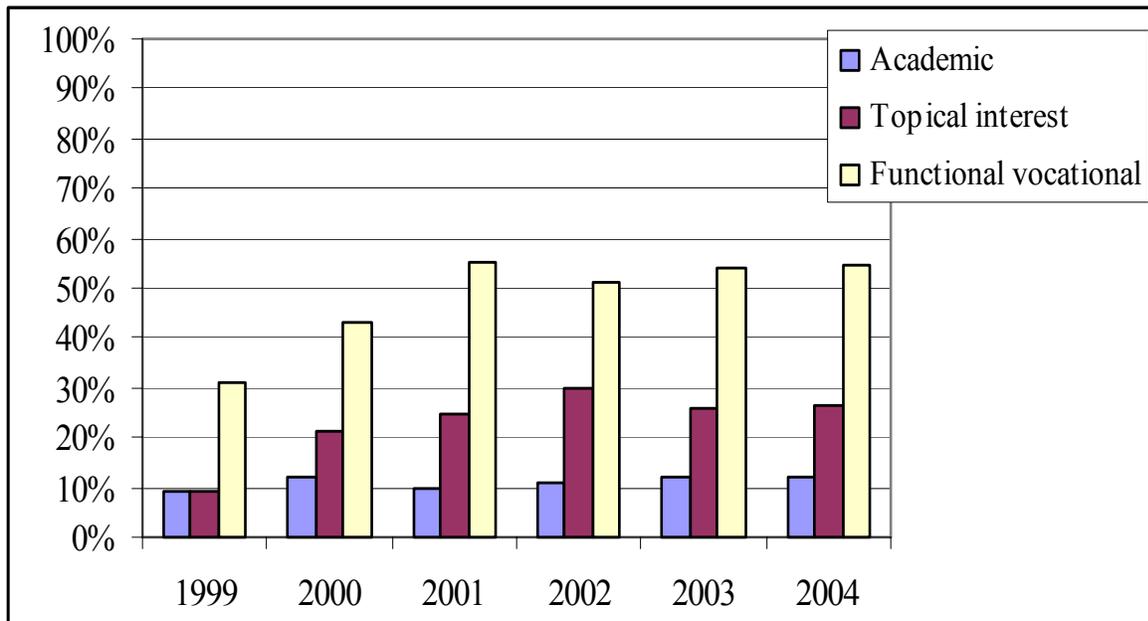


Figure 11. *Take more classes in following areas (could choose more than one).*

Significant Findings

- Over the last six years nearly two thirds of students exiting special education programs in North Dakota were male.

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

Section Three

2003 Cohort One Year after School Exit

This report continues the series of technical reports on the North Dakota (ND) Transition Follow-up Project, funded by ND Department of Public Instruction (ND DPI), Office of Special Education. The ND Transition Follow-up Project examines the status of students as they exit high school and enter society as young adults. This report is a summary of the data and analyses of the 1999 through 2003 cohorts of students with disabilities one year after they have exited from ND high schools. These students' initial school exit data were presented in previous reports and are available from North Dakota Center for Persons with Disabilities (NDCPD) or from the ND DPI office in Bismarck as well as from their respective websites.

Methodology

The general procedure for this study was to survey parents of the 1999 through 2003 school year exiters from the participating special education units. Once contacted, the family members were interviewed using the *NDCPD Transition Follow-up Project Interview Questionnaire* (see Appendix C). This instrument and the contact protocol are described below.

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

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

an efficient instrument for gathering data via telephone interviews.

Contact protocol. The protocol for contacting participants was developed by NDCPD staff with the assistance of several Minot State University (MSU) graduate student assistants. To compile the call list, initially, the exit interview reports were used which were provided by the participating special education units. Unfortunately, not all the reports were sent and several were not complete. NDCPD staff contacted all special education unit staff who provided updated copies of information including family names, addresses, and telephone numbers. This information continues to be kept in locked file cabinets at NDCPD. The MSU student assistants then constructed computer data files with this information. All student information was organized by identification codes rather than names to ensure greater confidentiality. These data files were used to generate call logs for the interviews.

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

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

Education and Training

Parents were asked if the exiting students had attended or were attending a post-secondary or training institute. Just over half of the students had or were currently attending school (see Figure 12). Although there is seen a slight decline, this rate has stayed fairly consistent over the five year period.

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

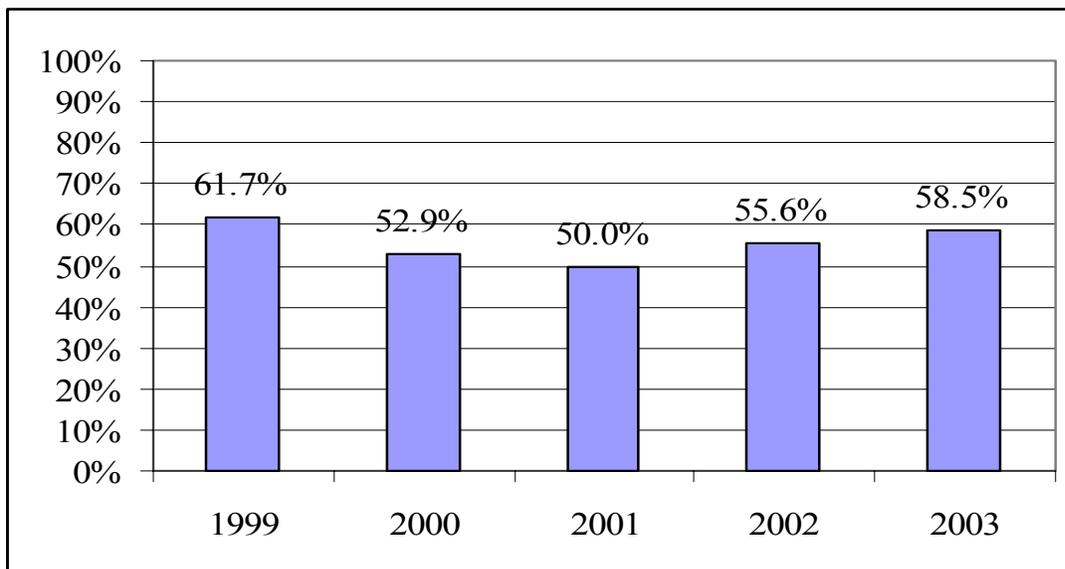


Figure 12. *Percent of students attending/attended school after high school.*

Employment

When parents were asked about the work situation of the students, 69% of the 2003 cohort is currently employed, an increase of 0.3% from last year's overall results. Overall results continue to indicate about two-thirds (68.6%) of the students were employed (Figure 13) one

year after exiting secondary programs. Approximately one-third (34.9%) of the students who were unemployed were actively seeking employment (Figure 14). Results (Figure 15) also indicate that 61.1% of this population had or have additional jobs.

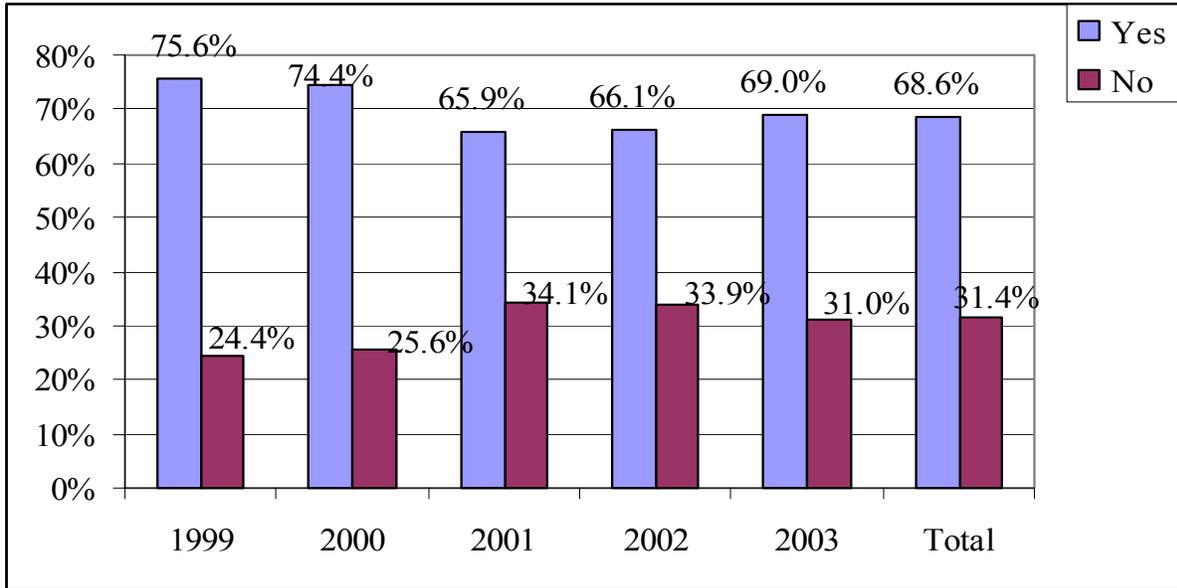


Figure 13. *Percent of students currently employed.*

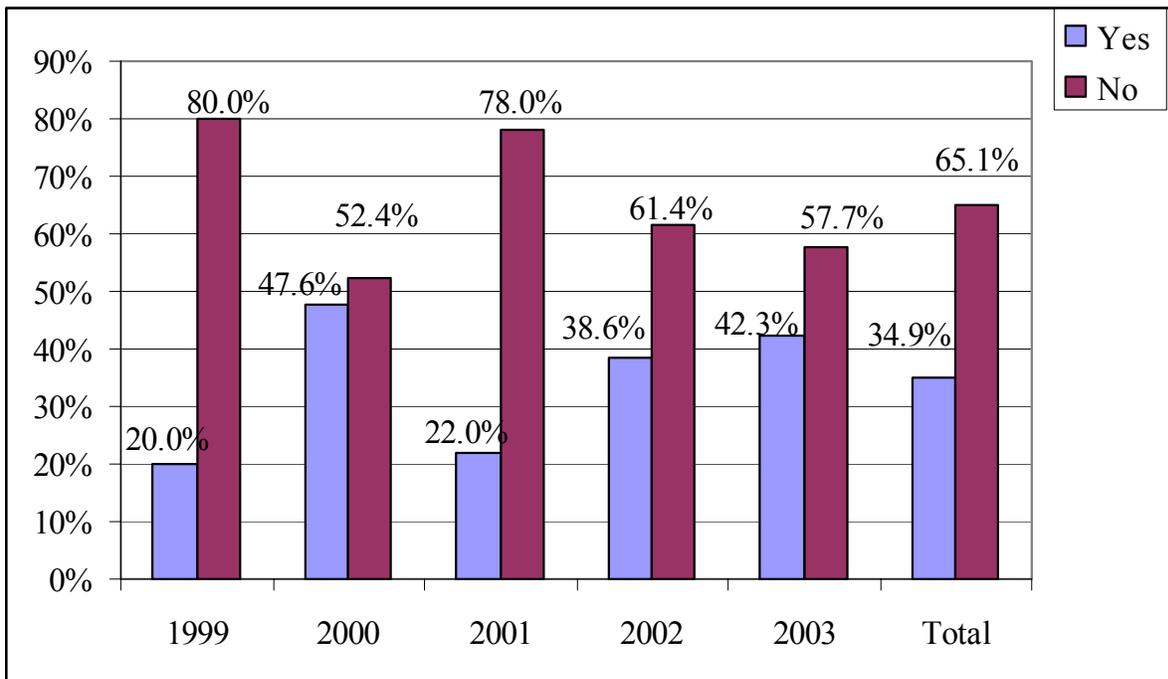


Figure 14. *Percent of unemployed students currently looking for a job.*

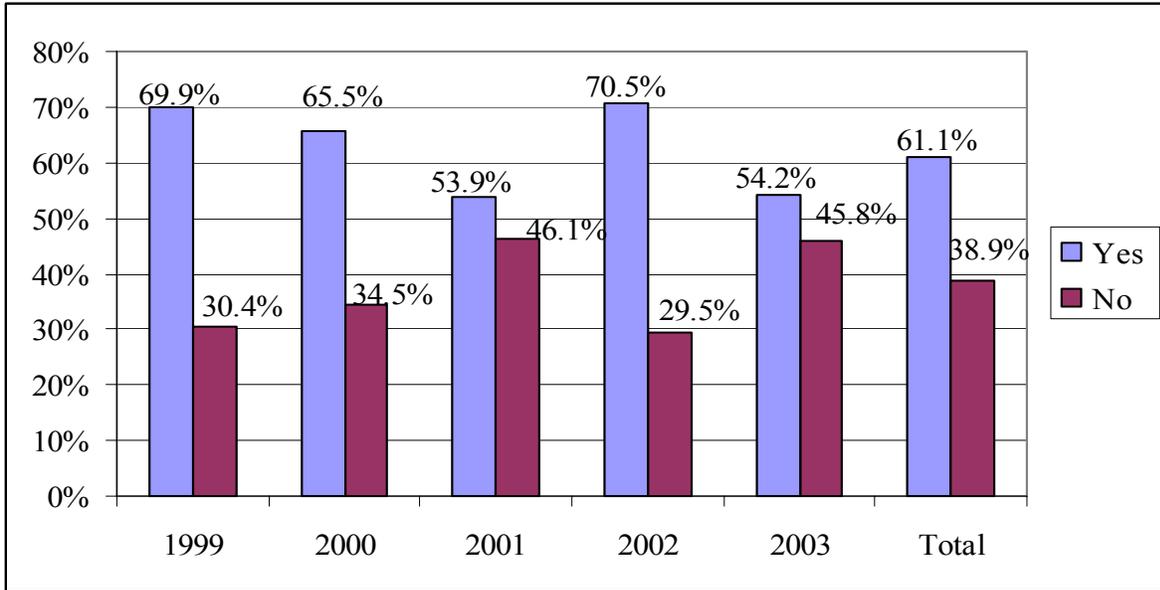


Figure 15. *Percent of students with other jobs.*

Anecdotal comments from parents indicate that these students were employed in areas such as welding, landscaping, civil engineering, youth mentoring, as well as daycares, restaurants, and recycling plants. As shown in Figure 16, the 2003 cohort received an average of \$7.89 per hour for an average of 28.24 hours per week. Hours of work have also declined but an overall average indicates that most students are working close to full time, and maintaining employment for just over one year.

