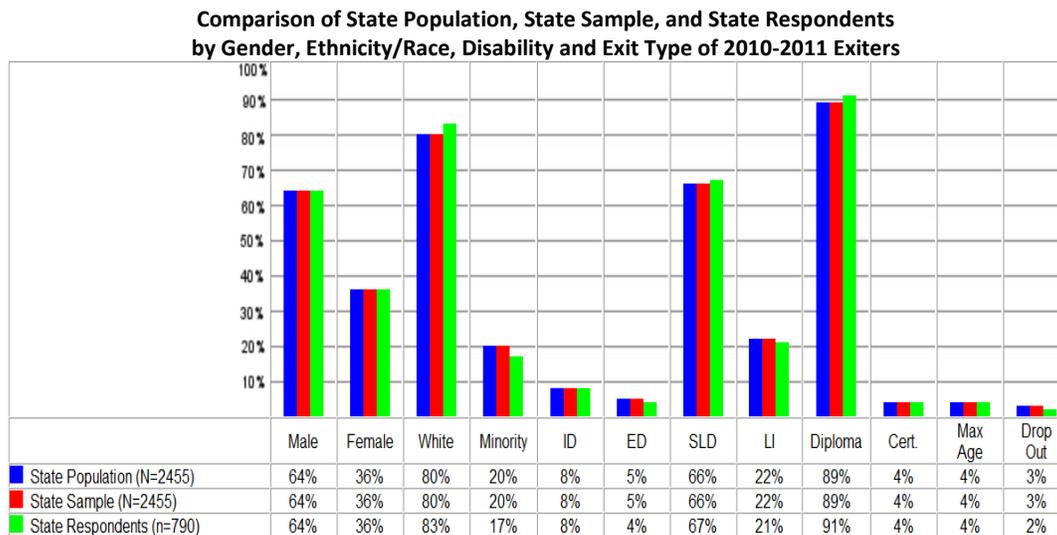


2012 Utah Statewide Post High School Outcomes Survey Report of 2010-2011 Exiters with Disabilities

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 2010-2011 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.



Attempts were made to contact all former students in the sample who exited their educational placement during the 2010-2011 school year. Of the eligible former students, 790 interviews were successfully completed representing 32% of exiters. Another 1665 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 51% were the former student
- 47% were the parent(s) of the former student
- 1% identified themselves as a guardian
- 0% identified themselves as someone else

68% of youth in the sample could not be contacted for an interview because:

- 8% Contacted: Declined to answer interview questions
- 0% Contacted: Unresolved language/comprehension or communication barrier
- 0% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 43% No contact: Unable to find # / lost # / no phone # / moved and no forwarding #
- 48% No contact: No Answer
- 1% Other

OUTCOMES BY SURVEY AREA

"**Duplicated**" means the former student may have participated in more than one thing. For example, the former student may be going to a technical college and working full-time. Indicator 14 only considers an "**Unduplicated**" count, or participation in one thing. For example, if the former student is attending a 4 year college, employment is not counted. On a district level, it is important to consider all of the postsecondary activities in which youth participate.

Higher Education and Other Postsecondary Education or Training

Postsecondary education includes any type of formal education program after high school. "Higher Education" is the percentage of youth who have been enrolled on a full- or part-time basis in a community or technical college (2-year program), or a college or university (4-year program) for at least one complete term, at any time in the year since leaving high school.

"Other Postsecondary Education or Training" is the percentage of youth who have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g. Job Corps, adult education, workforce development program, vocational technical school) which is less than a 2 year program. Postsecondary education may also include a formal apprenticeship or short-term training program. 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/Race, Disability and Exit Type

45% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 25% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 18% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

In addition to the types of postsecondary education listed above:

- 1% of respondents report earning a High School Completion certificate
- 5% of respondents report attending a private Vocational School or short-term education program
- 4% of respondents participate in a job training program
- 8% of respondents report participating in a church mission or other humanitarian program
- 2% report participating in another type of postsecondary program

This Table reviews the major postsecondary education outcomes of respondents by gender, ethnicity/race, disability and exit type.

