

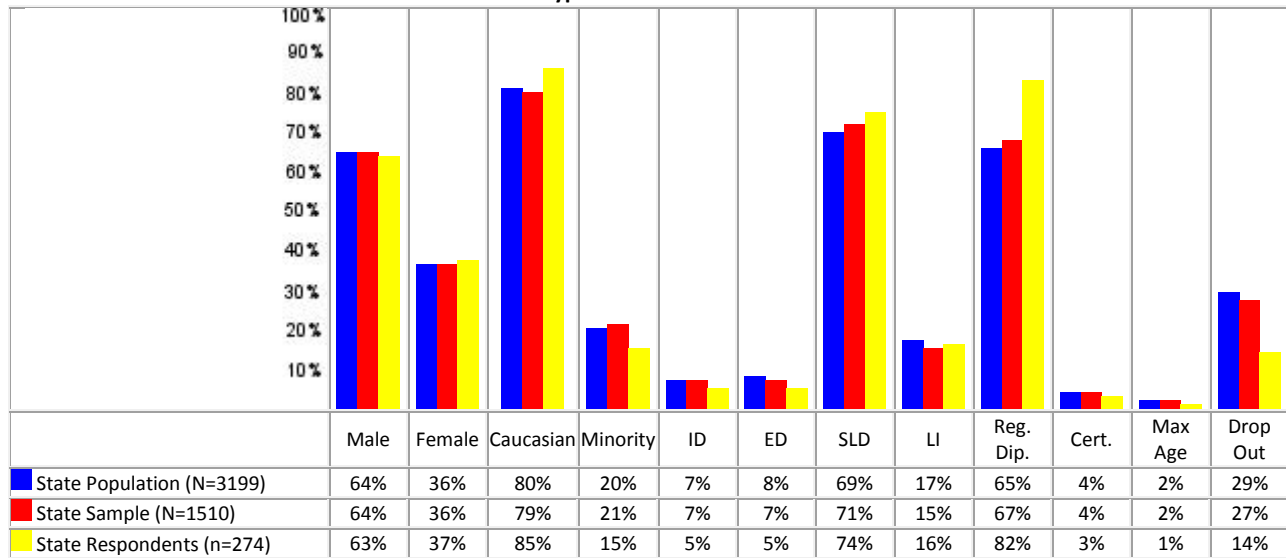
## 2009 Utah Statewide Post High School Outcomes Survey Report of 2007-2008 Exiters with Disabilities

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 2007-2008 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 2007-2008 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2007-2008 school year. Of the eligible former students, 274 interviews were successfully completed representing 18% of exiters. Another 1233 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

#### 82% of youth in the sample could not be contacted for an interview because:

- 10.5% Contacted: Declined to answer interview questions
- 0.4% Contacted: Unresolved language/comprehension or communication barrier
- 0.5% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 34.1% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 34.7% No contact: No Answer
- 1.5% Other