When parents were asked to rate the students' satisfaction with their current jobs, on a scale from 1 (not satisfied) to 5 (very satisfied), Figure 17 shows that most students appeared satisfied with their current jobs.

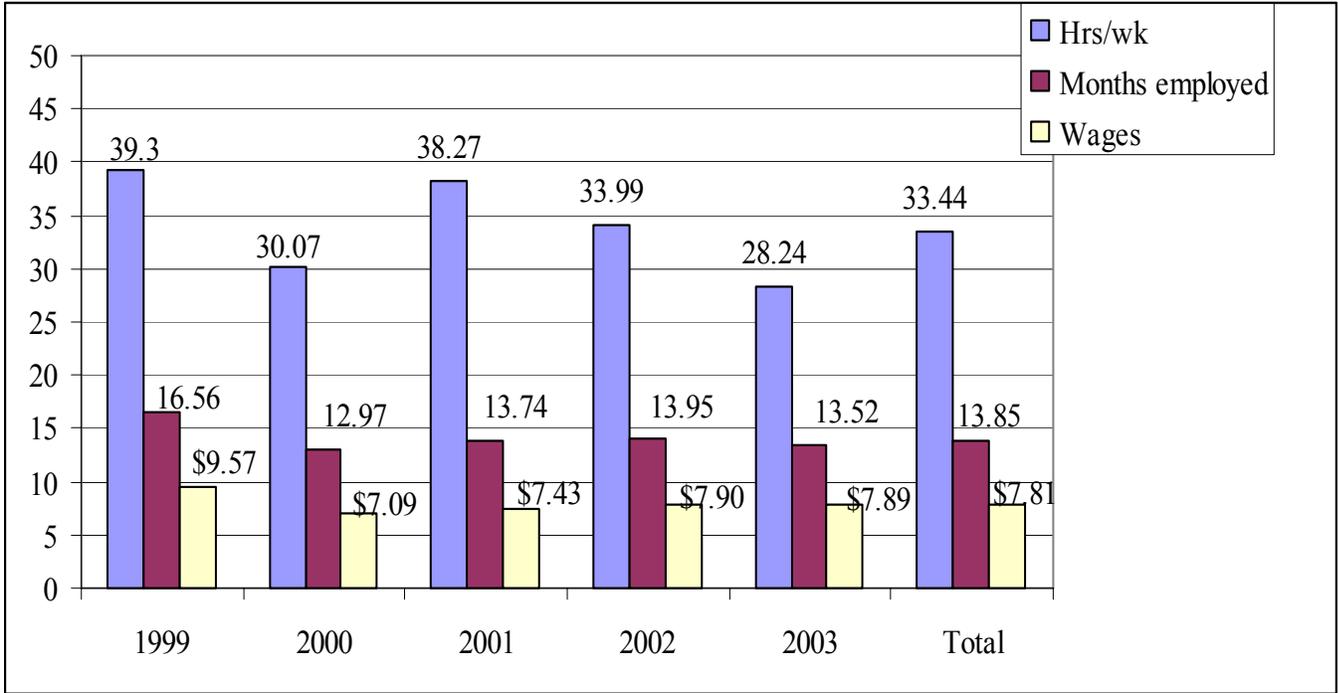


Figure 16. Average wages, hours, and time on job for students.

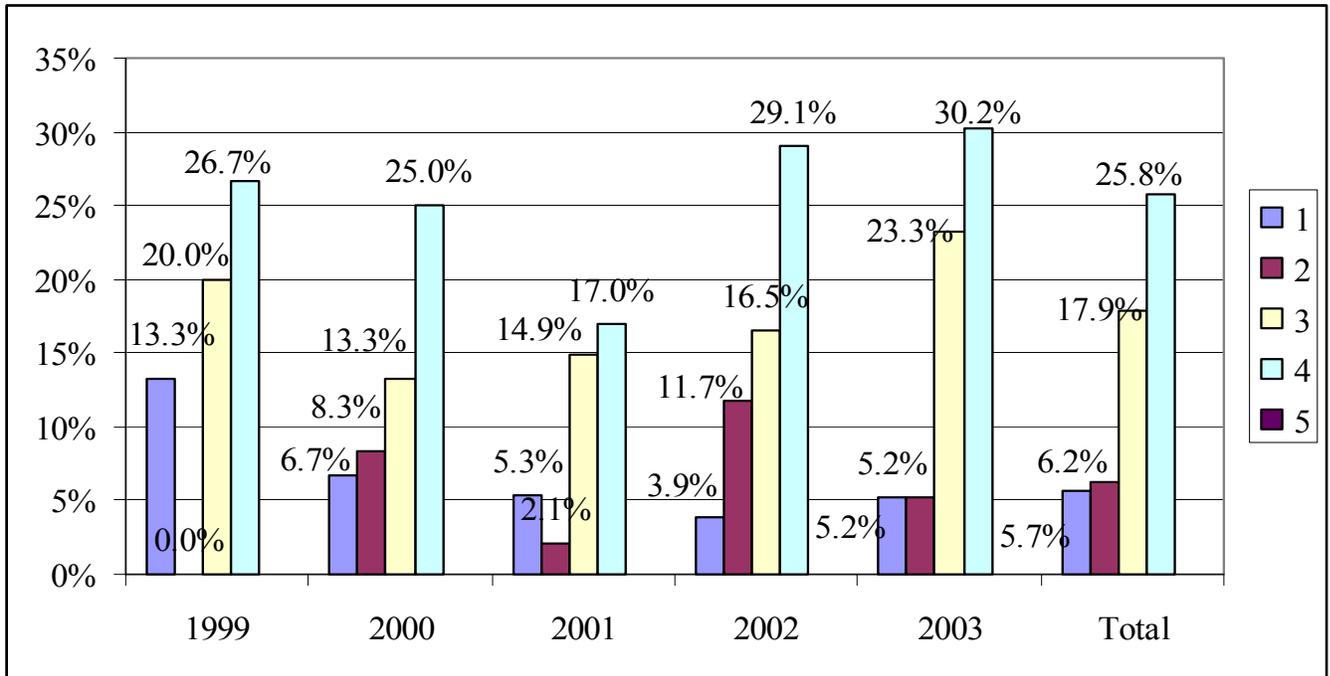


Figure 17. Average satisfaction rating of students with current job.

Living Arrangements

Parents were then asked about the students' living arrangements. Figure 18 shows the current living arrangements, indicating that almost half of the students live with their parents while almost one third live in apartments either by themselves or with others. Of the remaining students, 1.8 % lived in a supervised apartment, 1.9% lived in a group home, and 1.9% lived with relatives.

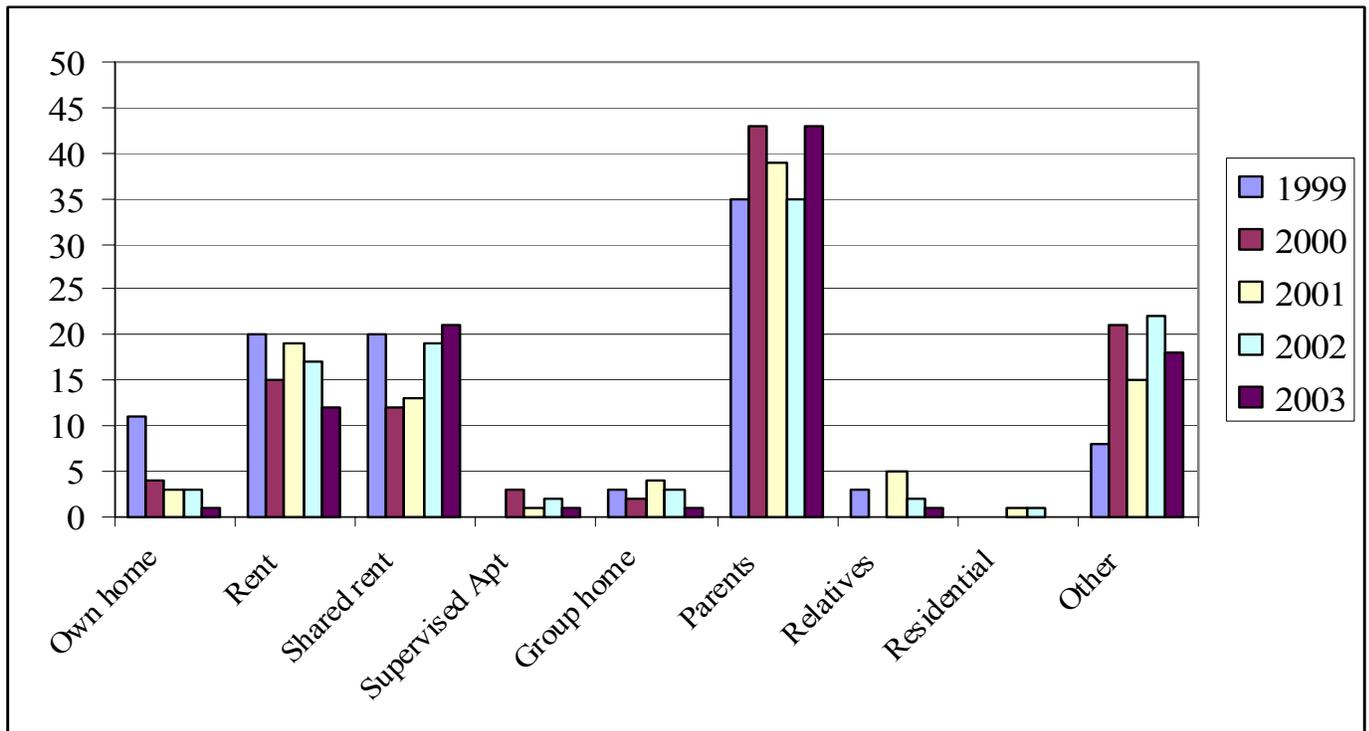


Figure 18. *Percent of students by living arrangements.*

Parents were also asked about the students' marital and family status. As shown on Figures 19 and 20 in 1999, 8.7% of the students were married with 21.7% having children. This steady decline is also shown in the 2003 cohort, as only 2.3% indicated the students were married and 5.3% have children.

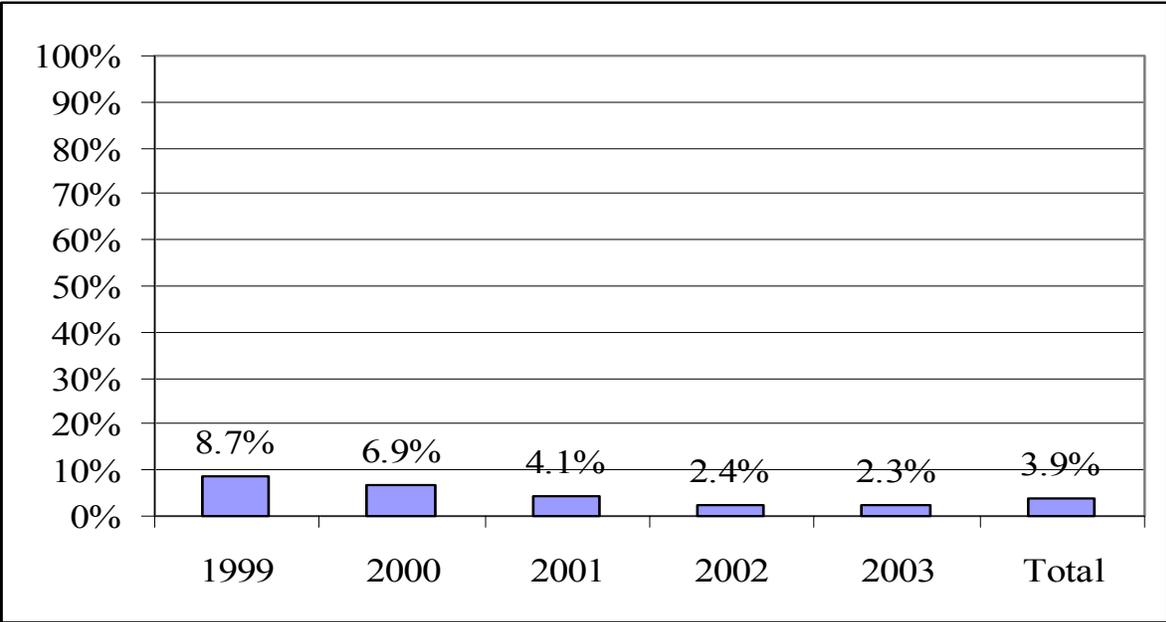


Figure 19. *Percent of students who are married.*

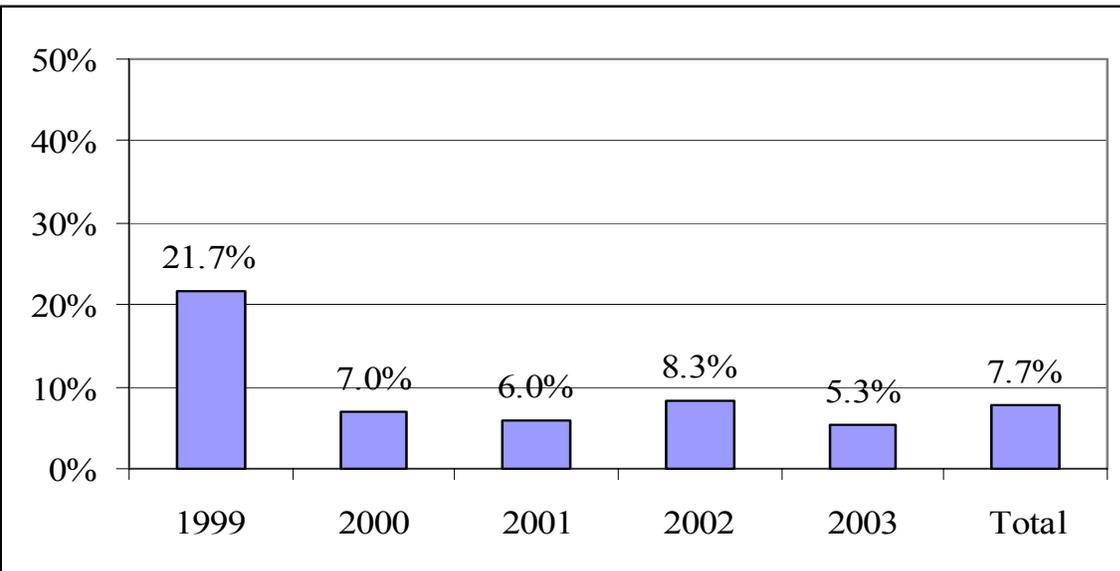


Figure 20. *Percent of students who have children.*

Social Activities

Parents were asked about the social activities and community participation of the students. Figure 21 shows how often students went out with others each week. The trend continues to show that majority of the students surveyed go out between one to five times a

week. Parents provided anecdotal data regarding the students' recreation activities (Appendix E). Based on parent responses, students participated in community activities such as 4-H, bowling leagues, wildlife clubs, racing, drama and art club, and a variety of sport organizations. Students also spent time hunting, fishing, swimming, and spending time with friends or partners.

