

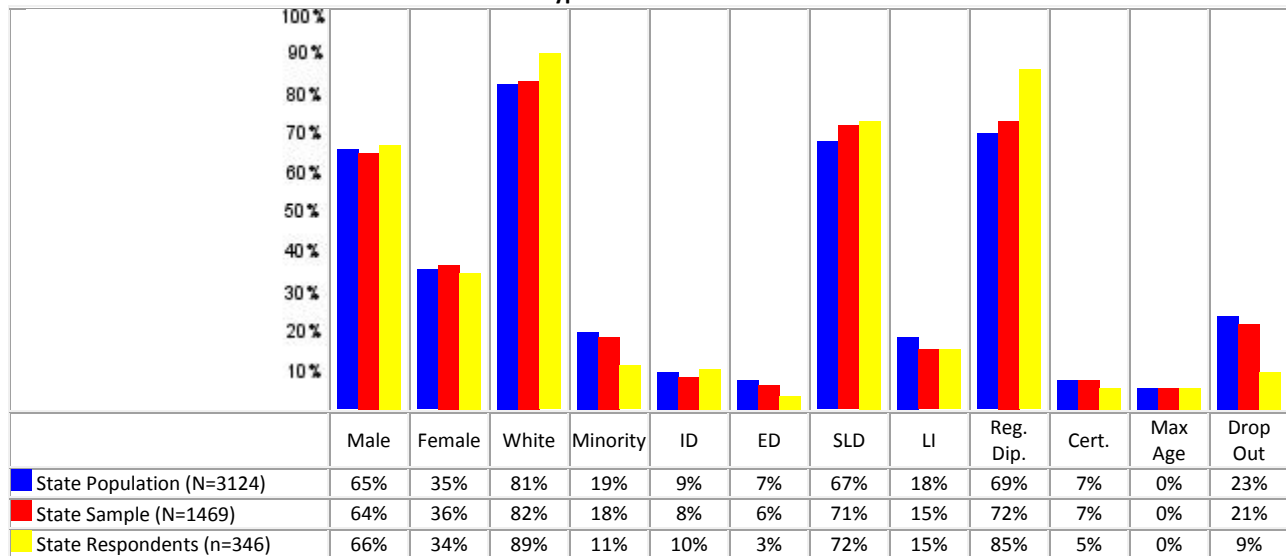
## 2008 Utah Statewide Post High School Outcomes Survey Report of 2006-2007 Exiters with Disabilities

This is the status report of the Utah Post High School Outcomes Survey of Individuals with Disabilities. This report focuses on youth with disabilities who exited high school during the 2006-2007 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around three areas of interest. The outcomes for youth with disabilities for each area are presented below.

### SURVEY RESPONDENTS

This table shows the comparison of population of youth with disabilities who exited their secondary placement in the state, the representative sample those youth who exited (available to be interviewed), and those eligible exited youth who responded to the outcomes interview.

**Comparison of State Population, State Sample, and State Respondents by Gender, Ethnicity, Disability and Exit Type of 2006-2007 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2006-2007 school year. Of the eligible former students, 346 interviews were successfully completed representing 24% of exiters. Another 1122 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

#### 76% of youth in the sample could not be contacted for an interview because:

- 8.9% Contacted: Declined to answer interview questions
- 1.0% Contacted: Unresolved language/comprehension or communication barrier
- 0.3% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 37.2% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 28.5% No contact: No Answer
- 0.5% Other

#### 6% of youth in the sample were determined to be ineligible to participate in the survey because:

- 0.5% Returned to the High School setting
- 2.0% Did not yet graduate or exit - still in High School
- 2.9% Wrong exiting class (exited more than one year ago)
- 0.1% Deceased

## OUTCOMES BY SURVEY AREA

### Employment

Two outcomes of employment were considered: (1) whether the former student held a competitive job outside the home for which he or she was paid, and (2) the compensation and benefits the youth received for their work. For this study, employment was identified as

competitive employment in the community, earning more than minimum wage and working for pay full or part-time. On the national level, 70% of youth with disabilities were competitively employed at some time within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

### Employment by Gender, Ethnicity, Disability and Exit Type

Table 1 reviews the major employment outcomes of respondents by gender, ethnicity, disability and exit type.

Table 1. 2008 Employment Outcomes By Gender, Ethnicity, Disability and Exit Type						
	Respondents (N=346)		Employed Respondents (n=304)			
	Current Paid Employment	Worked HS but not Currently	Integrated Setting	35 or More Hours per Week	Earns Above Minimum Wage	Receive Benefits
<b>Total</b>	<b>69%</b>	<b>19%</b>	<b>94%</b>	<b>60%</b>	<b>75%</b>	<b>42%</b>
Male	69%	19%	95%	69%	81%	47%
Female	70%	19%	92%	42%	65%	33%
Caucasian	68%	19%	94%	58%	76%	42%
Minority	74%	15%	91%	69%	71%	46%
ID*	53%	9%	81%	43%	52%	29%
ED*	82%	9%	100%	30%	80%	30%
SLD*	74%	20%	94%	64%	79%	45%
LI*	55%	23%	98%	49%	63%	37%
Diploma	70%	19%	95%	59%	75%	41%
Cert.	50%	17%	83%	50%	75%	42%
Max. Age **	100%	0%	0%	0%	0%	100%
Drop-Out	72%	22%	93%	73%	77%	53%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence ** Does not represent a statistically valid view						