#### 4% of youth in the sample were determined to be ineligible to participate in the survey because:

- 0.4% Returned to the High School setting
- 0.6% Did not yet graduate or exit - still in High School
- 2.2% Wrong exiting class (exited more than one year ago)
- 0.2% 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. 2009 Employment Outcomes By Gender, Ethnicity, Disability and Exit Type  |                         |                                   |                               |                           |                          |                   |
|---|-------------------------|-----------------------------------|-------------------------------|---------------------------|--------------------------|-------------------|
|   | Respondents (N=274)     |                                   | Employed Respondents (n=215)  |                           |                          |                   |
|   | Current Paid Employment | Worked Since HS but not Currently | Work in an Integrated Setting | 35 or More Hours per Week | Earns Above Minimum Wage | Receives Benefits |
| <b>Total</b>  | <b>54%</b>              | <b>24%</b>                        | <b>87%</b>                    | <b>53%</b>                | <b>73%</b>               | <b>35%</b>        |
| Male  | 56%                     | 26%                               | 90%                           | 61%                       | 77%                      | 37%               |
| Female  | 52%                     | 22%                               | 83%                           | 39%                       | 65%                      | 31%               |
| Caucasian   | 56%                     | 24%                               | 86%                           | 54%                       | 74%                      | 35%               |
| Minority  | 46%                     | 27%                               | 93%                           | 47%                       | 70%                      | 33%               |
| ID*   | 36%                     | 7%                                | 50%                           | 33%                       | 33%                      | 33%               |
| ED*   | 50%                     | 29%                               | 91%                           | 45%                       | 91%                      | 55%               |
| SLD*  | 59%                     | 27%                               | 90%                           | 56%                       | 76%                      | 34%               |
| LI*   | 39%                     | 16%                               | 79%                           | 42%                       | 54%                      | 29%               |
| Diploma   | 61%                     | 21%                               | 88%                           | 53%                       | 73%                      | 34%               |
| Cert.   | 13%                     | 25%                               | 67%                           | 33%                       | 33%                      | 33%               |
| Max. Age **   | 0%                      | 0%                                | 0%                            | 0%                        | 0%                       | 0%                |
| Drop-Out  | 32%                     | 42%                               | 86%                           | 54%                       | 75%                      | 43%               |
| * ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence<br>** Does not represent a statistically valid view |                         |                                   |                               |                           |                          |                   |

**64% 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**

- 7% of employed respondents are non-competitively employed in their home, residential or institutional setting, or sheltered employment setting

### Unemployment

24% 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:

- 3% Does not want to work / not looking / volunteering
- 8% Enrolled in school / going to school / full-time student
- 30% Lack of employment opportunities in the local area / Unable to find work
- 0% Lacks necessary employment / lack of skills prevents working
- 0% Lacks transportation / no car / can't get to work
- 0% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 15% Church mission or other humanitarian program
- 6% Family obligations / Homemaker
- 5% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 27% Laid off / recently dismissed
- 14% 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.**

21% 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:

- 9% Does not want to work / not looking / volunteering
- 11% Enrolled in school / going to school / full-time student
- 19% Lack of employment opportunities in the local area / Unable to find work
- 5% Lacks necessary employment / lack of skills prevents working
- 5% Lacks transportation / no car / can't get to work
- 0% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 5% Church mission or other humanitarian program
- 9% Family obligations / Homemaker
- 30% Health issues preclude working / Health or disability-related problems prevent working
- 4% Would lose benefits (e.g. SSI / disability/ unemployment)
- 16% 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

**42% of respondents have attended some type of postsecondary education or training since leaving high school.**

In addition, 5% of respondents report participating in a church mission or other humanitarian mission, and 4% report another type of postsecondary program.

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

|   | 2-Year/ Community College | 4-Year College/ University | Vocational/ Technical School | Short-Term Education/Training | High School Completion / GED |
|---|---------------------------|----------------------------|------------------------------|-------------------------------|------------------------------|
| <b>Total</b>  | <b>14%</b>                | <b>10%</b>                 | <b>8%</b>                    | <b>4%</b>                     | <b>4%</b>                    |
| Male  | 13%                       | 10%                        | 8%                           | 3%                            | 4%                           |
| Female  | 16%                       | 10%                        | 10%                          | 7%                            | 5%                           |
| Caucasian   | 14%                       | 9%                         | 8%                           | 4%                            | 5%                           |
| Minority  | 15%                       | 15%                        | 10%                          | 5%                            | 2%                           |
| ID*   | 7%                        | 0%                         | 0%                           | 0%                            | 0%                           |
| ED*   | 14%                       | 0%                         | 0%                           | 0%                            | 0%                           |
| SLD*  | 14%                       | 11%                        | 10%                          | 4%                            | 5%                           |
| LI*   | 16%                       | 11%                        | 5%                           | 7%                            | 5%                           |
| Diploma   | 17%                       | 12%                        | 9%                           | 5%                            | 4%                           |
| Cert.   | 0%                        | 0%                         | 13%                          | 0%                            | 0%                           |
| Max. Age  | 0%                        | 0%                         | 0%                           | 0%                            | 0%                           |
| Drop-Out  | 0%                        | 0%                         | 3%                           | 3%                            | 5%                           |
| * ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence |                           |                            |                              |                               |                              |

17% 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 5% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:

- USU -engineering
- foundation for better life
- yes, he went to college
- I was in the Quest program the last summer after I graduated.
- Granite peak for GED but did not complete.
- On-line classes
- He went to school for his military specialty training.
- Currently working on GED.
- Department of people with disabilities - life skills training.
- Will be participating in adult education.