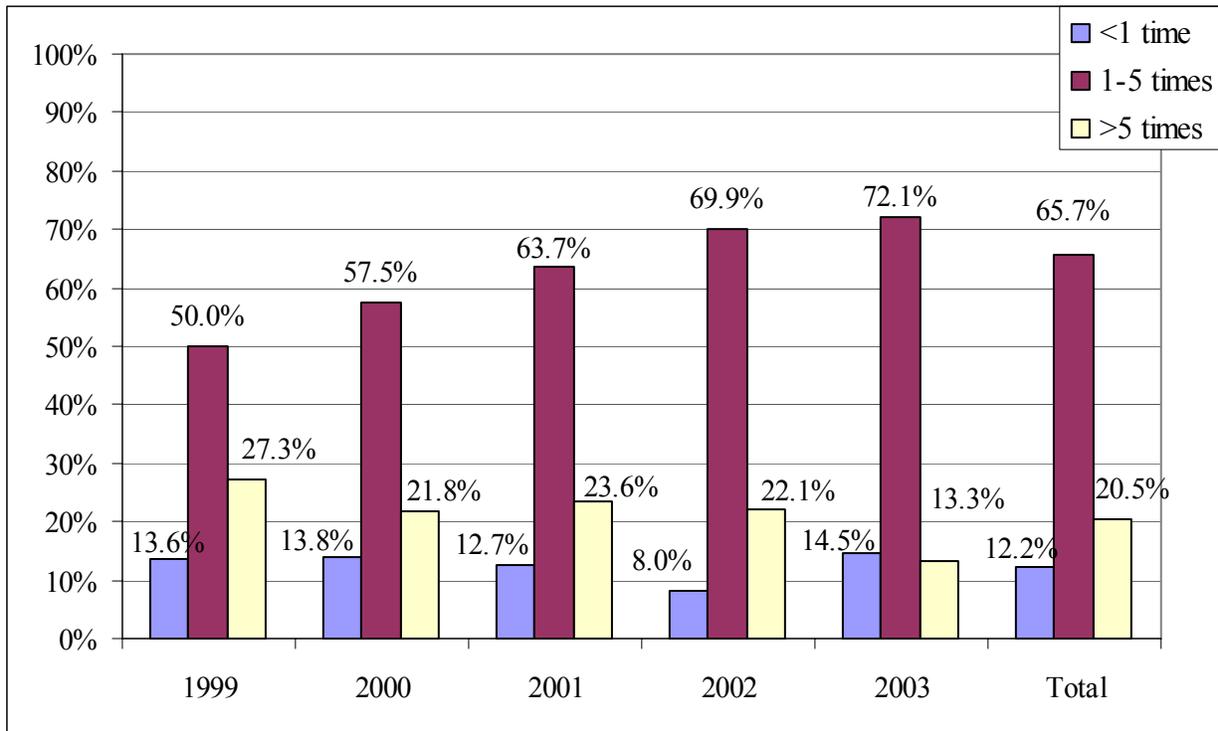


Figure 21. *Percent of times per week that students go out with others.*

Figure 22 indicates that in 2003, 28.1% of the students were involved in volunteer activities. This has decreased from the 33.5% seen in 2002. The majority of the parents listed their church as the most common place of volunteer work (n=15). Volunteering to help friends, neighbors, and family was next (n=12) after church. Other volunteer activities include the Fire Department, Salvation Army, Humane Society, and community fund raising activities.

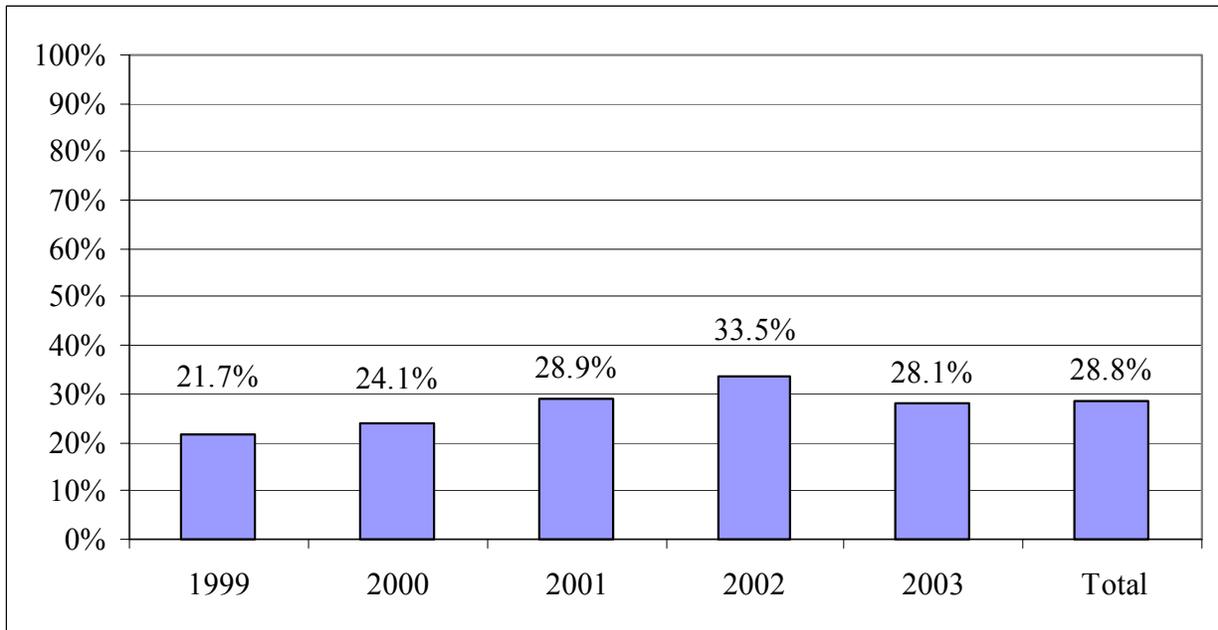


Figure 22. *Percent of students who do volunteer work.*

Accessing Adult Services

Parents were asked two questions about the specialized adult services that these students had accessed since high school. Parents reported that one fourth of the students received services after high school over the last five years (Figure 23). Of the services students accessed, Vocational Rehabilitation (VR) was the most commonly accessed (Figure 24) with 58.1 % of the 2003 cohort receiving services. The second commonly accessed service was Job Services, with 16.7% of the 2003 cohort receiving services after leaving high school.

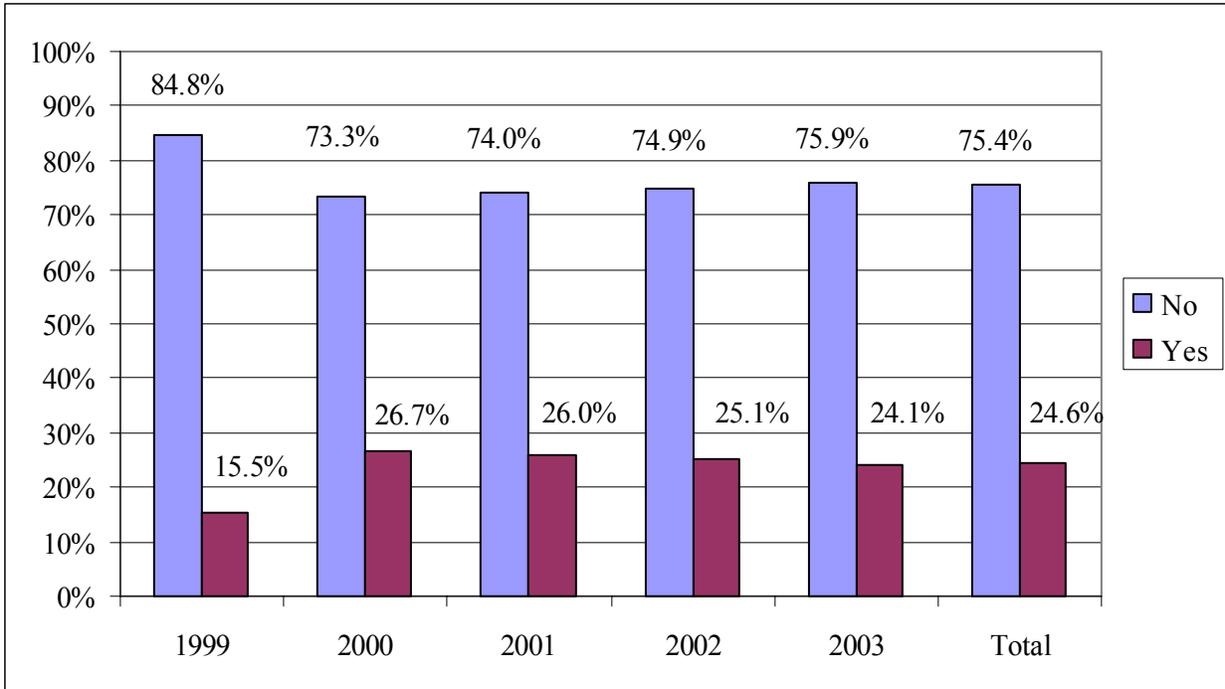


Figure 23. Percent of students receiving post high school services for their disability.

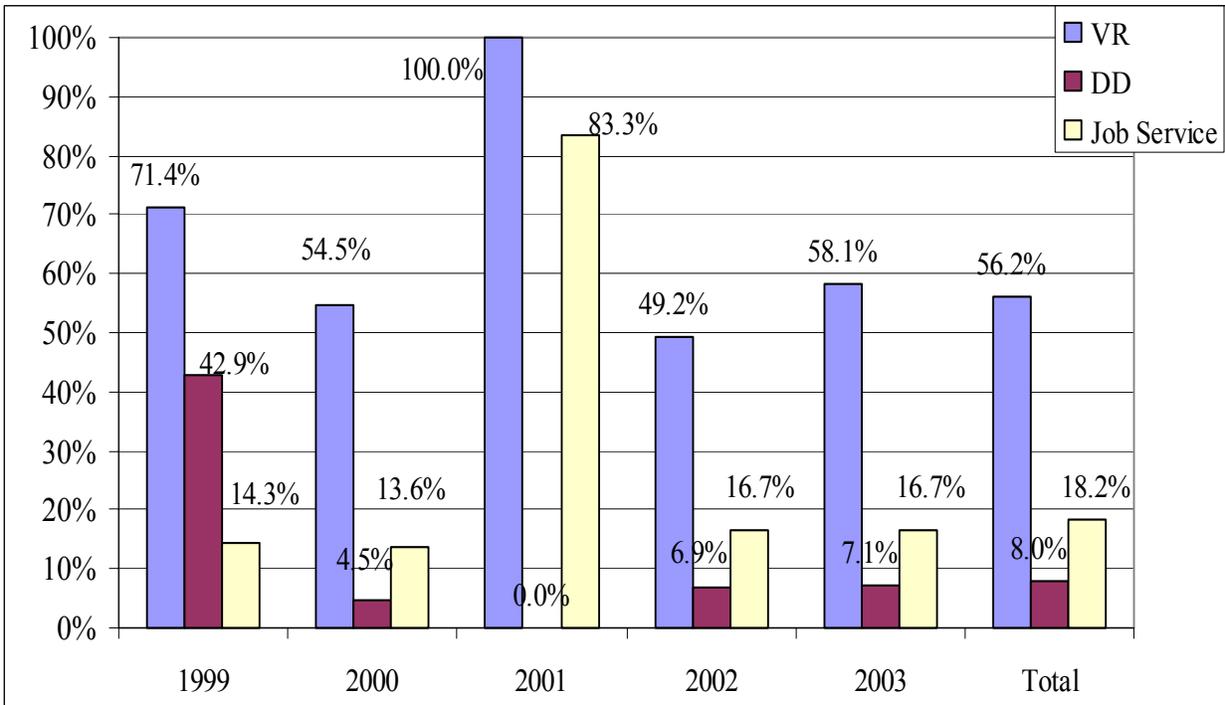


Figure 24. Percent of students referred to adult service agencies for post-school services.

Satisfaction with the High School Experience

Finally, parents were asked if students were satisfied with high school and if they were prepared for life after high school. Just over three-fourths of the parents said their children were satisfied with high school (Figure 25) and this has stayed fairly consistent over the last five years. When parents were asked to comment on why they were or were not satisfied with their high school experiences the following comments were collected. The full list of anecdotal comments can be reviewed in Appendix E.