**74% of respondents are competitively employed, meaning they are employed in an integrated community setting, and earning minimum wage or greater and work 35 hours or more per week**

- 3% of employed respondents are non-competitively employed in their home, residential or institutional setting, or sheltered employment setting

### Unemployment

19% of respondents report that they **have worked** since leaving high school, but are **currently unemployed**. The majority of respondents report that they are not working for the following reasons:

- 5% Does not want to work / not looking / volunteering
- 9% Enrolled in school / going to school / full-time student
- 12% Lack of employment opportunities in the local area / Unable to find work
- 5% Lacks necessary employment / lack of skills prevents working
- 0% Lacks transportation / no car / can't get to work
- 2% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 29% Church mission or other humanitarian program
- 3% Family obligations / Homemaker
- 3% Health issues preclude working / Health or disability-related problems prevent working
- 2% Would lose benefits (e.g. SSI / disability/ unemployment)
- 5% Laid off / recently dismissed
- 32% Cite another reason they are not currently working (*see end of report*)

**Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.**

11% of respondents report that they **have not worked** since leaving high school and are currently **unemployed**. The majority of respondents report they are not working for the following reasons:

- 8% Does not want to work / not looking / volunteering
- 8% Enrolled in school / going to school / full-time student
- 10% Lack of employment opportunities in the local area / Unable to find work
- 8% Lacks necessary employment / lack of skills prevents working
- 5% Lacks transportation / no car / can't get to work
- 3% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 15% Church mission or other humanitarian program
- 5% Family obligations / Homemaker
- 26% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 28% Cite another reason they have not worked since leaving high school (*see end of report*)

**Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.**

### Summary of Employment Outcomes by Gender, Ethnicity, Disability and Exit Type

#### Postsecondary Education and Training

Postsecondary education includes any type of education program after high school. Former students may be enrolled in a 2-year college, a 4-year college or university, a technical or vocational program. A technical college offers training that leads to specific certification in a field of study. Postsecondary education may also include a formal apprenticeship, a short-term training program, or mission work. Adult education and job training are not considered formal postsecondary education programs, but are included here as types of postsecondary education. NLTS2 (2005) data indicate that among youth with disabilities out of high school up to two years, 32% enrolled in academic or technical postsecondary education programs.

#### Participation in Postsecondary Education by Gender, Ethnicity, Disability and Exit Type

**36% of respondents have attended some type of postsecondary education or training since leaving high school.**

In addition, 4% of respondents report participating in a church mission or other humanitarian mission, and 1% report another type of postsecondary program.

Table 2 reviews the major postsecondary outcomes of respondents by gender, ethnicity, disability and exit type.

	<b>2-Year / Community College</b>	<b>4-Year College/ University</b>	<b>Vocational/ Technical School</b>	<b>Short-Term Education/ Training Program</b>	<b>High School Completion/ GED</b>
<b>Total</b>	<b>14%</b>	<b>10%</b>	<b>12%</b>	<b>4%</b>	<b>15%</b>
Male	11%	9%	10%	4%	13%
Female	22%	13%	14%	3%	18%
Caucasian	15%	10%	12%	4%	15%
Minority	13%	10%	8%	3%	13%
ID*	6%	0%	12%	3%	9%
ED*	36%	0%	18%	27%	36%
SLD*	14%	12%	10%	3%	14%
LI*	17%	13%	19%	4%	17%
Diploma	17%	12%	13%	4%	16%
Cert.	6%	6%	11%	6%	11%
Max. Age	0%	0%	0%	0%	0%
Drop-Out	0%	0%	3%	0%	9%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence					

13% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 10% attend *part-time* (fewer than 12 credits or hours) and 7% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:

- CEU
- College on-line-animal grooming.
- Online courses at BYU, attending full-time Dixie at St. George.
- Went to an institution/church school

7% of respondents report they **attended some** time since leaving high school, but **discontinued** their postsecondary education or training for the following reasons:

- 13% Did not want to continue
- 0% Couldn't afford to continue / not enough financial aide
- 13% Working full-time
- 29% Church mission or other humanitarian program
- 0% Family obligations / homemaker
- 4% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 4% Don't have the necessary skills
- 4% Unable to find transportation
- 0% Have not received necessary services / waiting list
- 46% Cite another reason they discontinued their postsecondary program (*see end of report*)

**Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.**

63% of respondents report they **have not attended** postsecondary education or training for the following reasons:

- 23% Working full-time
- 16% Did not plan or want to go
- 21% Couldn't afford to go / not enough financial aide
- 9% Health or disability-related reason
- 0% Unable to find transportation
- 0% Church mission or other humanitarian program
- 3% Family obligations / homemaker
- 0% Have not received the necessary services
- 0% No postsecondary opportunities/none close to home
- 4% Don't have the necessary skills
- 29% Cite another reason they have never attended a postsecondary education program (*see end of report*)

**Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.**

## Summary of Postsecondary Outcomes by Gender, Ethnicity, Disability and Exit Type

### Independent Living

The independent living pertains to students' residential arrangements and general community participation, including engagement in activities outside the home, residential independence, and social and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks.

### Living Arrangements

Respondents were asked about their living arrangements. Nationally, 73% of youth with disabilities live with a parent up to two years after exiting high school (NLTS2, 2005).