| Duplicated Percentage of 2012 Postsecondary Education and Training Outcomes By Gender, Ethnicity/Race, Disability and Exit Type (N=790) | | | | | |
|--|-----------------------------|---------------------------|----------------------------|-------------------|-------------------------------|
| | Any Postsecondary Education | 2-Year/ Community College | 4-Year College/ University | Technical College | Vocational School/ Short-Term |
| Total | 45% | 10% | 11% | 4% | 5% |
| Male | 43% | 9% | 11% | 5% | 2% |
| Female | 48% | 12% | 12% | 4% | 9% |
| White | 45% | 8% | 11% | 4% | 5% |
| Minority | 44% | 18% | 11% | 4% | 5% |
| ID* | 22% | 2% | 0% | 0% | 2% |
| ED* | 31% | 3% | 3% | 6% | 0% |
| SLD* | 48% | 11% | 13% | 4% | 6% |
| LI* | 44% | 10% | 11% | 6% | 3% |
| Diploma | 47% | 11% | 13% | 5% | 5% |
| Certificate | 18% | 4% | 0% | 0% | 0% |
| Max. Age | 10% | 0% | 0% | 21% | 0% |
| Drop-Out | 31% | 0% | 0% | 6% | 0% |

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

25% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 9% 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:

- Online classes for OSHA training.
- Taking classes to become a coach for tumbling and trampoline will be certified when done.
- Independent multi-media computer graphics program.
- Math program through a Community college.
- A CNA course.
- Life guard course.
- Child development course

5% of respondents report they ***attended some*** time since leaving high school, but ***discontinued*** their postsecondary education of training for the following reasons:

- 18% Did not want to continue
- 8% Couldn't afford to continue / not enough financial aide
- 5% Working full-time
- 0% Family obligations / homemaker
- 16% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 16% Don't have the necessary skills
- 0% Unable to find transportation
- 0% Have not received necessary services / waiting list
- Cite another reason they discontinued their postsecondary program ([see comments at end of report](#))

55% of respondents report they ***have not attended*** postsecondary education or training for the following reasons:

- 43% Working full-time
- 8% Did not plan or want to go
- 9% Couldn't afford to go / not enough financial aide
- 16% Health or disability-related reason
- 0% Unable to find transportation
- 3% Family obligations / homemaker
- 0% Have not received the necessary services
- 0% 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 ([see comments at end of this report](#))

Employment

Two outcomes of employment were considered: "**Competitive Employment**" is the percentage of youth who have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours per week for at least 90 days at any time in the year since leaving high school. This includes military employment, and supported employment or a family business if all the criteria of 'competitive employment' are met. "**Some Other Employment**" is the percentage of youth who have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g. farm, store, fishing, ranching catering, etc.). 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/Race, Disability and Exit Type

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

| Duplicated Percentage of 2012 Employment Outcomes By Gender, Ethnicity/Race, Disability and Exit Type | | | | | | |
|---|------------------------------|------------------------------|------------------------------|----------------------|-------------------------|-------------------|
| | Respondents (N=790) | | Employed Respondents (n=605) | | | |
| | Paid Employment Over 90 Days | Worked but Less Than 90 Days | Community Setting | Worked 20+ Hrs./Week | Minimum Wage or Greater | Receives Benefits |
| Total | 69% | 8% | 96% | 82% | 89% | 18% |
| Male | 73% | 8% | 96% | 84% | 90% | 21% |
| Female | 62% | 8% | 94% | 78% | 88% | 11% |
| White | 70% | 8% | 96% | 82% | 89% | 17% |
| Minority | 63% | 5% | 96% | 82% | 90% | 21% |
| ID* | 41% | 6% | 77% | 43% | 73% | 3% |
| ED* | 72% | 16% | 100% | 71% | 93% | 11% |
| SLD* | 77% | 7% | 98% | 87% | 90% | 20% |
| LI* | 53% | 9% | 90% | 75% | 90% | 11% |
| Diploma | 71% | 8% | 97% | 83% | 90% | 18% |
| Certificate | 50% | 0% | 50% | 36% | 71% | 7% |
| Max. Age | 21% | 7% | 50% | 50% | 63% | 13% |
| Drop-Out | 75% | 19% | 100% | 87% | 87% | 13% |

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

52% of respondents are competitively employed, meaning they are employed in an integrated community setting, and earning minimum wage or greater and work 20 hours or more per week

An additional 8% of respondents have worked for pay or been self-employed for a period of 90 days at any time in the year since leaving high school, but do not otherwise meet the criteria of "competitive employment"

Unemployment

8% 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:

- 0% Does not want to work / not looking / volunteering
- 13% Enrolled in school / going to school / full-time student
- 36% Lack of employment opportunities in the local area / Unable to find work
- 0% Lacks necessary employment / lack of skills prevents working
- 3% 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)
- 2% Family obligations / Homemaker
- 11% Health issues preclude working / Health or disability-related problems prevent working
- 2% Would lose benefits (e.g. SSI / disability/ unemployment)
- 3% Laid off / recently dismissed
- 28% Cite another reason they are not currently working ([see comments at end of report](#))

23% 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:

- 4% Does not want to work / not looking / volunteering
- 16% Enrolled in school / going to school / full-time student
- 27% Lack of employment opportunities in the local area / Unable to find work
- 1% Lacks necessary employment / lack of skills prevents working
- 1% 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)
- 0% Laid off

- 4% Family obligations / Homemaker
- 28% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 16% Cite another reason they have not worked since leaving high school ([see comments at end of report](#))

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, 69% of the respondents continue to live with their parent(s).
- 23% of respondents report living independently. Of the respondents who live independently, 3% live alone, 5% live with another family member, 13% respondents live with a spouse or roommate and 1% is in the military.
- 1% 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)
- 6% 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. Above percentages may not add up to 100% since more than one choice may be chosen for each respondent. Respondents report working with the following agencies:

- 19% Vocational Rehabilitation (VR)
- 11% Social Security Administration
- 13% Department of Workforce Services (DWS)
- 11% College or university student assistance center
- 7% Division of Services for Persons with Disabilities (DSPD)
- 1% Disability law center
- 1% Rehabilitation Services for the Deaf and Hard of Hearing
- 1% Rehabilitation Services for the Blind and Visually Impaired
- 2% cite working with or receiving another type of service from an adult agency

Former Student Comments

Former students were asked what **difficulties**, if any, they had being employed or attending postsecondary school as they would like. The following are some of their responses ([See additional responses at the end of this report](#)).

1. Communication disorder.
2. Finding a job.
3. Having trouble with finding transportation.
4. ADHD

What Helped Youth Reach Their Goals

Former students were asked about **something positive** that happened while they were in high school to help them reach their goals. The following are some of their responses ([See additional responses at the end of this report](#)).

1. She had a great teacher and she received a certificate in carpentry.
2. Good teachers that worked with her and inspired her. Guardian stated that there should be a program that gives assistance for students to get financial aid for them to continue their education. The cost of college is very hard for students to accomplish.
3. Mainstreaming worked well with other student.
4. Teachers were very helpful, was a student aid.
5. Two teachers helped with her life skills, were very encouraging.

Summary

Unduplicated Indicator 14 Reporting of the 2012 Post High School Outcomes 2010-2011 Exiters

Indicator #14 reports the following three data points as an unduplicated count and percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school. Respondents can and were:

- A. 25% (197) have been enrolled in higher education within one year of leaving high school.
- B. 65% (511) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 81% (639) have been enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Duplicated Participation in Postsecondary Education or Training and Employment

18% respondents report they have not participated in any postsecondary education or training or employment in the year following high school, or report being under-engaged or did not know or did not respond to a question, for example, worked less than 90 days, or didn't report a salary range, or did not complete at least one term in a postsecondary program.

| Duplicated Percentage of 2012 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=790) | | | | |
|--|------------------|------------------------|-------------------------------|------------------|
| | Higher Education | Competitive Employment | Other Postsecondary Education | Other Employment |
| Statewide | 25% | 52% | 18% | 17% |
| Male | 24% | 57% | 18% | 16% |
| Female | 27% | 44% | 18% | 18% |
| White | 24% | 53% | 20% | 17% |
| Minority | 31% | 47% | 10% | 16% |
| ID | 2% | 14% | 17% | 27% |
| ED | 13% | 50% | 6% | 22% |
| SLD | 28% | 62% | 20% | 15% |
| LI | 27% | 36% | 15% | 17% |
| Diploma | 27% | 56% | 19% | 16% |
| Certificate | 4% | 11% | 14% | 39% |
| Max. Age | 0% | 0% | 7% | 21% |
| Drop-out | 6% | 56% | 19% | 19% |
| * ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence | | | | |

| INDICATOR 14 Reporting <u>Unduplicated</u> by Gender, Ethnicity/Race, Disability and Exit Type (N=790) | | | | |
|---|---------------------|---------------------------|----------------------------------|---------------------|
| | 1. Higher Education | 2. Competitive Employment | 3. Other Postsecondary Education | 4. Other Employment |
| Statewide | 25% | 40% | 6% | 10% |
| Male | 24% | 44% | 6% | 9% |
| Female | 27% | 32% | 7% | 11% |
| White | 24% | 41% | 7% | 10% |