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

- *Overall, he enjoyed it. (3)*
- *Grades were good, feels accomplished. Encouraged by LD teacher to go on.*
- *Very good science instructors, LD teacher was fantastic with written expression.*
- *Teachers were willing to give extra attention. (2)*
- *Got better as she got older and into HS- satisfied with the last couple of years.*
- *She wished she had more career counseling and more time with speech pathologist.*
- *Trouble with peers, core staff had difficulty intermingling her into classroom, resource room staff were excellent with her.*
- *Because of entering Sp.Ed. made to feel "dumb"*
- *More could have been done to help with post high school planning. Counseling was ineffective (2)*

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

- *Nothing (19)*
- *Services were not provided well- needed more individual assistance*
- *LD teacher did what she thought she could. 1 on 1 help, as good as could be expected*
- *Very satisfied, conflicts with school when he was younger, but as soon as he was identified, the problems got better*
- *More motivation, from both teachers and student*
- *Unaccommodating teachers, more modifications from some teachers*
- *Different principal*
- *Nothing. Excellent job with special services*
- *Should have helped her more with reading- still struggles and mother is scared she is going to fail college classes because of this*
- *Team of teachers should have been more involved*
- *He was just pushed through*

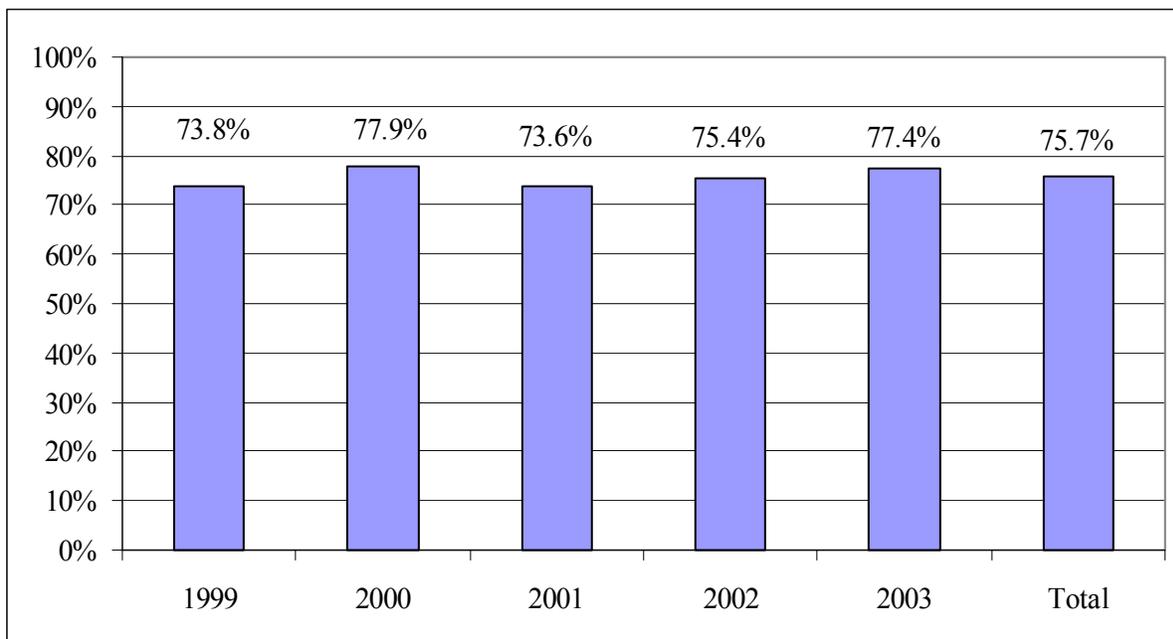


Figure 25. *Percent of students satisfied with high school.*

As indicated on Figure 26, slightly over two-thirds of the parents reported that they felt their children were prepared for life after high school. Anecdotal comments with this question include:

- *Nobody is (5)*
- *Good self advocator, good life skills*
- *As best she/he could be (4)*
- *Happy with everything he got - satisfied*
- *His last year of high school he lived in an apartment by himself and paid his own rent*
- *General life- yes; career-no*
- *As much as they could prepare him...wish they would have taught him to cook with an oven*
- *More hands-on training*
- *Needed more life skills*
- *More responsible because of HS - got him going down the right path*
- *Takes him longer to get skills and experiences he needs*
- *Needed more life skills, knowledge of everyday skills (3)*

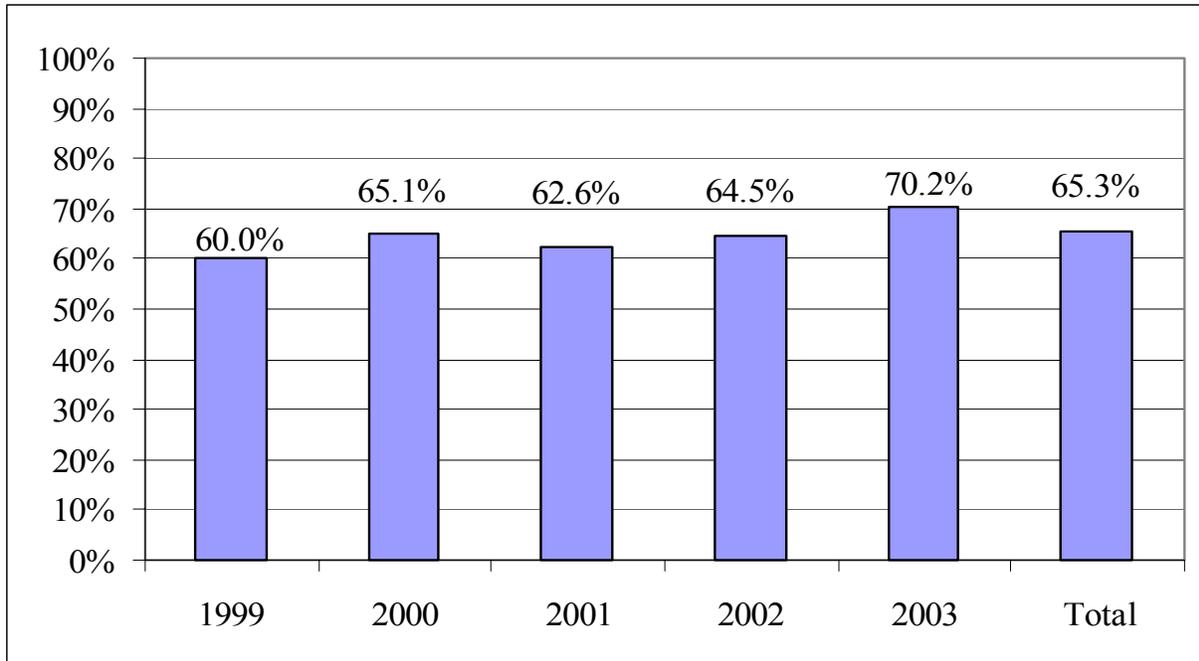


Figure 26. *Percent of parents who thought students were prepared for life after high school.*

Section Four

One and Three Year Follow-up Comparisons

In this section the follow-up data of the 1999, 2000, and 2001 cohorts are examined by comparing the one year after exiting high school and three years after exiting high school data sets of each cohort. By comparing data received through parent interviews one year after students exited high school against data gathered three years after, information is gained which furthers the understanding of transition programs and students' preparedness for adult life.

Comparison of Student Demographics

There were 122 students participating in the exit interviews in the 1999 cohort, 50 in the first telephone interview contact and 46 in the third contact phase. In the 2000 cohort, 208 students participated in the exit interviews, 88 in the first telephone contact and 87 participants in the third contact (Table 1). In the 2001 cohort, 316 participants completed the exit surveys,

however only 169 participants completed the first and third contact interviews. Participation in the survey and interview components was voluntary as was answering particular questions; therefore not all questions were answered by all students.

Table 15
Participating Students

Cohort Group	Participants
1999	50 (1 st contact)
1999	46 (3 rd contact)
2000	88 (1 st contact)
2000	87 (3 rd contact)
2001	169 (1 st contact)
2001	169 (3 rd contact)

Telephone Interview Results

Post-secondary School Attendance

A slight decrease in the 1999 cohort is indicated in the number of students who have received at least some post secondary education since high school based on the results from the interviews conducted one year and three years after exiting school (Figure 27). An increase is indicated in the 2000 cohort, which has increased 16.7% from 52.9% to 69.6%. The percent of students in the 2001 cohort who were attending or attended post-secondary schools after exiting increased from 50% to 55.7% three years after exiting high school.

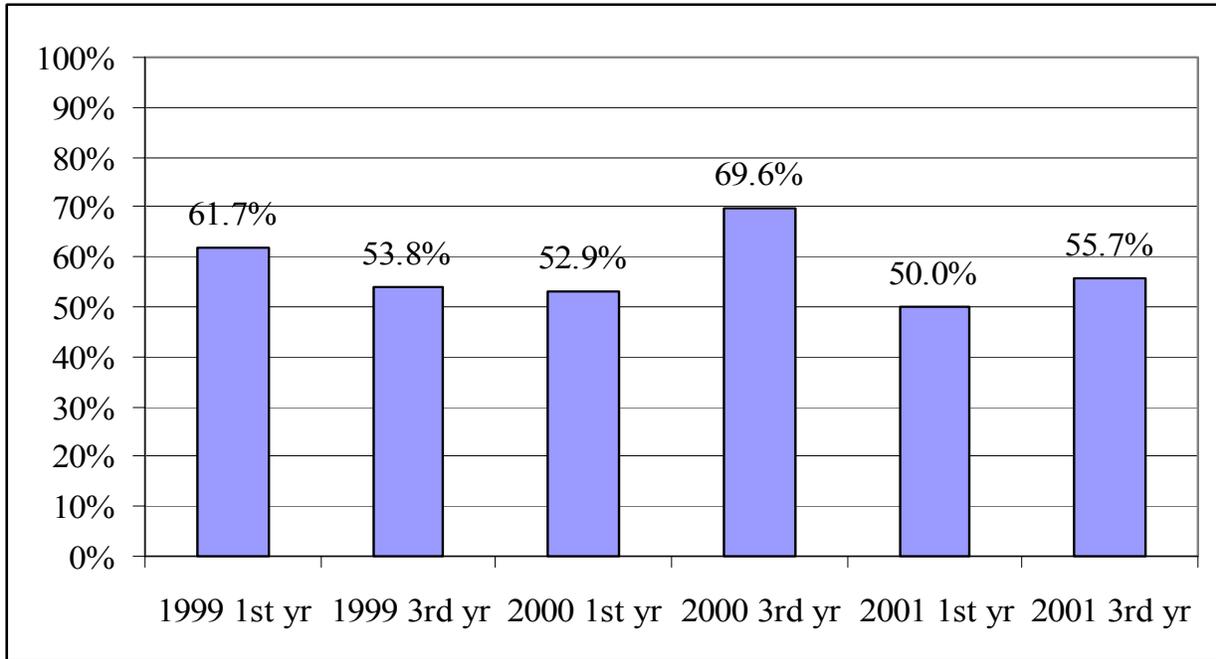


Figure 27. *Percent of students attended/attending school after high school.*

Employment Status

An increase in employment status was also indicated when comparing the three cohorts at one and three years after exiting school (Figure 28). Data collected from the 1999 cohort one year after exit showed that 75.6% of the students were employed at that time. Three years later an increase of 11.6% was indicated. A decrease in employment was indicated in the data concerning the 2000 cohort. At exiting, 74.4% of the students reported being employed, whereas three years later data show a slight decrease to 73.2%. One year after exiting, 65.9% of the 2001 cohort was employed. In the three year follow-up interviews, this increased to 78.6%.

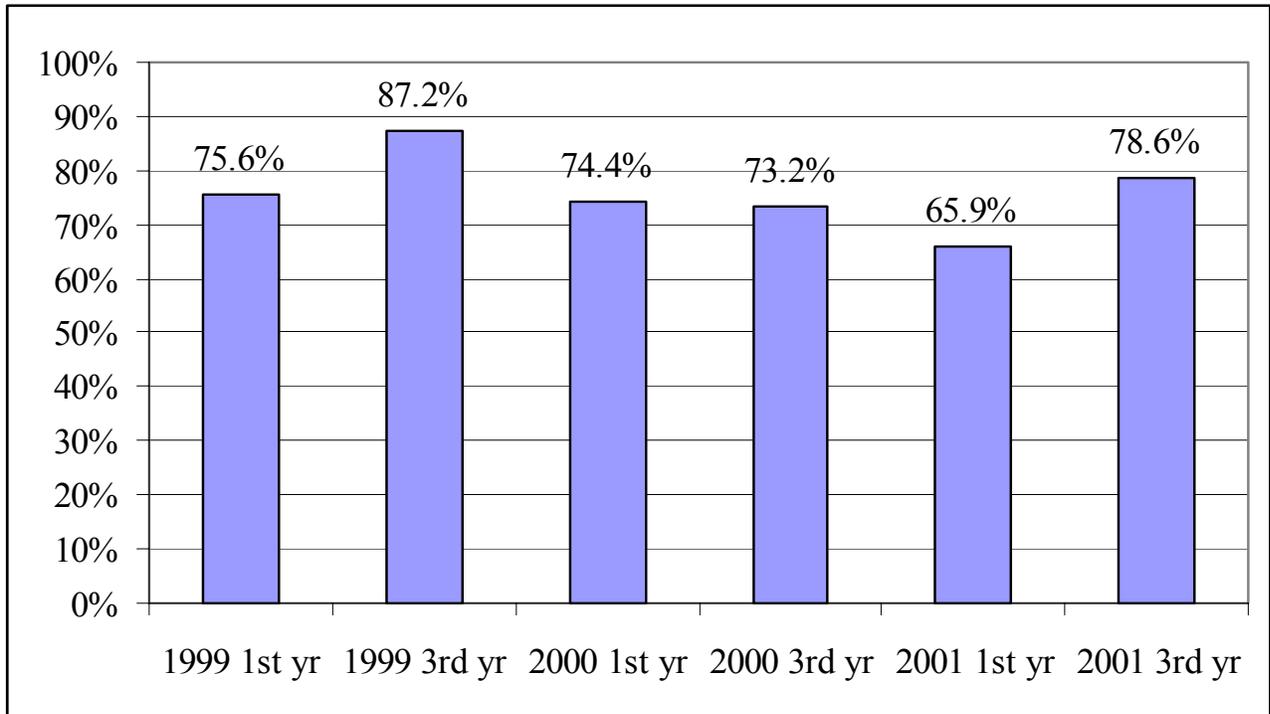


Figure 28. *Percent of students currently employed.*

Twenty percent of the 1999 cohort who were unemployed sought employment one year after exiting school, increasing to 57.1% on the three year interviews. At the time of school exiting, 47.6% of the 2000 reported seeking employment and three years later this number slightly decreased to 46.7%. However, the 2001 cohort indicated a 33.6% increased from 22% to 55.6% (Figure 29).