9% of respondents report they **attended some** time since leaving high school, but **discontinued** their postsecondary education or training for the following reasons:

- 15% Did not want to continue
- 15% Couldn't afford to continue / not enough financial aide
- 12% Working full-time
- 27% Church mission or other humanitarian program
- 8% Family obligations / homemaker
- 12% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 0% Don't have the necessary skills
- 4% Unable to find transportation
- 4% Have not received necessary services / waiting list
- 19% 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.**

57% of respondents report they **have not attended** postsecondary education or training for the following reasons:

- 13% Working full-time
- 17% Did not plan or want to go
- 29% Couldn't afford to go / not enough financial aide
- 11% Health or disability-related reason
- 1% Unable to find transportation
- 8% Church mission or other humanitarian program
- 9% Family obligations / homemaker
- 0% Have not received the necessary services
- 1% No postsecondary opportunities/none close to home
- 1% Don't have the necessary skills
- 17% 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, 72% of the respondents continue to live with their parent(s).
- 25% of respondents report living independently. Of the respondents who live independently, 2% live alone, 6% live with another family member, 16% 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 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 1% cites 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:

- 9% Vocational Rehabilitation (VR)
- 5% Social Security Administration
- 14% Department of Workforce Services (DWS)
- 3% College or university student assistance center
- 4% Division of Services for Persons with Disabilities (DSPD)
- 0% Disability law center
- 0% Rehabilitation Services for the Deaf and Hard of Hearing
- 1% Rehabilitation Services for the Blind and Visually Impaired
- 46% 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.**

### 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 2007-2008 school year by gender, ethnicity, and disability. Indicator 14 indicates 77% 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>64%</b>                      | <b>42%</b>                          | <b>77%</b>                    |
| Male  | 69%                             | 38%                                 | 79%                           |
| Female  | 55%                             | 47%                                 | 74%                           |
| White   | 63%                             | 40%                                 | 77%                           |
| Minority  | 66%                             | 49%                                 | 78%                           |
| ID*   | 21%                             | 14%                                 | 29%                           |
| ED*   | 64%                             | 36%                                 | 86%                           |
| SLD*  | 72%                             | 43%                                 | 84%                           |
| LI*   | 39%                             | 45%                                 | 59%                           |
| Diploma   | 67%                             | 45%                                 | 81%                           |
| Cert.   | 25%                             | 13%                                 | 25%                           |
| Max. Age  | 0%                              | 0%                                  | 0%                            |
| Drop-Out  | 58%                             | 32%                                 | 71%                           |
| * ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence |                                 |                                     |                               |

## 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.

### 2007/2008 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?

- I'm a stay at home mother.
- Could not find one.
- Moved.
- The economy.
- Got back from vacation.
- Moved to San Diego for school, cannot find job there.
- Quit job because he didn't like the traveling part of it.
- I quit and am looking for a new job.
- Just got out of the hospital.

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

- I was locked up and I haven't looked for a job yet.
- Taking a break before real life starts.
- On full security.
- Was in motor cycle accident taking care of boyfriend now husband.
- moved around
- Hasn't found the right fit yet
- I'm in the process of interviewing
- Does volunteer work.
- I've been trying to look for a job

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

- Preparing to go on LSD mission.
- left for military
- Assistance was not provided to her.
- The teacher wasn't really teaching so I just dropped out.