| | | | | |
|-------------|-----|-----|-----|-----|
| Minority | 31% | 34% | 4% | 11% |
| ED | 13% | 44% | 3% | 19% |
| ID | 2% | 14% | 13% | 21% |
| SLD | 28% | 47% | 6% | 8% |
| LI | 27% | 27% | 6% | 12% |
| Diploma | 27% | 42% | 6% | 9% |
| Certificate | 4% | 11% | 7% | 32% |
| Max. Age | 0% | 0% | 7% | 21% |
| Drop-out | 6% | 56% | 13% | 13% |

| INDICATOR 14 REPORTING CATEGORIES Unduplicated by Gender, Ethnicity/Race, Disability and Exit Type (N=790) | | | | |
|--|------------|------------|------------|-------------|
| | A. | B. | C. | Not Engaged |
| Statewide | 25% | 65% | 81% | 19% |
| Male | 24% | 68% | 83% | 17% |
| Female | 27% | 59% | 77% | 23% |
| White | 24% | 64% | 81% | 19% |
| Minority | 31% | 66% | 80% | 20% |
| ED | 13% | 56% | 78% | 22% |
| ID | 2% | 16% | 49% | 51% |
| SLD | 28% | 75% | 88% | 12% |
| LI | 27% | 53% | 71% | 29% |
| Diploma | 27% | 69% | 84% | 16% |
| Certificate | 4% | 14% | 54% | 46% |
| Max. Age | 0% | 0% | 28% | 72% |
| Drop-out | 6% | 63% | 88% | 13% |

2010/2011 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.

14. Why have you worked less than 90 days since leaving high school?

- Quit my job.
- On vacation with family.
- Part-time job and was ending.
- in jail
- Just got this job.
- Gone on a mission.
- Babysitting for his sister after high school.
- Worked part time for pocket change.
- on mission
- Was job training Resurrect Industries, LDS church job training center and is now looking for a job.

- Went on a mission study right after high school, so no long term job.
- Choose to work only 2 months before going to the Mission
- nervous about getting a job
- On a church mission, left a few months after graduation.
- Summer youth program.
- Job Corps he completed the program he signed up for.
- Working with an agency to try to get work.

19. Why have you not worked since leaving high school?

- Moving.
- Burned out from high school.
- Church mission.
- was waiting to get into military service
- Being in jail for a violation.
- LDS Mission at present till 2013.
- Thinking about it.
- Working on CNA-Certified Nursing Assistant.
- church one mission
- Is in Job Corp.
- Going to school.
- On a mission for 2 years in India.
- working on her GED
- has a medical issues
- Was on a Mission.
- has a job coach
- working on missionary service
- was doing an internship for missionary work
- Has been in Job Core for 1 year in Ogden.
- Entered Army Reserve June 2011...is now finished w/ basic training
- He is on a mission right now and will be for next year or so.
- Attending classes.
- Started mission right after graduation.
- Hasn't been looking, needed to mature a bit and has been helping around the house more due to some family health issues.
- On Service mission.
- My parents are supporting me right now.
- Volunteer.
- Volunteer.
- Entered the Marine Corp within one month after graduation.

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

- Was going to school about 6 hours away, not able to make the adjustment, needs to be closer to home.
- Drug use.
- had family issues and personal issues
- Just got lazy, didn't do what he needed to.
- It wasn't what she thought it would be.
- going on to a religious mission
- Going on a mission.
- Had problems with classmates, felt she needed to quit for a while, and would like to go back, possibly in January.
- Working.
- I do not need to be in school.
- Going on a mission.
- LDS mission getting ready for it.

- Join Job Core-get my CNA certified nursing assistant.
- Stressed at the time.