- One year after exiting high school, 62% of the respondents continue to live with their parent(s).

- 33% of respondents report living independently. Of the respondents who live independently, 4% live alone, 9% live with another family member, 19% respondents live with a spouse or roommate and 1% is in the military.
- 0% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and 0% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 5% cite another living arrangement.

### Adult Agencies / Support Services

Respondents were asked about their use of adult agencies and support services once they exited high school. Respondents report working with the following agencies:

- 12% Vocational Rehabilitation (VR)
- 11% Social Security Administration
- 12% Department of Workforce Services (DWS)
- 6% College or university student assistance center
- 9% Division of Services for Persons with Disabilities (DSPD)
- 3% Disability law center
- 2% Rehabilitation Services for the Deaf and Hard of Hearing
- 3% Rehabilitation Services for the Blind and Visually Impaired
- 49% cite working with or receiving another type of service from an adult agency

**Above percentages may not add up to 100% since more than one choice may be chosen for each respondent.**

### Former Student Comments

Former students were asked what **difficulties**, if any, they had being employed or attending postsecondary school as they would like. Their responses are included at the end of this report.

Former students were asked about **something positive** that happened while they were in high school to help them reach their goals. Their responses are included at the end of this report.

## Summary

### View of Respondent by Gender, Ethnicity, Disability and Exit Type

Table 3 reviews the major postsecondary outcomes of respondents who exited their secondary education during the 2006-2007 school year by gender, ethnicity, and disability. Indicator 14 indicates 81% of youth who had IEPs and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school or both, within one year of leaving high school.

	<b>% Competitively Employed</b>	<b>% Postsecondary Ed./Training</b>	<b>% Meeting Indicator 14</b>
<b>Total</b>	<b>74%</b>	<b>36%</b>	<b>81%</b>
Male	74%	30%	80%
Female	75%	49%	83%
White	74%	37%	80%
Minority	72%	33%	85%
ID*	41%	18%	50%
ED*	82%	55%	91%
SLD*	80%	35%	87%
LI*	64%	49%	72%
Diploma	75%	40%	82%
Cert.	56%	22%	61%
Max. Age	0%	0%	0%
Drop-Out	81%	13%	81%

\* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence

## 2006/2007 Utah Exiters District Data Sort Comments

*Please Note: Other than spelling and some minor grammatical changes, the below represents respondent comments as recorded by the interviewers.*

### 3. Why are you not currently working?

- Going to have a baby, doesn't have a high school diploma and struggles with ADHD.
- Quit
- I'm not currently working. Looking for better employment.
- Moved.
- Was working and quit to find something.
- Getting ready for a mission.
- Wants something with cars.
- People at previous business where not nice and quiet to find a better work environment.
- I was working, but I quick to get ready to go do school.
- Was discriminated against for her disability and is receiving a check from the state.
- Helping dad with business.
- Not aware why she's not working, Tamara said the boss was really mean.
- It's a difficult place to get jobs, and is a small area, and friends and family get first dibs.
- Reading and writing isn't as good as they should be.
- Looking for another job
- Boss decided not to follow through with the paychecks.
- I have just been in a car accident I have a job but I'm not currently working at it.
- Moved

### 8. Why have you not worked since leaving high school?

- Currently pregnant
- I plan on relocating.
- going to school job corps
- Moved to Idaho.
- In Japan on a mission Trip
- I'm getting ready to leave on an LDS mission in like two weeks.
- In a work program.
- He has applied to places but they haven't called him back yet.
- I am married.
- with an agency that is helping find work

### 10. Why did you discontinue a postsecondary education or training program?

- Moved
- Figure out what wants to do rest of life.
- He wanted to get into pharmacy tech and they wanted you to wait to start in the fall when the program starts again.
- Drinking and flunked out of school.
- Just stopped going
- He has been offered an apprenticeship program in Electrician ship, 4 year Salt Lake Community College.
- Working Full time, saving to go to school.
- He only went for a year.
- Needed a break
- Went to Weber State for a year but then moved so hard to go to school

### 18. Why have you not attended a postsecondary education or training program?

- Still have some credits to finish before going on to college.
- Was offered help to go to school
- Do not know what to go to school for.
- He hated school.
- Hasn't done anything yet as far as school
- Taking a year off of school.
- He is currently on the waiting list to get into the Police Academy.
- Special needs for disability children.
- Job corp.
- He is studying to take the ACT test which would fulfill his requirement for college admission. USU.
- Working full time, but starting school in the fall, technical college home construction program. Will be doing both fulltime.