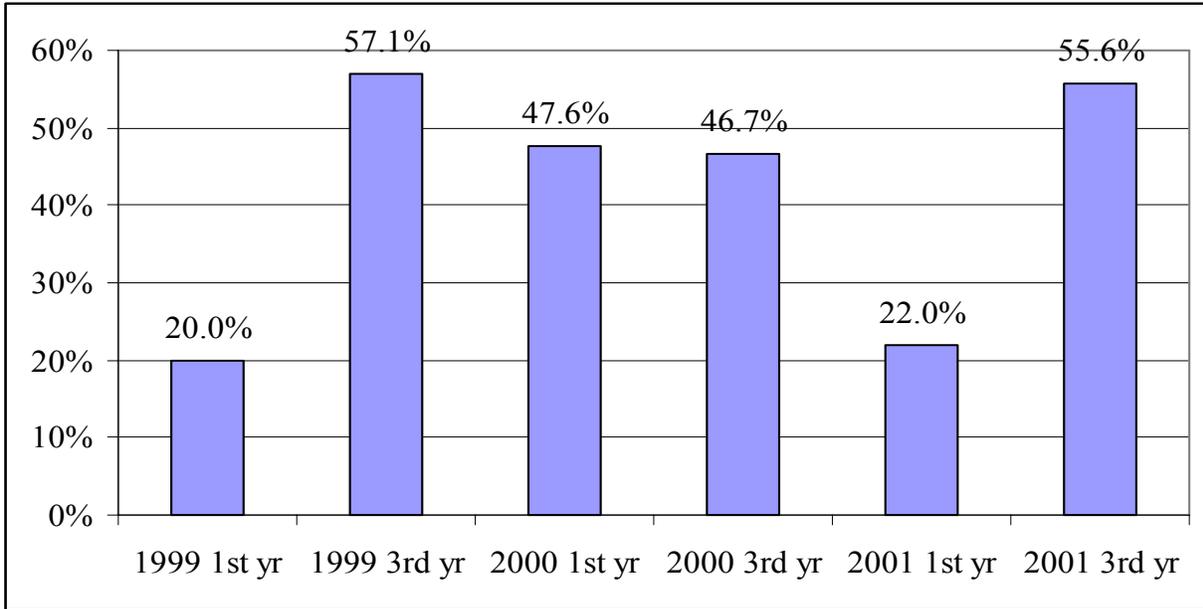


Figure 29. *Percent of unemployed students currently looking for a job.*

Although some students in the three cohorts were not working at the time of the one or three year follow-up interviews, increases were indicated in all cohorts when asked if they have had jobs since exiting high school. Data from the 1999 cohort showed an increase from 69.6% to 72.2% in students having other jobs and an increase from 65.5% to 74.1% was indicated for the 2000 cohort. The 2001 cohort increased from 53.9% to 65.9% (Figure 30).

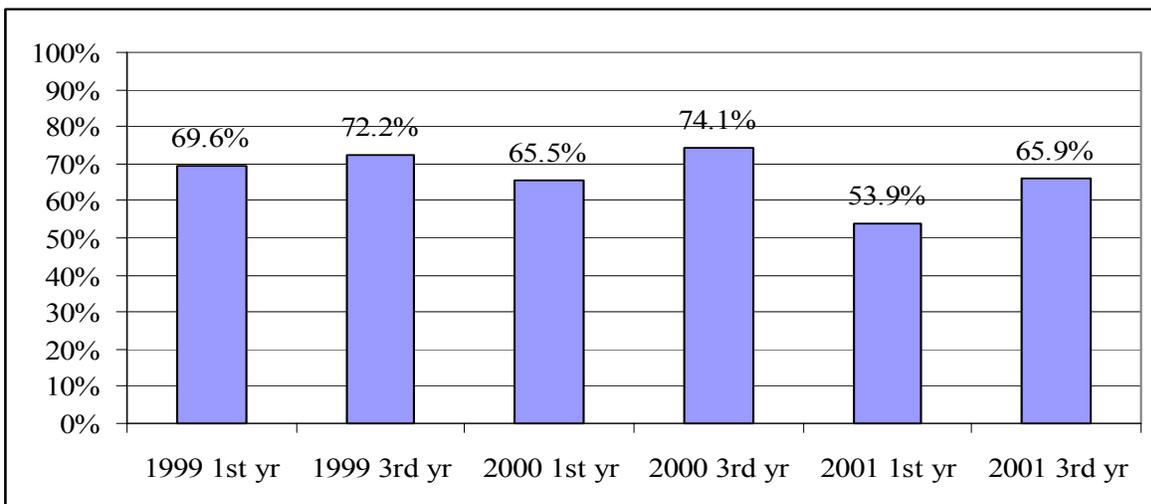


Figure 30. *Percent of students with other jobs.*

Figure 31 shows the hours worked, hourly wages, and months on the job for the 1999, 2000, and 2001 cohorts. From 1999 to 2000, decreases were indicated in almost all areas. The 2001 cohort indicate increases in hours worked and wages, although months on the job has stayed relatively consistent.

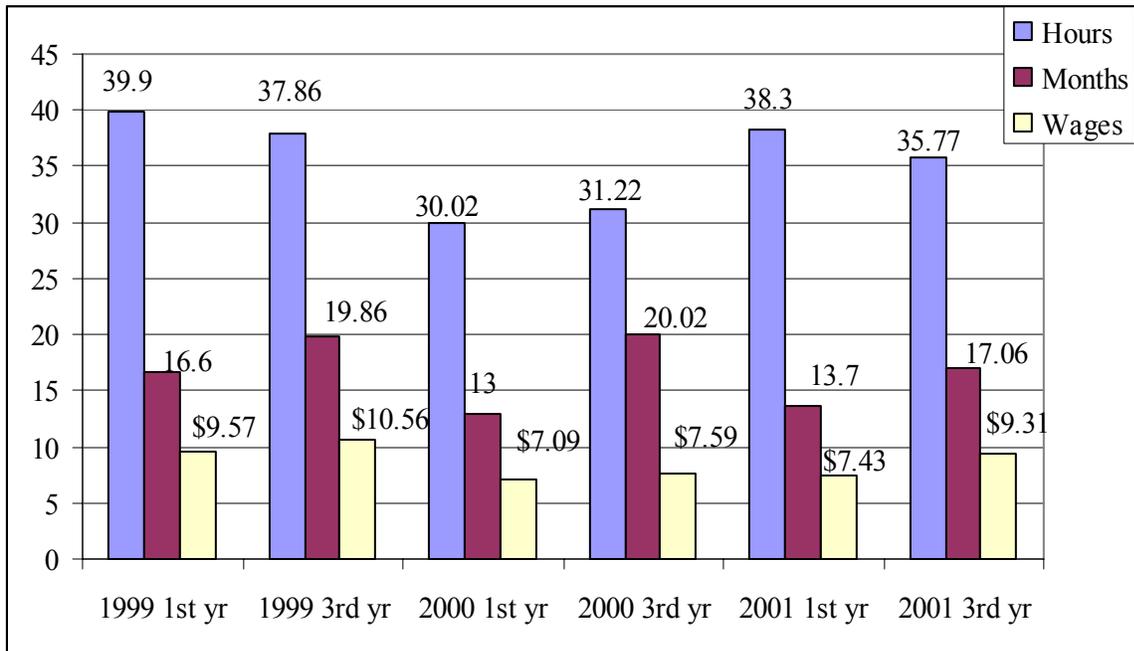


Figure 31. Average wages, hours and time on job for students.

Data shown on Figure 32 indicate that when asked about job satisfaction, on a scale from 1 (not satisfied) to 5 (very satisfied), most students were satisfied with their jobs. Job satisfaction indicated by the 1999 cohort did not change over the three years however responses from the 2000 cohort increased from 3.97 to 4.00 but a decrease was indicated in three years between interviews of the 2001 cohort.

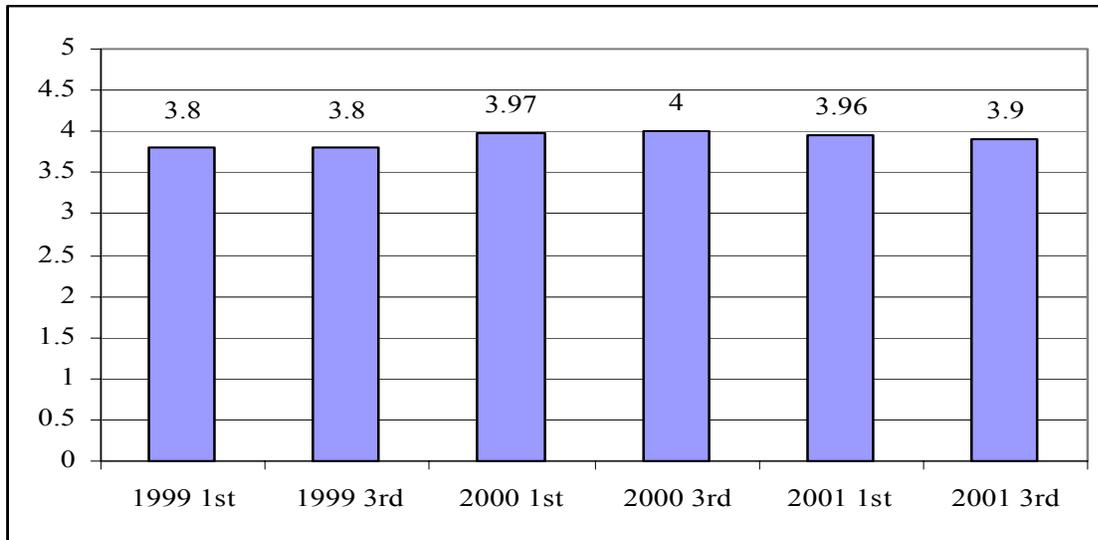


Figure 32. *Average satisfaction rating of students with current job.*

Living Arrangements

Students and parents were also asked about the living arrangements at one and three years post-school. On year after exiting, data collected from the three cohorts indicated that approximately one-third of the students lived with their parents (Figure 33). The 1999 cohort, one year after exiting high school, had the highest percentage of students renting their own apartment (51%), however that number decreased to 11% three years after. Approximately 30% of the 2000 cohort rented one year after leaving high school and that also decreased with time to approximately 11%. The 2001 cohort data decreased in percentage renting (20% to 18%) but increased in the percentage of students who shared rent (12% to 28%).

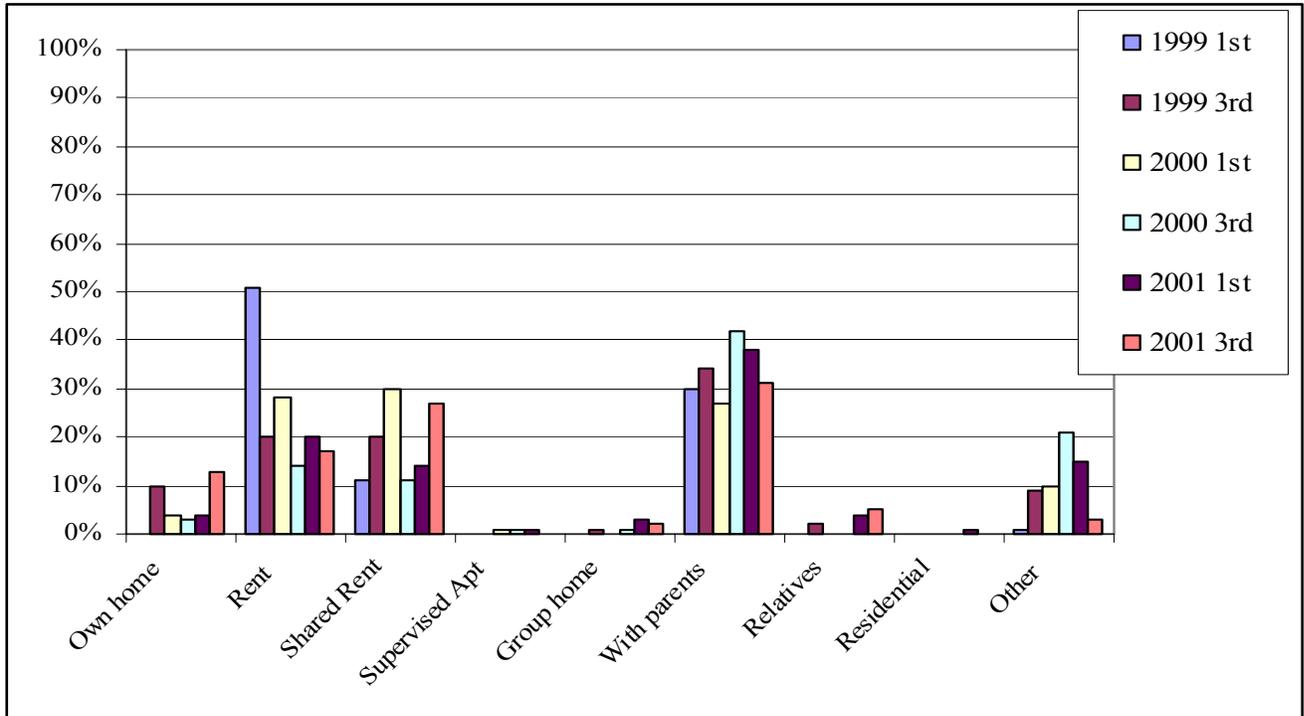


Figure 33. *Percent of students by living arrangements.*

One year after exiting school, 8.7% of the 1999 cohort; 6.9% of the 2000 cohort; and 4.1% of the 2001 cohort reported being married at that time (Figure 34). At the time of the three-year follow-up interviews 17.9%, 12.5%, and 10% respectively reported being married. The number of individuals with children also increased over the three years. In 1999 it was reported that 21.7% of the cohort; 7.0% of the 2000 cohort; and 6% of the 2001 cohort had children one year after exiting school. These numbers increased to 25.6%; 17.9%; and 16.2% respectively three years after exiting school (Figure 35).