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

- Not wanted to.
- Going on a mission in 3-6 months.
- Going on a mission.
- No time, working.
- Better job.
- Better myself.
- I have been working.
- became a father
- Working, no plans that he knows of to continue with school.
- He needed to get a job and extra money.
- He was in jail and the state hospital.
- Mission.
- Working.
- Joined the Marine Corps.
- He was going to serve a mission.
- I got a job and was going on a mission.
- does not feel he is ready to go on to school
- Need to get GED.
- Too much homework and stuff.
- going to a LDS mission
- Not sure yet if school is for him. He's happy with the welding job he has, knows people who went on to school, they can't find a job and now have a lot of debt. May consider it down the road.
- Going on a mission.
- Not know what want to do.
- Something to do in the future.
- In the Marines
- Start own business.
- Plans on going on a mission first, leaves in September for 2 years.
- Due to being dyslexic she did not qualify for college, she is taking distance classes this fall; if she does OK they will take another look at her.
- helping mom with her grandchildren, needs to be employed
- has medical issues
- The hardest part is finding a program that would work for her. She is somewhat high functioning in some aspects, and in other things she's not.
- Would only say no.
- Seek employment in fields that she wanted to go into for her education.
- Just not found out what want to do yet.
- She had a baby.
- Going on a church mission.
- Take a break.
- Went to college while in high school.
- Attending college this year.
- He hasn't gotten into the MA program yet as it was full.
- Fear, afraid to do put in the time.
- Life got in the way.
- Entered the Military right after high school...Army.
- tried but a letter from high school stop him from starting school in April
- looking for a job

- Needs to get GED, doesn't seem motivated. Working in Alaska May-Sept so hopefully she'll enroll when she gets back.
- air force
- He entered the Marines in November of 2011.
- Joined the Army.
- I did a technical school program during my senior year and graduated from both at the same time.
- Church mission.
- Education standards a little low.
- Church mission.
- Take a break from school, and worked on a ranch.
- I just joined the National Guard.
- Decided to join the Army National Guard.
- Going on a mission.
- Got married and had a baby.
- Is farming now.
- Wanted to get into a certain college.
- Wants to go on a mission.
- Is planning to go into the military.
- Going into the military.
- Struggled through high school.
- Not decided what wanted to do.
- I got a good paying job.
- Hoping Voc Rehab will pay for it driver's license.
- Working on going on a Mission.
- Going in spring.
- Incorrect information received from high school about college.
- Wanting to go into the Military.
- Helping the disabled for his church.
- Going on a mission.
- Gifts Program to get a job.
- Good paying job.
- Started working.

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

- Communication disorder.
- Finding a job.
- Having trouble with finding transportation.
- ADHD
- Employed no car, bus is very iffy, not getting somewhere higher above minimum wage.
- His disability.
- Just employment options, nothing for them.
- he never wanted to school
- Just that her overall level of intelligence is quite low.
- school district, had testing had difficulty with
- Not able to work due to her disability so she is applying for SSI and due to her test anxiety problem she does have extended test times in a separate room and a note taker at school.
- Knows she misses the social part of school.
- Finding work has been difficult, counting money under stress is hard for her, so a cashier job isn't good for her and there isn't a lot more out there.
- He did have some difficulty finding a job and reading still can be an issue also.
- Reading is still somewhat of a struggle for him.
- She took a CNA class in high school and then took courses at Bridgerland. Even though she had an A-, they felt her scores weren't high enough to earn her CNA certificate.

- Just trying to figure out what to do with her life, has had 3 different jobs, they don't seem to fit what she thinks she needs.
- It's been difficult to find a full time job, looking all the time.
- Disability.
- Wasn't able to find work in the area so is living out of state and working full time in construction.
- She has very, very high anxiety and she just found out she has Asperger's Syndrome.
- She's had some difficulties with her mental state, very emotional. She had to quit the program she was in but is now enrolled in a different program.
- Finding a job.
- Transportation and money for school are issues. She had a job but was laid off and it's been difficult to find another one.
- Mental disability prevents him from being employed and going on to school.
- Depression has been her main issue.
- Has several learning disabilities.
- No jobs available.
- Learning disability prevents him from getting a job.
- Company has slowed down and only gives 40 hours.
- Finding a job.
- Finding a job very difficult.
- Cost to go on to school is very expensive.
- Attention deficient.
- Finding a job and the cost of school.
- Has not been able to take college level courses as yet.
- He has always had to work twice as hard but he does it, needs a little extra instruction to complete a job.
- Hours are different.
- Without support could not be able to attend college. Trying to find a job at this time.
- Still being a teenager and has much immaturity.
- Finding a job. Passing the entrance exams for further education.
- planning for more education
- Health issue kept out of work for two months.
- Comprehension very slow. Does quite well with her employment.
- Needed private tutors in college.
- Lack of money to finish school is biggest issue.
- Really hard to attend college and work at same time.
- Transposes number.
- Tried to 4 year school but could not get sufficient funds.
- no free time
- finding a job
- Main issue is level of maturity, needs to learn responsibilities Re: work etc.
- mental disability- hard to find job
- traumatic brain injury
- Had problems with the class-teacher did not follow program.
- Cost factor.
- Bad economy makes it difficult to find work.
- Mother completed survey. VR caused a lot of problems, told him he shouldn't go to college, not qualified. Ended up talking to another counselor, he is attending and doing fine. Feels it impeded his progress first semester though. They did end up helping out financially but it was a very bad experience.
- Finding a job.
- Can't keep a job. Dislikes every job. Has a very impaired ability of understanding.
- Has a learning disability requires a one on one person.
- Paying for college.
- Lack of experience.
- He has ADD and had a very difficult time in college and did not pass all the classes he took.