- He has a vocational scholarship in automotive services at an unknown vocational college, which he will continue when he returns from his mission.
- Step Program.
- I'm going on a mission and it's recommended to wait to go to school until you get back.
- Are planning to go back to school at some point.
- I am planning on going to go to school in the fall.
- Trying to get into the military.
- He is in the service
- planning but have not gotten to it yet
- Became a nanny.
- Is planning but have not done it yet.
- Need to take the ACT.
- On a mission trip in Japan.
- Had prior commitments.
- Did not yet, plan in time.
- Have a break from school for a while.
- Confidence/ but wants to.
- He plans on attending postsecondary school.
- I'm planning on going to college.
- Just had a child.
- Earning money for a mission.
- Taking some time to figure out what to study if I do.
- planning to go back to school in the spring UvU, (uvsc)
- Trying to open my own business out of high school.
- Undecided about college.
- Took the ACT and scored too low to get in and had to re-apply
- He plans on attending this fall.
- She needs one more credit to receive her high school diploma.
- Just haven't gotten around to it.
- I plan on going to school soon.
- She plans on going this fall.
- Wanted a couple of years in work field before going to college.
- I plan on going.
- Is going for GED and wants to go to college.
- Lack of motivation.
- Never really had the time to do things like that.
- Not have time to check into it yet.
- I plan to.
- She does not know what she wants to do.
- Haven't decided what i want to do yet
- Not sure what want to do, want to make sure before I go to college.
- Allot of personal things have happened
- Active in the military
- Going the end of this month
- Missed the deadline for financial aid.
- Currently working at Wal-Mart, going on a mission after I've earned enough. After that I'd like to go into the service, and take advantage of the free college benefit.
- Personal
- Applying to get into college right now.
- Waiting until after mission work.
- Uncertain

**21. What difficulties, if any, have you had being employed or attending postsecondary school as you would like?**

- Transportation because he uses a motorized wheelchair.
- Other than finances there have not been any difficulties.
- He has applied at so many jobs but he could never get a job. I really don't know why but to tell you the truth it probably is because he is a minority. Brigham is very racist and if they see a minority coming they don't want to hire them. My son came with me to clean houses so that he could get some extra money. I work at the Wal-Mart warehouse and asked if they would hire my son. They next week, they interviewed my son and by the end of the week they hired him. DWS is 110% useless and you ask them questions and they are not able to give answers. It's not like it used to be.
- Hard paying rent when I am not working.
- Money problems.

- Mental capacity
- He has not had any difficulties. He has been able to do exactly what he has wanted to do.
- Finding a job
- Difficulties are just trying to pass the entrance exam at the tech school but they worked with him.
- He's gotten along just fine.
- All the problems while being employed I have solved on my own. I don't know what subject to go into for school - trying to find a subject to jump into.
- Not having her high school diploma and her inability to focus because of her ADHD.
- No difficulties
- Haven't had any difficulties.
- He gets in trouble with his bosses because he is really sarcastic.
- It's more difficult for me trying to survive and being thrown into the real life, Cache doesn't really teach you how to live in the real world.
- none just health issues
- Because of my leg and my arm it takes me longer to do this at work.
- I have a lot of welding experience and I have applied at a couple of different places in town and still haven't got a job.
- Money - as it relates to post-secondary school
- He has hemophilia and a lot of people are reluctant to get a job.
- No one has been calling me back for a job. I go in there and talk to them and I haven't gotten a response.
- The test, to pass the schooling.
- He has a hard time talking so I don't know if anyone would employ him or not.
- She's really struggling in school right now, she failed her first and second semester, she has her test read to her and she really has problems taking written test, she has a really hard time with the reading, she's on academic probation. We are doing everything we can. A mentor person would be nice.
- I don't have my high school diploma so I can't get any good sort of job. I don't want to work hard labor for the rest of my life. I am trying to get my diploma and to go to college.
- Hearing issues - Deaf
- She is legally blind and is albino she can't be in the sun very long the light hurts her eyes.
- Being tired. Gotten sick more often because she is run down.
- I have a hard time reading.
- Lack of funds
- Finding work as handy man - it's hard to find work around here.
- For the summer I tried to get a part-time job but there were a lot of immigrant workers that took most of them...it didn't work out.
- She is very happy working as a maid in a hotel, and would like to continue her education at a later date.
- Learning and knowledge of my beauty college. Didn't have a hard time in high school but in beauty college everything sinks in except for my tests.
- I don't know
- She is doing the most that she can.
- Struggles with communication issues.
- We have had many personal attacks on her and sexual threats with a lot of the kids, I felt like she wasn't safe in school.
- Transportation to work.
- It's hard to finance the transportation for the 25mile trip every day. I'm still looking for work.
- She is extremely lazy, more determined to party and chase boys than her schooling.
- Reading and math.
- Finances.
- Responding to co-workers request to jobs in a certain way.
- Nothing at this time.
- Mom answering. He wasn't done any activities for the last six months, on a mission with his church.
- Have to have food handlers come in.
- He doesn't have a skill level that makes work profitable and that is frustrating. Mom is answering.
- Working on to become an executive chef.
- I haven't had a lot of viable interviews for employment.
- Finding it hard to get into the mainstream of life, bills to pay and being an adult.
- Got in accident and had TBI which now held him back from post-secondary education.
- none just person choice
- The program keeps changing.
- Getting it paid off; pay certain amount each month, besides other bills.
- He has a little learning disability; he needs to be pushed. Nothing specific. His personality is mild and accepting.
- Hasn't had any problems