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

- Haven't gotten around to it yet
- I was in jail and the court ordered me to get a GED but I haven't yet.
- I'm waiting for the cash to be a little more up there so I can go.
- Where I live they don't have anything like that.
- I need this job and I work so much, it's hard to do a full time job with school. If I had the time and money, I would be doing more to improve my education.
- He said he was lazy.
- Motor cycle accident.
- they did tests and this is the only job appropriate for him
- Doesn't know what she wants to do
- I plan to go to school, but I am working to save up some money.
- Planning on going on going on a mission before attending post-secondary school.
- Never really looked into it.
- Haven't heard anything about it.
- moving around a lot
- Wanted to take a break from high school first.
- I haven't figured out what I want to do yet.
- unsure of what to do next

- I've been in jail.
- I haven't started yet.
- not enough time to take tests for admissions purposes
- It's hard to do when you're in the military.
- Military Services.
- planning to go on a mission
- break
- Nothing applies to me.

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

- Sometimes it is hard for me to do things really fast.
- hard to find work even w/ diploma
- HS programs didn't prepare him well
- Work is stressful, but that's all.
- Possible work hours would have cut into class time.
- Health doesn't allow it.
- He has attention deficit real bad.
- Difficulties finding full time work.
- Needs to find a job with medical insurance
- He had a really hard time finding a job and then transportation has been a problem. Trying to work and go to college has been difficult
- He tends to get overwhelmed at the secondary school with comprehension and stuff.
- She had a hard time understanding the test to pass the massage therapy school.
- Transportation-city busses do not make it out to where we live. Take limited classes due his disability.
- He will be when he gets back from his mission and he has a reading disability.
- It's been harder to find a job this last year.
- Not sure what he'd go to school for. No jobs he can find
- Disabilities, low IQ, and trouble learning.
- Without sight in his eye, he has limitations.
- Normally its reading and I also have hearing aids.
- The economy was really bad.
- Money.
- he was trained in high school while doing the job and he hasn't had any problems with his job
- He had a difficult time finding employment.
- Basically that I'm trying to get into classes.
- Just hasn't had the money to go to school.
- Fear of failure in post-secondary school- has dyslexia.
- The economy.
- Time and money for school, not enough time yet
- I have an auditory processing disorder and that has made school more difficult.
- Not getting paid well enough.
- Social security number - I don't have one.
- Lack of suitability to the opportunities she's identified. Her disabilities have made it difficult to find work that she is suitable for.
- Did not plan on going to college right away,
- No jobs in the area, no time or money for school
- He is unable to because of mental disability.
- going to school and working at same time
- health, not wanting to be in school entire life
- I'm a single mom and traveling back and forth from Salt Lake.
- None.
- Got laid off
- Luke has a hearing disability; he needs to have things demonstrated to him first before he understands what is required of him. It's a brain disease where his brain doesn't comprehend what's being asked of him.
- Ya, it's not a very good job market right now.
- Can't find a job

- A lot of difficulty acclimating to the environment, very different from high school but now is doing well.
- Money was a factor, but other than that no.
- Just about not getting my homework done, because sometimes I go to work right after school and I don't have time.
- Math was my worst subject; I've always had a problem with it since kindergarten.
- Has a lot to learn, one on one to keep him on task.
- Because she has limited communication skills.
- I'm looking for a job and I'm calling in to find some.
- Just trying to juggle it all around.
- Hard because the professors don't give as much attention and help as in high school. They don't focus as much on individuals and focus more on the entire class.
- Her reading and spelling.
- The lack of training for work.
- Just sometimes don't have enough time.
- She is severely handicapped and would not be able to be employed or attend school.
- Has applied but no job
- not enough money for schools
- Grasping the concept of how you work. Poor work ethic and would get mad and leave his jobs.
- no jobs
- Can't identify a place his mother is comfortable working in.
- Has been applying for jobs, but hasn't gotten one yet
- Can't find a job.
- not having money, difficulty looking for job
- having a child
- Transportation and physical barriers.
- Just transportation.
- Cannot afford postsecondary school without a job, but lost job
- finding time to do it all
- No, the certificates she earned in high school helped her a lot.
- Had trouble finding a job after school.
- I'm in resource and I have a problem reading and spelling words.
- He's physically unable to. We'd like to get him in a day program but he is totally dependent.
- I haven't since I got out of high school, so no.
- Seasonal work, being laid off.
- having a vehicle
- Timothy wasn't adequately prepared for the amount of homework and study time involved in college. There are life skills he could have been taught more effectively. I have found since his graduation enormous gaps in what we thought he was receiving.
- Because I did not graduate from high school there are not many opportunities.
- Not being able to find a job, and not being able to afford school.
- I had no difficulties so far
- Dyslexia and educationally challenged, lost a year of high school due to cancer treatment. Is more interested in hand-on work and manual labor.
- Keeping a job for more than a year because they fire or lay me off.
- Got pregnant.
- Laid off.
- She doesn't enjoy school or work.
- does not have enough skills when applying for jobs, no time to take tests for admissions into postsecondary schools
- I haven't had any difficulties. But I had difficulties with reading in high school.
- Had difficulty finding and keeping job in the economy.
- Money is the main issue at hand.
- Right now the hardest thing is not finding a job. It's hard to get experience with no work available.
- lacking skills necessary for employment
- My salary has gone down quite a bit.
- hours at job prevented from attending postsecondary education
- Abilities are limited which limits type of work.
- learning challenges: had trouble working the till, math trouble