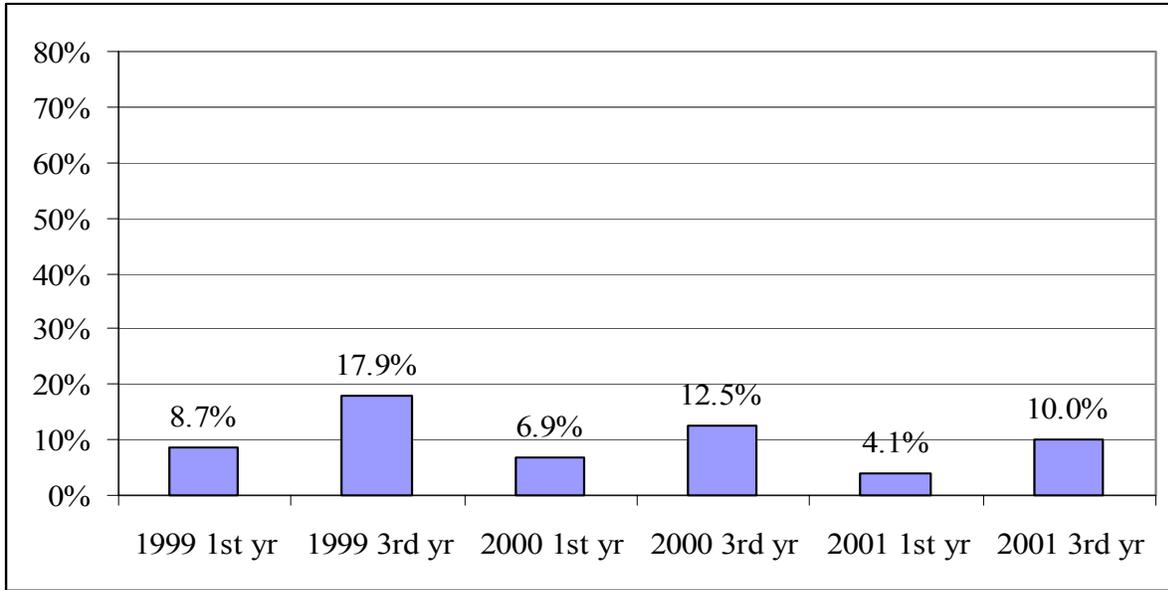


Figure 34. *Percent of students who are married.*

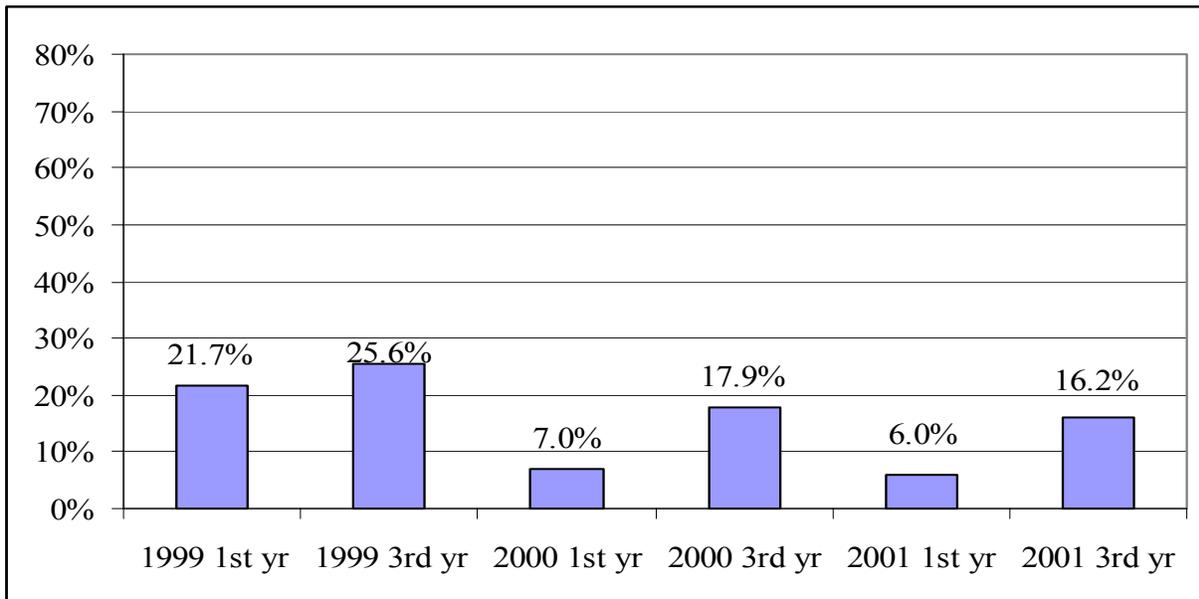


Figure 35. *Percent of students who have children.*

Social Activities

Parents and students were also asked about the social activities of the students. The percent of students going out one to five times a week stayed fairly consistent across all three

cohorts (Figure 36). Students reported being involved in activities such as the Special Olympics, traveling, attending sporting events, participating in sports, and being with their children, partners, and friends. Students also reported being involved in volunteer activities such as at their churches, the Wildlife Association, and the Salvation Army (Figure 37). Although volunteer activities decreased in the 1999 cohort from 21.7% to 18.9%, and increased in the 2000 cohort from 24.1% to 35.7%, volunteer work stayed consistent for the 2001 cohort.

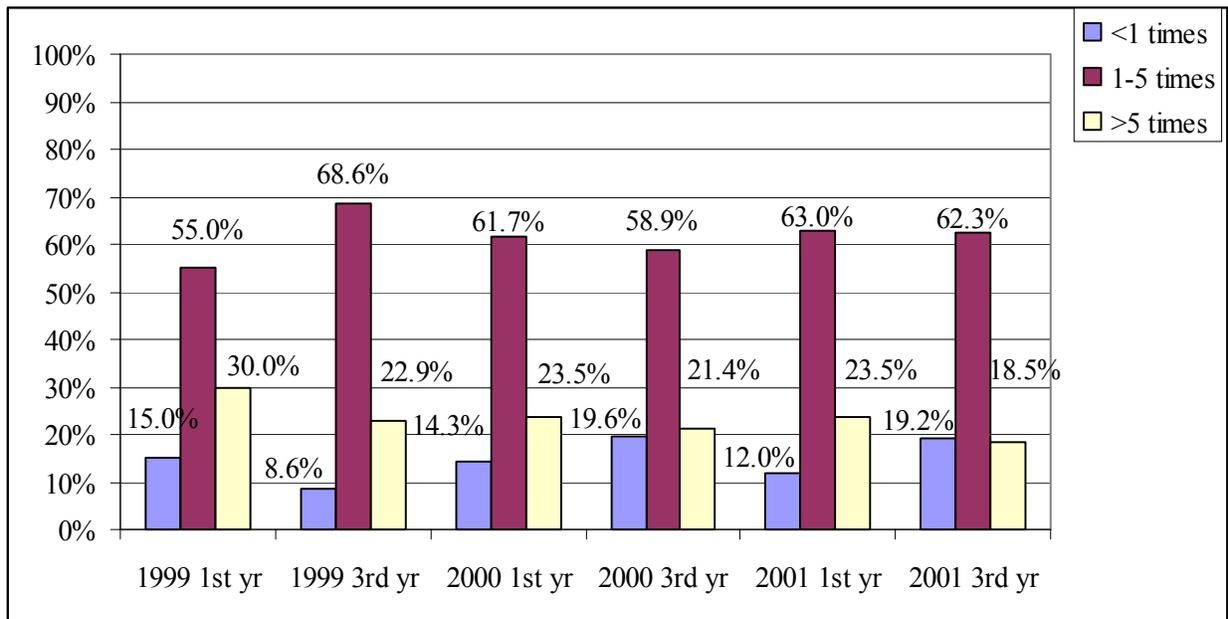


Figure 36. *Percent of times per week that students go out with others.*

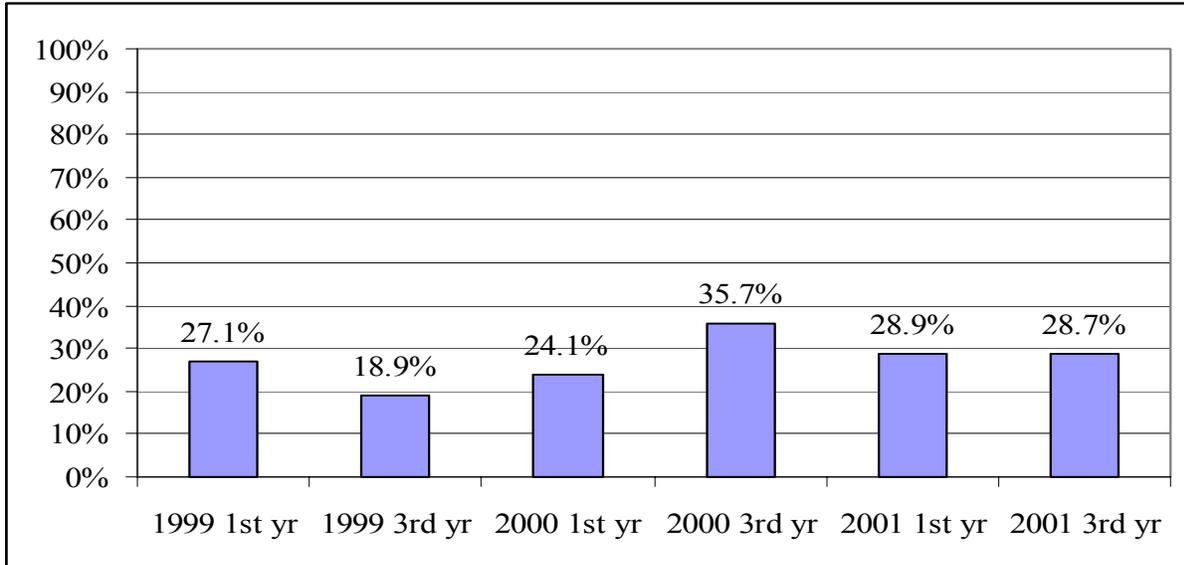


Figure 37. *Percent of students who reported doing volunteer work.*

Accessing Adult Services

When parents were asked about the services the students had accessed since high school, one fourth of the students received services. When asked three years after leaving school, the percentage dropped for the 1999 cohort from 15.2% to 12.8%; increased from 26.7% to 32.1% for the 2000 cohort and then dropped again from 26% to 16.4% in the 2001 cohort (Figure 38).

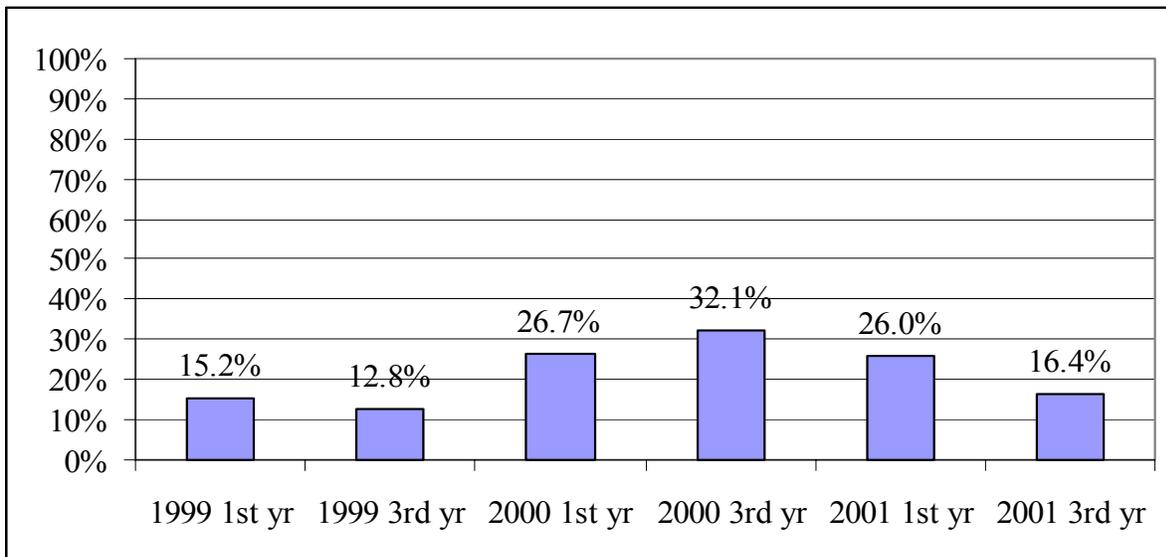


Figure 38. *Percent of students receiving post high school services for their disabilities.*

Parents were then asked about specific services and differences between services accessed one and three years post-school appeared (Figure 39). The 1999 cohort reported just over 71% of the students had accessed VR services; approximately 40% accessed DD services; and 14% Job Services directly after leaving high school. Three years later, all of the 12.8% who accessed services accessed Job Services.