- Finding a job
- She has ADHD and she had special help at the vocational school for earning her CNA.
- He is unable to work because of his disability but right now he really needs to be working.
- Nothing really he is a hard worker and he is trying to learn another language.
- Something within the company causes him to leave his job.
- Tough financially
- nothing physically, his disability has always been a little slower at reading, ...
- Doesn't have a diploma.
- Her mom said she needed more time to complete her tests, and was unable to get it. She asked for it, but Salt Lake Community College said NO. They said her IEP from the high school was insufficient.
- I am on some medications that make it hard to wake up in the morning and i work later hours but that's about it.
- Finances for school and disability in reading and writing
- Has had some difficulties, and lost a job, but networks very well. More jobs that are ruff and has quit jobs that have treated him poorly.
- transportation and affordability
- Has a mental disability so it's very hard for him to get a job of any type.
- Reading and writing are his hurdles.
- Has a slight disability he has a hard time processing instructions which causes him trouble.
- I got laid off from my last job.
- Lack of time.
- He has applied but they haven't called him back.
- A lot of hours.
- Problems with store director-left there, found another job.
- Just secondary school, math.
- My first job the hours were cut from full time to half-time. I'm trying to save money to go to school in the fall.
- I'm looking for a job in electronics, but I'm going to school for graphic design.
- Don't know.
- Discrimination, when working or applying for a job. The job at the zoo was not understanding toward her disability.
- Mother answering. Ryan has a 2nd grade reading level. Half of his brain is underdeveloped. He could use some more assistance retention and comprehension.
- Not born here, illegal.
- I do have a disability; it takes me a little time to learn the job. At my last job they pressured me to learn faster than I was comfortable with.
- Refused.
- Financial.
- She has Downs Syndrome and can't work or go to college.
- The community is very close nit. If it wasn't for the rehab place she wouldn't be able to go to school because of financial reasons.
- Yes I have a hard time learning.
- haven't had any difficulties
- He has difficulties staying focused; ADHD
- travel with price of gas
- Behavioral, mental issues.
- He is autistic he does not like to be around other people he has a bad case of OCD he would have a nervous breakdown, his problems are very severe I still have to help him in the shower and bathroom, He can't work or go to school.
- Lack of work
- Just finding a job.
- She struggled really hard with grades and structure.
- Grandpa says none.
- No, he's doing great.
- Yes, my reading and writing.
- Get upset when he was asked to do things at work.
- Spend time toward studies so that I can go to school.
- Not on level as far as his age, takes him more time to pick things up. Will not learn on first time, Tics every once in a while.
- I was tested for having a learning disability and was assisted with that for school.
- I'm working hard to become a fashion designer I was going to attend a school in California but it was too expensive, so I've been working towards saving up for that.
- time
- Lack of sleep.
- Only having payment problems.
- Keeping my bills paid.

- Fired from several jobs, gets bored with them, needs constant encouragement.
- Has a part-time instead of a full-time job.
- Short attention span and difficulty speaking.
- Waking up in the morning.
- Difficulties problems with his hands.
- Borderline personality, depressive disorder, ADDS just communicate with people.
- Finding a job that was open
- No difficulties.
- Because of his hearing disability (communication)
- Not being able to get there on time.
- Wanted to go to Utah State but they wouldn't accept me.
- being employed I'm stuck with no money
- Moved so hard to go to school.
- Finding a good job.
- Time with the family.
- Not making enough progress-ATC.
- Financial aid with college, missed deadline.
- He has had difficulties with work.
- Had difficulties, not hiring
- Because of my ADHD I get distracted and it's difficult to stay on task.
- No issue with work, nothing major.
- Diagnosis as Bipolar not goes on mission originally.
- Time for everything.

**22. Thinking about the things you are doing now, what is something positive that happened while you were in high school to help you reach your goals?**

- He had an outstanding, inclusive social and educational experience. He was far better prepared to go into the workforce and tackle college work better than students in a regular school system. Matt went to a charter school.
- She was able to work with kids and showed her that it was what she wanted to do in the future
- I've realized what line of work I want to go into.
- Negative only.
- No that's why he quit after a couple of weeks of starting. I'm really not happy with the school district - why he dropped out when he did. His brother who is 21, when he was a junior in HS, he couldn't start school when school started because he was in the hospital. He has some major health problems; his brother was an A/B student. Because of his illness he wasn't released to go to school until November but didn't start until 1st of Jan. due to step-father's death and mother's illness. I either would have had to stay in hospital or be released without being alone. By the time he was ready for school they were out for break. When he went back in Jan. he had no problem catching up - he aced all his tests. End of March he had to leave for medical reasons and when he came back the school made him quit due to missing too many days of school, according to law. The school refused to let him repeat his junior year or finish his junior year. The President (Bush) was all about "NCLB", while my son, who got straight A's and B's, was denied an education. When he started having problems with school, (got D's) the school started coming after me (mother). As soon as he turned 16, I allowed him to quit. The school district is one of the worst schools that my children have attended. I've travelled around and been to many schools. If it hadn't happened to his brother, he probably wouldn't have quit.
- The teachers at district are racist. My son is Native American and my son didn't get a very good start in education because the Caucasian students are more favored than Native American. Even if my son was mainly raised off the Reservation, the teachers didn't give him any justice in regards to education. I am very dissatisfied with the City education system. It's very important from the very beginning that when kids have their first exposure to school, it's important to give them a positive and empowering experience. My son had a good experience at the high school but it could be better. When he was in 2nd grade he didn't want to go back to school. He should have been so secure to be able to want to go back to school to be part of the group and community. My son has just drifted with "I can't do it" attitude all the way through. The way it started out was so negative that it just stayed with him. I wish my son had a better opportunity and I don't really believe that he did because of the start of his schooling experience.
- The teachers helped me work harder.
- I had great teachers.
- I had a very good mathematics teacher.
- He was one of the last students at Bear River to be allowed to be trained during high school as a special education student in a skill - cabinetry. The special ed. people at Bear River pushed that through and that was very beneficial for him.
- He had a pretty positive experience with the Resource Department. Generally happy with school.
- I wanted to be a nurse when I was in school and I wanted to school. Things went down from then.
- A counselor that worked with him. She was just wonderful and made him "tow the line" but she also helped us see his rights. Of all the things in high school she's the thing that helped us know what was available to help him and she always kept us informed

of what he was doing. He didn't really like her that much because she was like a "mother". Some of the other teachers would let him slide but she made him work and got the most out of him.