- Has a hard time with Math.
- Just the problem being away at school, she does better at home.
- Did have problems finding a job initially but has now completed her CNA training and recently found a job in that field.
- Did have a struggle finding a job when she came back home from school for the summer, but otherwise everything is fine.
- Needs to find another job, worked at a daycare with a family member but it didn't work out. She feels inadequate and then gets frustrated so just needs more confidence.
- Mostly his attitude; worked a job for 9 months and quit. He didn't qualify for school so that was a letdown for him and now doesn't seem to want to listen to anyone.
- Transportation has been somewhat of an issue.
- It did take a while to find a job that was longer term. He did a lot of temp work first but has now been at this job since February.
- Finding work, trying to train for something.
- He's a Dad now so a lot of responsibility. Also, he is on SSI and was told by someone that if he worked he would lose his benefits, insurance etc. Has recently found out that's not true so is hoping to find a job soon. Transportation has been an issue also, so he hasn't been able to go on and get his GED.
- Gets a little upset when he does not accomplish a task, forgets what to do.
- Money for continuing education.
- Heart condition and lung condition not able to lift over 10 pounds and is very mentally challenged. Gets very frustrated when he cannot do certain things.
- disability
- She is dyslexic.
- She is dyslexic, has a difficult reading and comprehension.
- Reading Problems.
- Great difficulty finding a job and do not have the money to go on to school.
- Very hesitant to register and commit to classes.
- Having trouble finding a school that will accept his skills and decide what he wants to do.
- Transportation difficulties, classroom environment being uncomfortable, access to some of the classrooms, parking, and lack of tutoring services at his college.
- Finding a job, part time.
- Finding a job.
- Has trouble with reading, very difficult for him to go on to school.
- Would like a better paying job.
- Finding the right school.
- Coworkers that are not cooperating.
- Needs to know how the world kicks her around.
- Finding a job was difficult at first. He has been working now since February.
- They also have a tutor for her now for everyday activities. She's on a very gradual incline in her development, but does need constant supervision.
- Her mental illness issue has not been good, has no idea where she is living right now.
- Just trying to find full time work so he can then go on a mission.
- Her disability has been an obstacle; she is working on her social and fine motor skills so school isn't a good fit for her right now.
- Just her Dyslexia.
- light assembly work only
- lack of transportation
- Drugs in school (college). Hard to find work even now I'm off drugs.
- disability problems
- Some problem with work relationships.
- Family obligations; had a child.
- Was run over by a car.
- School did not prepare me very well for real world experience.