In comparison, percentages in all three service areas increased with the 2000 cohort. One year out of high school, just over 50% of the 2000 cohort accessed VR services, approximately 5% accessed DD services and 13% accessed Job Services. Three years after, these numbers increased to 63.6% having accessed VR, 20% accessed DD, and 9.7% accessed Job Services.

One year after exiting high school the 2001 cohort accessed VR more often than other services. Responses indicate that 100% of the 26% of the 2001 cohort accessed VR, and 83% accessed Job Services. Three years after exiting, the numbers decreased to 52% accessing VR and 15% accessing Job Services, with an increase in percentage of students accessing DD services.

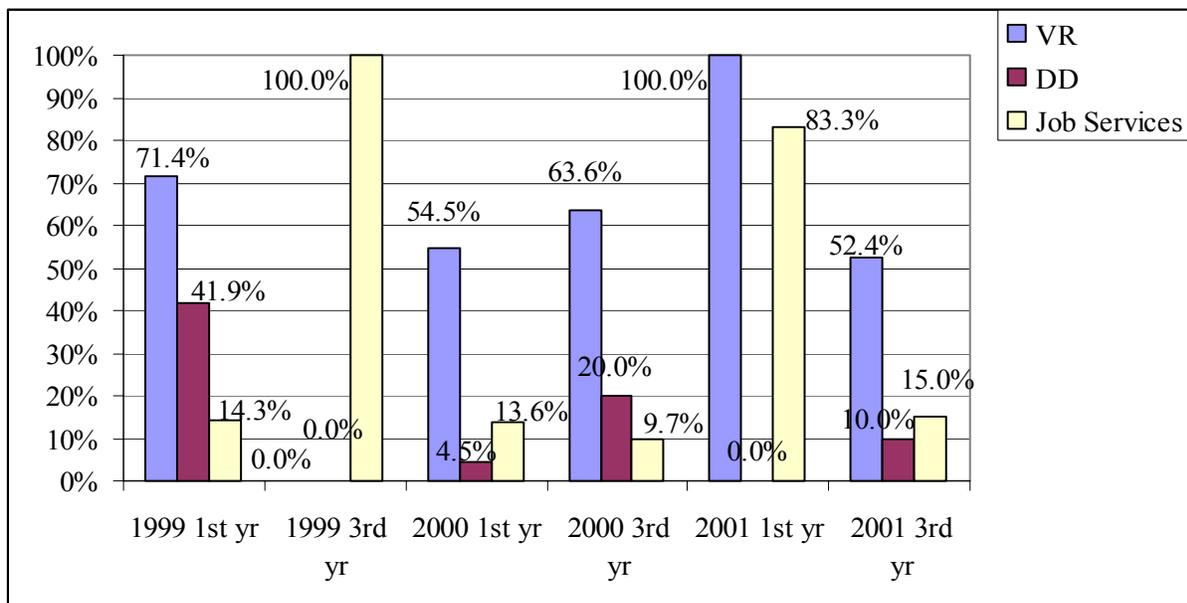


Figure 39. *Percent of students referred to agencies for post school services.*

Satisfaction with High School Programs

Parents were asked at one year after school exiting about the satisfaction with high school programs; 73.8% of the 1999 cohort reported satisfaction with the programs offered. This number decreased to 64.1% after being out of high school for three years. This number also decreased in the 2000 cohort, (77.9% to 67.3%) as well the in 2001 cohort (73.6% to 58%). Overall satisfaction with high school program decreased from 75.2% to 63.10% in the three cohorts during the first three years out of school (Figure 40).

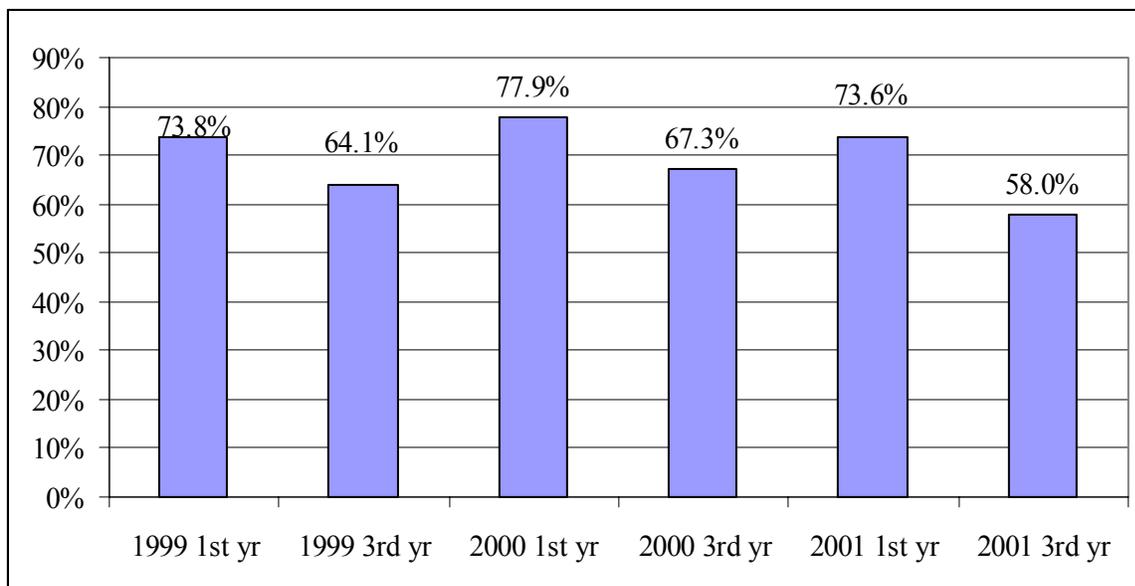


Figure 40. *Percent of students satisfied with high school.*

Responses in the 1999, 2000, and 2001 cohorts three years after high school exiting were similar. Comments included on the question of high school program satisfaction were mixed and included the following statements:

- Good experience (6)
- She was happy
- Would have liked more vocational training
- Not in school, not as good because lack of attention and help
- Great because they worked with him
- Not entirely, hard time mixing with peers, not really the same level
- Very helpful in resource room more one on one

- Lack of guidance, peer pressure
- School did not help much with education problems, didn't work with her enough, mindset wasn't there, to help, they categorized her ADD as "lazy" or "retarded"
- Seemed happy and ready to go to school
- Friends and stuff, yes although discrepancies between principal and teachers in the last year
- Case manager didn't follow I.E.P rules, wasn't correctly placed, got less help than needed, not a big support system
- Worst time of his life, to keep the same teachers and aids they would get burned out with some kids and start to verbally abuse them, everything was always the kids fault, never took disability into account, only treated normally during test time, not accommodating, just learned people were mean, teachers taunted the students about their physical disabilities, and offered no support for extra curricular activities(2)
- Disliked school; teased by other students
- Struggled, teachers weren't good
- Thought school was a waste of time
- Good student; got along with others
- Good curriculum that was accommodating

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

- Started receiving help earlier (3)
- Bigger community to offer more
- Nothing, except sometimes the teacher didn't know what the aids were working on
- More Socializing (3)
- Didn't get a welding certificate and was supposed to
- They let too much slide with him and let him be too interdependent on others, could've expected a little more from him
- Didn't push computer area, would have like to see him try a bit with computers
- She could have studied more
- Was teased in high school teacher didn't make the effort to help him
- Need better teachers (8)
- Changed Schools
- More organizational skills

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

decreased to 64.3% three years after leaving high school (Figure 41). Percentages also slightly decreased in the 2001 cohort from 62.6% to 61.1%.

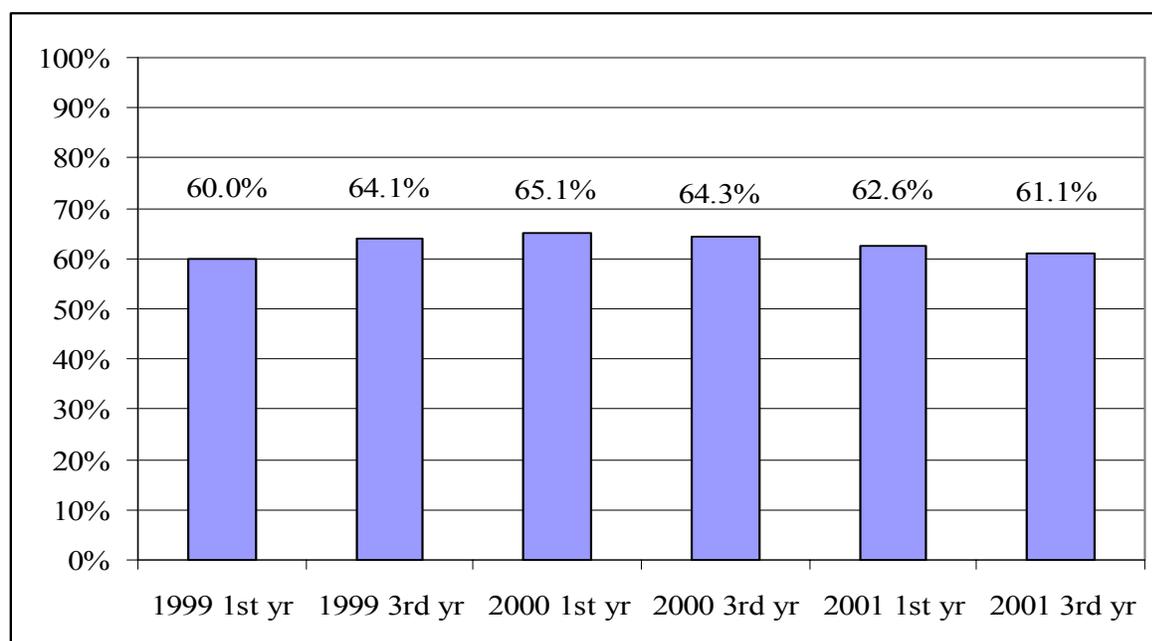


Figure 41. *Percent of parents who thought students were prepared for life after high school.*

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

- Good teachers
- Not ready financially
- She could take care of bills, get up on time etc.
- Poor money management (2)
- Not enough life skills (3)
- Lack of ambition
- She/He struggled (2)
- He/She was mature
- Didn't have life skills he needed.
- Good money management skills (2)
- She knew what she wanted
- He/She was ready to be done (2)

Summary

Comparing the data for three cohorts over three years show that students with disabilities from 1999, 2000, and 2001 moved on to post secondary training, secured nearly full-time employment, and earned wages at or slightly above minimum wage. Students found employment in a variety of areas including welding, landscaping, and youth mentoring.

Parents interviewed felt that students were prepared for adult life. Students lived in a variety of home and community settings, and spent time going out with friends on a weekly basis enjoying activities such as hunting, racing, joining clubs and sport organizations. Few students accessed services after exiting high school; these results have been consistent over the six years with Vocational Rehabilitation and Job Services being the most commonly accessed agencies. Bases on responses from the parents, life during these three years after exiting school changed very little except in the area of marriage and children, both areas indicated an increase; the 2000 cohort having the largest increase in these two areas.

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

Appendix A

Exit Interview Directions

Special Education Student Exit Interview – 2004

Directions

Complete this interview questionnaire with all 2004 exiters receiving special education services in your unit. This is intended to be a **personal interview** with each student as not all information is identifiable via the IEP and/or student file review. This interview should take no more than 5-7 minutes per student. Identify Special Education Unit, school students attend and individual completing the survey form.

Complete all questions for all students. *Complete one sheet per student.*

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

Release of Information:

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

Student Name:

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

Gender:

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

Disability:

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

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

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

Race:

Use the key to identify and record student **race**.²

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

Questions

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

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

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

ones future.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q 5: Why did student exit your program?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Enter “1” for **A (excellent)**

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

Enter “3” for **C (average - ok)**

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

Enter “5” for **F (terrible)**

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

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

Enter “1” for **A (excellent)**

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

Enter “3” for **C (average - ok)**

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

Enter “5” for **F (terrible)**

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

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

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

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

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

Appendix B

School Report Forms and Code Key

Appendix C
Telephone Interview
Questionnaire



NDCPD Transition Follow-up Project

- Survey (Parent's Perspective)

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

1 st Call Result:	_____
2 nd Call Result:	_____
3 rd Call Result:	_____
	_____ 1 st Yr Contact
	_____ 3 rd Yr Contact

Student Name: **«Student_Name»**
 Project Student ID#: **«ID_»**
 Parent/Guardian Name: **«Parents»**
 Parent Phone Number: **«Phone_»**

Surveyor Tips:

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

Education/Training

1. Is **«Stud_First»** attending or has he/she attended any type of school or other training after high school?

__ No (**Interviewer - go to Employment Section**)

__ Yes ... 1a. Where is or did **«Stud_First»** attend? _____

1b. What did **«Stud_First»** study? _____

Employment

2. Is **«Stud_First»** currently employed?

__ No (**Interviewer - go to Question 3**) __ Yes (**Interviewer - go to Question 4**)

3. Is he/she currently looking for work

__ No (**Interviewer - go to Question 9**) __ Yes (**Interviewer - go to Question 9**)

4. How many hours on average does **«Stud_First»** work per week? _____

5. What is **«Stud_First»**'s job title? _____

6. How much does **«Stud_First»** make per hour? _____

7. How long has **«Stud_First»** been employed at this job? _____

8. On a scale of 1-5 (1 not very satisfied and 5 very satisfied) how satisfied is **«Stud_First»** with this job? _____

9. Has **«Stud_First»** had any other jobs since high school?

__ No (**Interviewer - go to Living Arrangements Section**) __ Yes, 9a. If so, how many? _____

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

Living Arrangements

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

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

11. What is «Stud_First»'s current marital status?

Married Single Divorced/Separated

12. Does «Stud_First» have children?

No Yes ... 13a. How many? _____

Other

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

less than once 1 to 5 times more than 5

14. Was «Stud_First» satisfied with his/her high school experience?

No ... please explain?

Yes ... please explain?

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

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

No ... please explain?

Yes ... please explain?

17. Does «**Stud_First**» do any volunteer work?

No

Yes ... 18a. For whom?