- He barely just got through the system.
- Not a whole lot. He fought, worked extra hard a lot through high school.
- I had good teachers.
- Battle to get her through high school as far she went.
- Weren't any services
- Stayed close with friends.
- My teachers helped me to reach my goals, they gave me confidence.
- Teacher support.
- He knew he had to have a high school degree to get into college. Family support to finish high school. One day he'll actually find enough money to go to school.
- I met my wife and got my life straight. When I met her and had my child I pretty much straightened up.
- These children with ADHD and ADD they need to find a different way to teach them, they do not learn from sitting and reading books, if they can visualize that would be great, he doesn't not learn from reading books, he watches the scientific and educational channels and he learns better from those.
- My English teacher really helped me, she was the only one to me that seemed to really care if i graduated or not.
- He was really social and made a lot of friends in high school and it's helped him out now and will in the future for social skills.
- The welding program with and the math department.
- Her teacher at skivvies was a really big help and kept her motivated.
- I learned how to be more social.
- I finished early.
- 4 year tech school - Re-enter high school eventually whenever I get the money to move back to Utah.
- Not a thing.
- principal very helpful adjusting to new school situation- he only attended in Iron school dist. for 1 year
- Got an education.
- He worked well with teacher in the building and construction class. He had a coach who allowed him to be manager for the football team since the doctor wouldn't let him play because of his hemophilia.
- Teacher helped me walk through it and helped me get through it and pass the class (teaches special ed)
- He liked Seminary and he liked school. He enjoyed being with other people.
- He liked some of his teacher.
- Some of her resource teachers just being there for her and just being for her. Teachers really mentored her; if it wasn't for their help she wouldn't have graduated and they kept her on track.
- My high school guidance counselor wasn't very helpful and didn't advise me. I didn't really like high school. If any other kids are slacking off, I'd tell them to finish school and once you get out here it's tough because it's the real life. If you graduate you have a lot more opportunities instead of being stuck for 6 months waiting for another class to open up.
- One of the teachers nominated her for a national award
- All the support from teachers, help kept her going.
- The School for the Deaf and Blind partnered with the resource teacher to work with him to help him pass his high school diploma. He really enjoyed The Keys to Success program; it was a motivator to him. I question whether students with disabilities get overlooked in getting the keys; usually it's the popular kids.
- She is doing really well, she's is enrolled in a four year program that's hard to get into and they get help financially. She has people that have helped her a lot in her life.
- Special Ed Teachers that help with disabilities, helping her to get into a class she could understand.
- Shop mostly hands on stuff.
- When I was in school they had me help with younger children.
- He graduated and had help while he was in school.
- Going to classes.
- His teachers helped when they were able. He played football and that was a positive experience. Wrestling was a positive experience and self-confidence building experience. He was selected as Student of the Month a few times and that was good. He did really well his last two years because he was doing other extracurricular things - helped him achieve better grades.
- Being able to graduate from high school was something positive that happened to him.
- Trade classes in high school - woodshop, welding, etc.
- Football
- The internship I had during school was very helpful learning how to deal with a job, and resume building was good.
- Her special ed. teacher was excellent for her.
- The two counselors helped me out with school.
- I graduated.
- Attending class and being able to graduate.
- My councilor really pushed me to do better with everything i did and motivated me to get everything done i wanted to do and really helped me with getting into my beauty school.
- Working and saving money to go to college.