- Not find any jobs that I wanted.
- Just money.
- can't keep job- difficulty performing the job
- He has learning disabilities and has trouble studying.
- Postsecondary due to intellectual function isn't possible. Employment difficulty staying on task.
- Yes, I'm tied on money.
- Diagnosed with psychosis.
- Glad he has a job but not thrilled with it.

**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?**

- Construction.
- Stay after school and before school to get help with different assignments.
- Favorite class was auto shop.
- wrestling program
- great teachers that care
- grad w/high GPA active in sports
- FFA taught me how to work.
- one on one work
- organization skills
- All the teachers wanted to help me succeed, and that drove me to succeed.
- My studies skill teachers were very helpful.
- Was able to graduate and get all credits.
- Learning things that he uses all the time like math.
- Participated in a musical.
- Graduating. My PE coach he motivated me to reach my goals.
- Special ed. and online classes helped her make up credits and graduate.
- Probably my shop class, it taught me how to work.
- GEAR program helped him into college
- Started doing his homework,
- Graduation. My math class. I always wanted to be good at a subject so I liked math.
- Getting a job
- Favorite class was woodworking.
- I guess encouragement from friends.
- Love high school in general and it helped with personal problem.
- Being close to teachers and having them help and were there for her
- Good sport teams.
- Did a college tour program, club ETS.
- Pro-start.
- Teacher English teacher did a really great job.
- I took a mechanics class throughout my 11th and 12th grade years.
- Teachers helped her a lot.
- My favorite class was welding, workshop class.
- Special Education teacher helped a lot to graduate.
- Senior year pretty much got all A's.
- The teachers were supportive.
- Everybody at school pushed me to college, my shop teacher told me I did a good job, and my mom is a teacher too, she helped a lot.
- Wrestling helped him out.
- My senior project was very beneficial.
- My teacher helped me to understand that I am smart person, that I have a gift.
- It was a fun school, he had a good time
- football, baseball program is messed up and they fired
- High School was excellent for him, treated him very well.
- Worked himself through the IEP program and that he actually graduated.
- The size of the school helped, it was small.