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

19. What types of things does «**Stud_First**» do for recreation?

20. Does «**Stud_First**» receive services for his/her disability?

No

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

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

This information will help us out greatly. Bye.

Appendix D
Frequently Asked Questions



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

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

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

Appendix E
Anecdotal Comments

Comments from 2004 Exit Interviews

Question 3 Comments <i>#1 – Employment:</i>	
<ul style="list-style-type: none"> • Unsure (7) • Has full time job at Wal-Mart.(2) • Fast food.(8) • Local business (14) • Job Corps (4) • Hotel (3) • Attend college (7) • AgriCover. • Diesel Mechanic (2) • Photography/Arts. • Daycare (3) • Farmhand (6) • ETC-Adult Workshop (2) • Secure a job/possibly move • Auto (7) • College professor of the arts. • Public Library working/employment • FS Work. • Lifeguard. • Mechanic shop. • Friendship Inc. /Day Activity Center. • Medical tech/work in clinic/hospital. • Trucking • Paraprofessional in an early childhood setting. • Keep my current job. (4) • Ranch/laborer • Something in the English field. • Would like to cook. • Work for Triple E. • Work or maybe attend NDSCS. • Work for his father who is self-employed or work for his brother who is self-employed. • Work while going to school to become a cosmetologist • Childcare • Work at Nodak while at school • Work at Casino.(4) 	<ul style="list-style-type: none"> • Construction/carpentry work (19) • Grocery store (5) • Restaurant (6) • Military (4) • Hotel/motel • Massage Therapy • Banking at US Bank • Nursing/hospital assistant (11) • Take 1 year post HS to find a job, save some money, connect with Voc. Rehab. • Working at ADM • Graphic Design • Business. • Computer related • Employment in Bismarck.(2) • Second Nature Greenhouse • 4th Corporation or help at the Drive Inn in Carrington. • Production Laborer • Telecommunication • Railroad (2) • International Business. • Technical • More school. • Summer job at Harvey Radio Station • Looking for summer employment • Factory work in Jamestown • Work full/part time with supports as needed • Look for a new job.(3) • Telemarketing (2) • Welder. • Cosmetology. • Move to Washington State-painting. • Graphic Design. • Summer job at the Grand Forks AFB; on the job training in the Fall 2004 • Retail. • Accountant

Question 3 Comments

#3d – Other Post Secondary:

- | | |
|--|---|
| <ul style="list-style-type: none">• Undecided (23)• Did not want any services offered.• College.(3)• University of Mary• Sheltered employment-ALPHA-Jamestown.• 5th year program at DHS• Working with VR and DD case managers on options.• Day program employment.• 2 year trade school-NDSCD for Occupational Tech.• Tech school: welding (2)• Return to high school• Culinary Arts Institute-Denver• Occupational skills program.• Attend 2 yr, transfer to 4• 11 month cosmetology program• Voc-tech (7)• Construction area.• EconoFoods to save money• Plan on going to BSC for 1 year program then to Minot State for remainder of schooling.• Job crew-adult agency.• Music Tech in St. Paul, MN• SPA A. School• Attend ETC in Fargo• Job Corps: Auto Mechanics (2)• 2 yr: Criminal Justice• MSU-Bottineau-Web Page Design.• MSU• Private School in New York (Special School for Deaf). | <ul style="list-style-type: none">• Aakers Business College (2)• Dickinson State University (2)• Concordia University• Mayville State University• Evergreen• NDSCS-Wahpeton (3)• Northern Improvement• Small engine repair-get your degree at home: Thomson Education Direct.• Specialized child development program at Mayville State University• Technical College.• Tribes or Sitting Bull• Will attend post secondary in 1 yr.• Vo-tech: Drafting, Wahpeton• Dickinson State, SDSU- 2 yr. Soil Science• Surgical Tech. Program-BSC.• Minot State-Pursue teaching degree.• Job Corps• Massage Therapy School-Williston• MSU-Bottineau-Secretarial. After Bottineau- NDSU-Interior Design.• Trinity Bible College.• Perhaps will attend post-secondary in a year or two.(2)• Missionary work.• Transition Academy at WF• Apprentice-Plumbing/Tinner• Community college for special needs students.• Student has applied for acceptance in Masters Commission through the Assembly of God church (8 month program).• Want to work with kids. |
|--|---|

Question 3 Comments

#5 – Other

- Access the adult agency Community options for day program needs.
- Power plant operation school/training.
- Group home.
- Health
- Plans to play professional soccer (has contact with team). May go to culinary school later.
- Graduate.
- May continue HS
- HAV IT Services/Harvey
- Moving out of state
- Job in mechanic area.
- Training with the volunteer fire dept. in Emerado. First Responder- Pursuing (currently) a certificate.
- Work for parents.
- On an IEP, but same diploma as nondisabled
- Work on family ranch
- Junior Hockey
- Access the adult agency Pride and try to get on a work crew setting.

Question 4 Comments

#8 – Other Adult Providers

- | | |
|---|--|
| <ul style="list-style-type: none">• No services needed. (3)• HIT and community options (8)• Access Pride, an adult agency for program needs (volunteer). (2)• Voc. Rehab.(3)• SMI case management through WCHSC• He took a class at the Anne Carlson Center for Children in living and working skills.• Student has been in foster care and a ward of the state. She is receiving assistance for housing, living expenses and college.• Vocational rehabilitation/job service/college support service (2)• Social Security• Because of medical issues, family will seek out services on their own• Currently job shadowing for Health | <ul style="list-style-type: none">• Access the adult agency community options for day program needs.• Community Options, ND Vision Services (School for the Blind).• She has help with WIC through Central Valley Health• Independent Living Programs at age 21.• Choices" program has been explored for careers. (2)• Counseling.• Family (2)• PATH-Step Down Program• Medicaid.• Recordings for the blind and dyslexic.• Job list.• Job service and social security• Food, Science, Health.• Medical terminology as a separate class• Student services• MI case management: WCHSC |
|---|--|

<p>Careers class. Working with the Reg. Transition Coordinator. She has done some interest inventories and has visited BSC.</p> <ul style="list-style-type: none"> • Will contact when she attends post secondary • Transition program. Work experience with job coaching (HS Para). (2) • D.D. Services- Will work in Fargo. • Southeast Human Services • To be determined by Voc. Rehab. • Lives at the Developmental Center. She will enter their Work Program. 	<ul style="list-style-type: none"> • Has employment plans already with trucking company • Job Corps. • School for the Blind. University of Minnesota Twin Cities College of Liberal Arts. Was not served on an IEP for 3 years and was on a 504 plan which was not reviewed. He was disappointed that the 504 plan and accommodations were not better those 3 years. • Academic Support
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<p align="center">Question 6 Comments <i>#6 – Other Relevant Skills</i></p>	
<ul style="list-style-type: none"> • Self advocacy and understanding disability (17) • Independent living skills (23) • Employment skills (9) • Parent/child care classes (9) • Computer/Keyboarding.(18) • Worked/volunteered at various community based vocational education sites (26) • Foreign language courses: speaks fluent German • Shop classes • Electric Tech, Construction Tech, Sculpture (2) • Computer literacy • Math, science, woods, metals • Math, history, shop class • Math and basic English, handwriting. • Ag classes • Applied math and science. • Social skills (2) • Custodial work • Very active in sports programs, successful in basketball and track and cross country. Did very well. • merchandise, wash dishes, job vocabulary • Auto Tech (6) 	<ul style="list-style-type: none"> • Applied Communications and Building trades • Accounting, member of FBLA- competed in group and individual competitions. • Dishwasher Vocational center- auto collision. • Express Care Valvoline-checking air pressure, vacuum floors, and clean windows. Jamestown Livestock-sweep floors, empty garbage cans. • Agri science, Applied Communications • Applied Communications • Mid-West Machine-worked on farm equipment. Voc.Tech.-autobody and auto tech • Basketball, organizational own rap group • Art classes, drafting • Accounting • Excellent drawing skills • CNA certified • Marketing • Salvaging • Vocational • Skills from working at an auto body shop

<ul style="list-style-type: none"> • Able to read, likes people • Geology • Creative Writing/Art 1, 2, 3, 4 • CPR/First Aid • Health Careers Class-job shadowing, • Electronics 1 and 2 at BSC while in HS • Secretary work in office at school • Speech team • Sports manager trainer, football and wrestling • Art, business math • Textiles, Foods, Sewing • Weight lifting. 	<ul style="list-style-type: none"> • Cash register, grill • Carpentry and roofing • Leadership skills through FFA (2) • Leadership skills through FCCLA • Welding 1 and 2 • Peer Facilitation, • Industrial Living, • Welding-(2) • Sign language to communicate and express feelings in work and daily life situations. Parental input as student could not answer independently/per telephone. • Interior Design, Art classes
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2003 1st Year Contact Survey Comment Responses

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

Question 1b: What did the student study?

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

Question 5: Job Titles

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

Question 10-1a: Job Titles from Job 1

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

Question 10-1c: Why Job 1 Stopped

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

Question 10-2a: Job Titles from Job 2

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

Question 10-2c: Why Job 2 Stopped

4	Season/job ended	3	New job
1	Quit	2	Low Pay
5	School started	1	Joined military
2	Supervisor problems/disagreements		Taken advantage of

1	Fired	1	Job couldn't provide him with what he needed for his disability
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Question 10-3a: Job Titles from Job 3

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

Question 10-3c: Why Job 3 Stopped

1	Quit	2	School started
	Seasonal	1	New Job

2001 3rd Year Contact Survey Comment Responses

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

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

Question 1b: What did the student study?

3	Mechanics	1	Management
1	Culinary	1	Occupational Therapy
10	Generals	1	History
5	Computers	1	Business
1	Early Childhood Development	1	Diesel Tech

3	Cosmetology	1	Library and literature
3	CNA	1	Process/Power Plant Management
1	Music	2	Air Conditioning/Refrigeration
1	Criminal Justice	1	Autobody
1	Industrial Management	1	Art/Animation
1	Natural Resources	1	Social work
1	Electronics	1	Broadcasting
2	Welding	1	Medical Secretary
1	Developmental Disabilities	1	Greenhouse
1	Construction management	1	Parks and Rec.
1	Aviation Mechanics	1	Linguistics

Question 5: Job Titles

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

Question 10-1a: Job Titles from Job 1

3	Cashier/Clerk	6	Cook/Waitress/Baker
6	Laborer	5	Farming
4	Fast food		Painter
		2	
2	Radio Station Broadcaster	2	Dishwasher
1	Power Plant	1	Camp Counselor
1	Welder	1	Funeral Home
2	CNA	1	Livestock Wrangler

4	Maid	2	Nursing home
3	Factory	1	Manager
1	Army Service	1	Truck Stop
1	Service Tech	1	Meat Cutter
1	Auto Body	1	Usher
2	Substitute Para.	1	Police Dispatcher
1	Traffic Safety Instructor	2	Mechanic
1	Greenhouse	1	Truck Driver
1	Daycare Provider	1	Owns Business
2	Construction		

Question 10-1c: Why Job 1 Stopped

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

Question 10-2a: Job Titles from Job 2

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

Question 10-2c: Why Job 2 Stopped

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

Question 10-3a: Job Titles from Job 3

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

Question 10-3c: Why Job 3 Stopped

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

Question 11: Other living arrangements

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

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

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

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

Better teachers (2)	More math help
More financial skills	More help (6)
Better social aspects (2)	More life skills (2)
More preparation for career	Wishes he/she would have gone to college (2)
Starter receiving help earlier (3)	Bigger community to offer more
Case manager	How certain situations were handled
Make it a happier experience	Classes offered
More mainstreaming	More access to extracurricular activities
Less mainstreaming	Changed Schools
More organizational skills	More help with her hearing
More knowledgeable teachers	Make her feel like a person
More social	More individual attention
More involved	Better teachers
Take more advice from parents	More demanding for getting him help
Teachers were illiterate to her needs.	More hands on and one on one time
Needed more independence	More studying, provided with more help
Better sports program. He was cut off of the team b/c of his Sped label	Look for different school system, didn't like pullout system
Treated as an individual	Get him more involved with school
Couldn't change anything, the school did what they wanted to do.	Teachers didn't understand his disability
Social aspect	More outgoing
Different principal	Nothing (2)
Better English courses	Started him younger in different programs
Tutoring, attendance in resource room, more help from parents	Better teachers (3)
Stronger advocate	Stayed on task
Choice of friends	More preparation
More self esteem building	Enjoy school
Be more involved in school activities	

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

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

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

Question 18: Volunteer work.

Church (4)	Library
Clothing store	Wildlife Association
Nursing home (6)	Firefighter (2)
Salvation army	Coaches hockey
Women's Group	Neighbors
Meals on Wheels	Auto body
Youth group	Grandparents
Hunting club	Special Olympics coaching
Babysitting	Chamber
Campus Crusades	Neighbors
Rainbow Bridge	

Question 19: Community Organization Involvement

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

Question 20: Recreation

Horseback Riding	Lifting Weights
Skiing	Motorcycles (2)
Hiking (2)	Camping (4)
Dance (5)	Bowling (13)
Reading	Watching TV/Movies (24)
Mall	Car racing
Sports (9)	Work out
Swimming (3)	Football (2)
Friends (18)	Computers (5)
Going to the bar	Baseball/Softball (4)
Volleyball (4)	Golf (4)
Ice fishing	Hunt (17)
Fish (13)	Darts (2)
Video Games (6)	Animals
Pool (5)	Games
Music (7)	Puzzles
Shopping	Diving
Paintball	Painting
Basketball (3)	Cars (5)
Motorcycling	Singing (2)
Arts & Crafts (2)	Outdoor Activities (3)
Bingo	Cards (4)
Bike	Cooking (2)
Snowmobile (2)	Playing Games
Rodeo	Ranches
Rollerblading (3)	Spends time with her children
Karaoke	Farm
Being Alone	Fooseball
Family	Travel (2)
Target shooting	Sporting Events

Question 21: Other Services

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