- Can't think of anything right now
- Automotive Department in High School.
- The teachers
- The fact that she was allowed to mix and mingle with the student body and gave her a lot of confidence and made her feel accepted. Helped grow as a person.
- The program for setting goals and careers impacted his life.
- Running the track team and wrestling.
- Special needs.
- The one positive thing is that they helped him get together his resume and have everything ready for when he left high school. He was prepared to find his own job and he just had to present it.
- I got a lot of extra help from teachers so that helped a lot.
- The teachers help.
- I took a few special ed. classes and they kind of helped and they kind of didn't. I'm concerned with keeping up in college.
- She was in special ed. classes graduated in normal classes. Was on basketball team took state 1st time in 60 years, miss congeniality for homecoming.
- Being involved in sports.
- Nothing I can think of right now.
- Math
- I know I can accomplish something now, not afraid to try something new.
- Having a one on one job coach at job site with paid employment with the school finding that job for him.
- Pretty much everything, Math.
- Meeting my friends and having them help me out.
- Math class was helpful.
- Great teachers.
- Going to private school; he graduated, was an eagle scout.
- His counselors told him about taking the vocational classes while in HS, which is very much more affordable than through the school. He might be able to get an associate degree, he tested out of the resource program.
- Best Buddies program-ran full amount very helpful. Lunch program-have recipes come home.
- Business management gives me more in depth how business work giving me opening jobs in current employment.
- The services here were quite disappointing. Ben was in special needs classes that were not individually directed. The Resource program was pretty sparse. The teachers were good, but the parents have to be the ones pushing or directing the service. Ther is very little accountability with the individuals running the program. He needed practical tools to help himself, but there were none. Power School is pretty ineffective for parents to try to help their children. Teachers don't really do lesson plans...at least the older ones. Mother was interested in having teacher notes on Power School for Students who have trouble taking notes. Please don't describe the assignment as the "pink worksheet", but rather describe what particular assignment and subject that pink worksheet is for. This mother wants more help for parents to help their children at home without calls to individual teachers.
- I had a good teacher who helped motivate me to do better.
- Take my food class, DATC help me do things I wanted to do. Things to help me when I am older.
- I was in student council my senior year which taught me leadership.
- Going to a community college.
- Teacher was helpful with math and stuff; adult roles were good.
- Supportive teachers and friends.
- Math teacher.
- Resource teacher helped with him doing as well as he did; would not give up on him.
- Probably his attitude towards sports.
- Going to class and learning things.
- I took childcare classes and went to spend time with children, and took classes that i needed to get into what i wanted to be in.
- Art.
- Family, teachers and friends.
- Had a straight schedule I had to follow; now I have my own responsibilities.
- Teachers just keep pushing and encourage you to go forward.
- He had one on one tutoring that was very helpful. Taking tests independently was helpful, as per his father.
- Have teachers who cared helped me out.
- Working with the handicapped kids at my school.
- Going through a mechanics class and enjoying the teacher.
- Wrestling.
- She was in a wonderful class with a great teacher they had a lot of fun it was a great program.
- His teachers helped him.
- He had really good teachers, and was in a special education, for learning disabilities, but can't say how good they were.
- I can't really name anything, just tried to do my hardest. Just did it on my own.
- Her mom answered, she's always wanted to help people; her Mom is a CNA, too. Taking vocational classes through the school district is very helpful. The staff was very compassionate and willing to help her.

- Learning how to study, and being responsible.
- Seminary.
- Peer counseling program.
- Certain teachers who were willing to work with me.
- Being on the dance company.
- My teachers helping me out.
- Just learning to study hard and learn to follow through and not be a quitter and had to work harder than most guys because it didn't come easy from him.
- Sports and athletics
- Teachers were helpful. I took the cosmetology and became a raging success.
- Having the support.
- I had an auto shop.
- I actually went to a tech center and completed a course of multi-media. Bettered his computer graphic skills, which was a goal that I had.
- Taking current enrollment class.
- Teachers that took the time to listen and plan his future.
- He had some really, really good resource center teachers... He has always dreamed of becoming a pilot, but was prevented from working toward that goal because he was diagnosed Add.
- Good teachers.
- Mainstreaming.
- The dental assistant program helped her, it wasn't successful at the start, but then the college helped her find her current job. Mom was frustrated at the High school level with the U -biscuit test, she missed the pass mark by one point, and they mentioned that on her diploma.
- School helped him make his goals
- involved in the theater program, the concert quire program and just enjoyed being around friends that understood me and liked your English teacher who saved your journal entries for last because she liked them the best.
- Teachers pushed me.
- As far as what high school should have done he was always in resource and he always seemed to fail and it seemed like the program kept them in it instead of helping them get out of it. and makes them do less work and makes them feel useless and hopeless, and that is why he is having a hard time going to college and taking the computers out because they can learn things on computers outside of class.
- little bit of discipline
- Taking my law enforcement class and seminary.
- Pre-school.
- Junior year program in engineering.
- All the teachers believing in me.
- The classes I took. I took good classes, some taught me a lot.
- Graduating.
- His music and religion classes were the best thing for him.
- My parents.
- Wood shop class.
- Special ed. program that really helped me.
- Education in general I received.
- Took classes that had some job training skills.
- Talking with my counselors about what I wanted to do.
- If it was not for the staff at the high school he would not be living independently or working.
- Dance.
- Becoming everybody's friend, walk down hallway give them a hug.
- Certified nurse assistant.
- In sports, he had some special classes he went to.
- I wish that my counselor would have told me earlier that I was short on credits to graduate. We didn't have the internet and no one told me that I failed to get credits in 10th grade and had to take extra classes senior year.
- Great mentors and resource group, the people that worked with him.
- The hands-on classes I took off campus were the best.
- Her friends were inspiring to her and helped her get through high school.
- Getting on the right track with teachers and work.
- They helped him with his reading ability. He's headed out on a mission in 2 days. Dad answered questions.
- There were some classes that prepared him for different careers and training. Especially the CNA classes, they were a big help to him. The nurse that taught the class was fabulous and everyone else was very nice to him. School District made a difference in his life.
- He was involved in some reading programs. The teacher was really good. Currently employed at a Tire Center, and looking to the future with questions, and could use some more help.