- Had a supportive math teacher
- Fitness Center.
- Classes at BATC.
- Special Aid Director was incredible, with her help. He made huge progress in high school; he expanded his abilities with social involvement.
- Played football
- Support. Teachers helped out than anything else.
- He learned that people cared, teachers and counselors.
- welding class and special ed teacher were helpful
- Talking to people, getting to know people.
- My parents have been there for me through high school and college.
- Getting my eagle scout.
- I didn't drop out.
- Drama department
- I guess having concurrent enrollment with college available.
- I enjoyed like my helped you with how to get a job, interviews and stuff.
- Football was fun
- His seminary class because they had a lot of disabled students come in with him.
- Enjoyed math class.
- Played football
- Getting an education and graduating.
- Just your basic education and getting his diploma.
- I took a nursing program, SNA, I learned a lot of things, and that helped me to choose my career.
- Discovering that I can get a higher education after high school.
- He enjoyed gym class.
- Liked the math courses.
- Football was favorite sport and he enjoyed it.
- Really good environment really happy being there for each other.
- I was in the educational talent search program that really helped a lot and also my school counselor.
- Took a few art classes helped her do different designs for work to help sell products
- Mechanics which helped out for job.
- I love music and I took private voice lessons and my teacher helped me establish more confidence.
- I was a model UN Officer and in the FFA Club.
- Graduation. Teachers helped me by inspiring me to graduate.
- Being on student council.
- Kind of did my own thing after thing after high school.
- Good instructors who cared personally and professionally. Good hard attempts were made. Felt benefited and successful and some level of independence.
- Graduation-- math teacher helped.
- Extracurricular activities.
- Math.
- Wood shop.
- Finished high school, the teachers.
- The teachers would help me out because of a learning disability.
- Government.
- Foods.
- Counselors being there and helping her attain her goals.
- He got out.
- Organization-binders to help organize.
- Favorite class was welding in high school.
- Peers were great with him, job sampling, and football.
- teachers were really, really helpful
- Played basketball in high school-uses skills learned on team in his sales job.
- enjoyed reading and math
- good grades

- My teacher helped a lot.
- Science.
- He played football and everything about high school was awesome.
- was on a work crew mowing and landscaping
- If he had to change anything he wouldn't because it made him stronger. He needed extra time to take tests, but he still felt like he was being rushed, He felt others negativity. He has strong family which supports him.
- Sports helped me because now I play when I'm out of school.
- Wrestling. Being decimated to a team. The social skills I got
- Good teachers, they were all really encouraging
- Being involved in dance team, and yearbook.
- I went to an alternative high school and the teachers were very supportive and I might have not graduated without their assistance.
- The advanced placement really helped because a lot of that credit went towards my college credit.
- Other students were supportive and helpful.
- Teacher helped showing me where I can go to college and what to study and what to do.
- Working hard.
- There were more opportunities, more classes, and more subjects to keep the students interested than in my old high school in California.
- Staff, they helped push me along to show me graduation was important. They were very encouraging.
- He enjoyed gym class; improve parent teacher-get parents more involved.
- Always keep going never give up.
- having helpful counselors
- The teachers I had giving me time to do an assignment if I didn't understand it.
- She was part of a dance group, she loves performing, and learned how to right.
- Teacher helping me to reach my goals and teaching me more about how to reach my goals.
- School counselors.
- getting my diploma
- The teachers were always pushing me to achieve my best.
- Her cheerleading and going to Jordan Tech.
- They switched me over into some resources classes and I met up with some really good teachers.
- Really good teacher - psychology/sociology teacher who used videos and real life stuff.
- I took two college classes in high school, a history class and a CAS 1020 class.
- Teachers helped me with all my problems.
- I got a couple good teachers to help me get going.
- My favorite class was History and it helped me reach some of my goals.
- The good care that she received was beneficial.
- My teacher.
- Teachers encouraged you to work better and took one on one time.
- Enjoyed language arts
- Graduating. My English teacher helped me.
- received diploma
- Earned diploma. Key Club, Drama club, band, drama.
- Good teachers that cared a lot about me.
- The teachers' confidence in him that he could do it and graduate.
- Gained study habits.
- mom helped him graduate high school, the teachers;
- Pals program Bowling league
- Took a class that helped me pass the biscuit test.
- Class helped me get along with others and reach goals.
- Football
- FFA
- Ability to stay in area and take care of grandparents
- Terrible service and experience.
- Gym was a favorite activity
- Motivated to graduate with class; loved human biology and psychology.