- Realize money doesn't grow on trees.
- Learned what I needed to, to do what i want in college.
- I got in a big accident it helped put me where I needed to be.
- Took some metal shop classes.
- She loves to dance.
- Helping other.
- My whole school was amazing and everyone was there to talk about your future it was just great all around.
- Just working hard during school.
- Teacher showed concern to help her graduate and get to her goal of graduating.
- The experience her high school gave her in theater gave her focus on what she wants to do in college.
- the possitive thing in high school that happened was the way he was treated and interacted with the un-disabled kids in the school and was a very possitive thing for him was being accepted by others.
- Study skills and teachers/ advisors helped him out a lot.
- I was part of the FFA and got to go on a lot of cool trips and stuff.
- Reading.
- Just keeping it up me guess.
- Learning to work hard.
- The only positive thing from school was Pat Jensen she was a life saver to him, she had him doing things that he was able to do, other teachers were not treating him like an autistic child, Pat worked with him to his ability, and she helped him to read on a better level.
- Good teachers, they really helped out.
- Gym class
- Applied into diesel technology.
- Joined a lot of sports and classes that I liked.
- He graduated and learned basic skills
- Good friends.
- Great parental support (mom helped with survey from question 20-22)
- His welding class and teacher.
- Liked working with the handicapped kids and stuff.
- I really liked working with Computers.
- They let me go to the OWTC applied tech college.
- Grandma said that he was on honor roll 4 times in high school -- a really smart kid. But a kid who had no mom and a father that wasn't very supportive. He loved the Child Care Center at school, working as a tutor. He was great at math and swimming and might have continued his education with some encouragement. Right now he's working at a tire store. He loved school, and did well, except at the very end when he fell in with a bad crowd. Right now David is living with his sister.
- He was in a class to help him learn. He stayed late after school to get some help which was very helpful.
- Nice teachers.
- Working
- Encouragement
- Two teachers that helped me with school.
- Basketball team taught him quite a few lessons in life, discipline, get in shape, team player, and get along with others.
- Good teachers
- The people I was around, the sports.
- To me high school means making friends and my friends just kept me going and helped me out.
- The social involvement and the peer tutoring program. For the special Ed students there are only a few classes for enjoyment that they can join in, and they schedule them the same hour and need to schedule them in different hours so students can take more variety (e.g. Religion class, Choir, Band). I don't think the regular educators understand the special ed program to where they can accommodate the special ed students and work with the students in a more positive way. The opinion of the special ed. teachers is not entirely included in the new schools enough.
- Real good instructor.
- She had a good experience with her art class.
- He has tried several different classes; he really liked to experiment to see which classes he liked.
- Communication classes.
- Taking Photography classes.
- I ran cross-country and field and track in high school, and received accommodations for learning disabilities and took some harder classes to help me with college.
- He was a drummer and the drummer coach helped him.
- Diesel Mechanic class
- A teacher inspired me a lot, she told us what we wanted to do later on after graduation, I told her about my goals, I've been working at different jobs and I've had different experiences with each of them, she always encouraged me to reach my goals.
- Sports.
- He had good counselors.

- The teachers kept making sure that he was on the right line to graduate.
- Took classes related to what want to major in.
- Friends and can't think of anything else right now.
- When I went to alternative school they helped me graduate.
- Playing on the football team made him do better and feel like a team player.
- Taking child human development classes while in high school.
- Developed some friendships, when she gets to know people she is very outgoing. Go to eat in the real world.
- Influence and support I had from my teachers.
- Took CNA class in high school.
- Art classes, graphics class.
- Making friends doing lots of things and getting along with the teachers.
- Math.
- Got a job working in a restaurant
- Encouragement from teachers that she could do it.
- Teachers did everything they could to help me.
- Reading stuff.
- Resource teachers where amazing; really helped her.
- The social setting.
- Understanding what type of work I wanted to go in.
- Teacher took you from an F student to an A student
- Getting my high school diploma.
- Wrestling program was great.
- Learned to be responsible and doing what needs to be done, not waiting till last minute to do it.
- Sports more motivated to get things done.
- Receiving the services from the school to help him with his hearing.
- Computer tech class.
- By senior year got a little more confident.
- Automotive classes.
- Friends.
- I kind of knew what I wanted to do and high school got me there.
- Graduated a whole year early.
- Teachers were always helpful.
- I graduated.
- Need to know math, reading, got me ready for the world.
- teachers, helped get me through high school
- Realization that I didn't want to be a high school dropout.
- Teachers-get motivated saving up for college and moving forward.
- Received my permit working on my license.
- My art teacher was very supportive.
- I had a really nice teacher that supported me with the decision with the leaving school and understood what i was going through.
- Just my friends.
- winning wrestling tournaments
- He enjoyed seminary class
- football and a few teachers helped me
- High School diploma.
- There were a couple of teachers that were really influential to him.
- T.A. program
- My teachers, I had a really good teacher that helped me.
- Finding out I was going to be a daddy made me shape up.
- I graduated; I had a really hard time in high school.
- ATC program-finish the program-machining,
- Ceramics teacher he was pretty awesome.
- Good classes such as welding class which helped with his current job.
- Graduating.
- I went through school and didn't take part in much in terms of "help" programs.
- The extracurricular activities were great.
- Teachers.
- Small school atmosphere had special attention for teachers and counselors gave him more self-esteem, and more active in the school.
- Support from the teachers.
- He had a really good teacher that helped him with his communication skills.
- Good friends, they were very supportive and a place to get away from the trials and tribulations

- Graduating high school.
- Graduating.
- Support from family and teachers.
- ATC as part of his high school.
- He just liked it and everybody there. He participated in show productions and choir.