- Drama class teacher
- Really good teachers but doesn't have anything to do with what he's doing.
- The arts she took dance and music. It helped her open up.
- Welding and automotive experiences helped me get to where i am today.
- teachers who are really supportive, outgoing
- Teacher pretty good, but don't remember what they did.
- good teachers that understood his disability & worked with him
- Not that he ever mentioned, no.
- Just to let people know I'm responsible.
- teachers were helpful and supportive
- Access program Mother wishes there were more programs her daughter to participate in.
- Friends help him get to class and graduate.
- My teachers. They told me I could do whatever I put my mind to.
- He was at Steps during his last year which was awesome. Steps were a great program. There were more social things that he could do and he seemed to be happier.
- Teacher helped with homework sometime.
- Choir and drama, being in those classes helped me go to school
- Attending the a technology, he really enjoyed that class.
- The teachers and how they helped you.
- internship with police & prosecutor (wants to enter law enforcement)
- My teacher was a great teacher that helped me out a lot.
- graduating early to acquire job
- Taking driver's ed., driving is basically my job. It definitely helped me out.
- Resource program got him up to speed to function in a normal environment.
- He volunteered for two years. He was asked to work with special needs children in a church group. He took a home room class that was wonderful, and he discovered how bright he is. He also got to mentor some students within his own high school. So being able to work with kids with big challenges has been wonderful. I think the division of the school district is disastrous. Do not close the programs for autism and Asperger's. The funding and services helped him a lot and the students after him deserve that too. The program he went through from 7th to 9th grade was a miracle.
- We had a couple. They were our resource teachers and they helped push us.
- Nothing really.
- I really enjoyed math.
- Really great teachers and school setting.
- Stayed out of trouble
- Reaching and completing a diploma in high school.
- My teacher was a very nice teacher.
- He had more positive in Texas. Barriers within the school, racial or religious or something here slowed him down.
- I took electronic classes that really helped.
- The teachers were really positive towards me and they helped a lot, actually.
- variability of classes, ability to choose which classes one wanted to take
- Helped her read and write
- Commitment to finishing
- Taking a physical anatomy class. When I was in high school I got an EMT license.
- Favorite subject was math
- My internship class helped me doing activities and working in the workforce.
- Did the best he could in high school, liked book club.
- He graduated.
- She really loved the staff and they were good with her and she did a lot of community activities.
- good teachers that helped him out; looked up to his dad
- FFA, the teacher helped me when I was confused on some other work.
- Working with the teachers, they were really nice.
- My auto class was very enjoyable.
- FFA and biology
- The support from my teachers.
- Basketball team. Friendship and getting to know more new people.
- Helped her find and keep job.

- Good teachers
- The teachers that influenced and inspired to succeed.
- Helped me job wise because i learned more. Jobs made ready for the real world.
- having his teachers help him
- I helped international study abroad students throughout high school which helped me learn new languages.
- participated in basketball team, but liked the whole experience of high school
- The tech school because I'm a CNA.
- My friends being there.
- The school itself, with keeping the students disciplined with going to class.
- Dance class has helped choose career.
- English teacher that I had, a very positive man, very nice, helped me reach my goals.
- Enjoyed math
- the teachers and the learning, liked art and history
- Animation course, GTI, and home building construction.
- His teacher. With the tutoring and helping he works hard to see his potential.
- 3D Animation
- Good support group, teachers and counselors etc.
- There was a class that I could just do all my homework.
- Graduating early
- Had an excellent English teacher.
- PE is his favorite class
- Support from teachers.
- Taking an APR class because I want to be a graphic artist.
- The teacher and the counselors. They basically just helped in any way that they could, just finding things that could work.
- Having good teaching helping you do what you want to do.
- My English teacher kept pushing me to try harder and she was someone I looked up to.
- Meeting all the new people that I got a chance to meet.
- The counselors really helped him a lot.
- He had the most amazing teachers that followed him, special ed. type teachers, that wouldn't let him quit.
- He dropped out because he wasn't getting the help he needed.
- Wasn't supposed to graduate with a normal package and was supposed to stay in until she was 21 and it wasn't a positive experience due to behavioral problems.
- I wish I would have graduated, but I moved too much so it was a waste. My teacher from Lone Peak and my computer school. She would spend time and tutor me after school.
- I had a lot of encouragement from my classmates.
- I received work credit for being able to go to work which helped me excel in the job I have now.
- Machinist.