- Working part time is strenuous on his financial budget, looking for a full time position that would help his finances.
- Money problems for school. No job opportunities.
- Health problems prevent her from employment and further school at this time.
- learning disability
- Finding a job, lack of qualifications. Working with a job coach.
- Transportation hardest part.
- Did have trouble finding a job, had been laid off and now working again since April. Going back to school in fall for heavy machinery operator course.
- Learning disabilities
- Quite heavy, could use more things to do, needs to get out more. Does do some service at church twice a week but needs more activity.
- Learning disabilities.
- His disability has been an issue; he is working with VR to hopefully help him.
- economy of work
- Visually impaired, only peripheral vision so that makes things difficult.
- Finding a job has been hard because she lives some distance from town where most jobs are and transportation is an issue.
- hasn't tried to be employed, because of disabilities
- Finding a job has been extremely hard.
- learned disabilities problems writing
- Getting good grades while also working was difficult. She worked 10-12 hours per week, sometimes more and her grades suffered a bit.
- refused to answer
- since leaving high school has had medical issues
- Thinks he's just afraid to go on to school, afraid of the unknown. Change/transition is difficult for him, may go back in spring.
- His problem with dyslexia is ongoing so that's been his biggest difficulty.
- Money for school is an issue.
- reading skills
- Disability prevents it.
- has to have a full time job coach
- accident-brain injury
- his reading skills is at second grade level and trying to get GED
- Finding a program that would fit her needs has been difficult. It is also hard to find a position for her or even some job options.
- just did not like high school
- Living arrangements failed. Grandfather died.
- Did take over a year to find a job, didn't have any experience. Has worked with VR for over a year, now has a job coach so hoping to find something with more hours.
- She has ADHD or high functioning autism.
- Trouble with money before going to school.
- Struggling with money.
- Flexibility of schedule.
- Finding funding to pay for police academy.
- high functioning autism
- Hard to find work.
- He is totally dependent on care by others and has medical disabilities also.
- lack of motivation
- Cost of school.
- Finding a job with his disabilities.
- pregnancy
- Has ADHD and has difficulty with that. She is given special consideration on tests, notes etc.

- Finds it very hard to keep a job. Has trouble paying attention and following instructions. Had difficulty with his schedule.
- Disabled and intellectually handicapped.
- Lost his job due to a mistake made in the shipping and receiving department. Looking for a job at present.
- Finding a job.
- Does not like to be told what to do or work faster.
- Working with Voc Rehab to help with finding a good full time job.
- Autistic and cannot work, presently in a program that is trying to help him do some kind of work.
- Has a learning disability and has a difficult time with school.
- Just pregnancy.
- Attending school.
- Language and writing sometimes still a problem.
- Kind of slow, able to talk to people.
- Has autism- on meds- worked to 6th grade level.
- He didn't get into the MA program in time. It was full by the time he got around to it.
- not having a job
- ADD, but needs to take the medicine
- person states does not work or go to school
- Study
- just finding a program that will accommodate is disability
- learning disabilities, difficulty filling out an applications
- He has a hard time keeping a job, just not responsible.
- Finding a better paying job.
- Did lose her job, disability related. She and her parents are looking into pursuing the situation. It was a bad experience for her.
- Had worked fulltime for 5+ months but had boyfriend issues, now pregnant, so there are financial concerns as well as the fact she's not working.
- No motivation. He quit school and then was all set to go on a mission and backed out at the last minute.
- She sometimes has problems getting along with people, can get somewhat stressed.
- lack of communication from the high schools
- He had wanted to go into the military but due to his disability he didn't qualify, he felt pretty bad about that.
- Finding a job has been difficult, was working part time for about 8 months.
- learning disabilities
- Can't find a good job. Wants to enter a vocational school.
- The plumber job he has is perfect for his ADHD problem and fits him very well and he is being very successful at it.
- Trying to pass a test found school very difficult.
- Struggling for good grades
- Learning disabilities and cannot understand some of the questions she is being asked.
- Does have learning disabilities has trouble with class testing.
- hard to find job
- had problems learning new projects due ADHD
- Still have problems with reading & writing due to disability.
- Autistic person
- Between jobs right now due to having some issues with the law. It makes finding a job very difficult.
- Was in a motorcycle accident shortly after graduation, had a brain injury so still not able to drive.
- Hard to find job.
- money for school
- His disability in general is difficult.
- Test taking anxiety. Needs special help and extra time when taking tests.
- It's been hard for him to find a job.
- Has many family issues and hardships.
- Asperger's syndrome
- Testing was very difficult for him.

- Finding jobs has been hard.
- Has a learning disability and also a hearing disability and having trouble finding a full time job.
- Need more than a high school degree....must go on to school.
- Having trouble finding another job, most companies want experience and she does not have experience.
- Her learning disability; has a reading level of 3rd grade and want to work with Vocational Rehab.
- Student is bipolar and has many difficulties with life.
- Finding a good job.
- Finding employment.
- Trouble finding a job, just graduated from CNA.
- He has some anxiety, hard time remembering things.
- Having no experience deters him from getting jobs.
- Being nonverbal communication is a big problem but other than that he does pretty good considering his disability.
- Income is very low and transportation is very expensive.
- His Dyslexia is an ongoing problem.
- Has a learning disability and speaks very broken.
- Finding a job has been hard.
- His disability makes work and school difficult; he has just been accepted at an Autistic school.
- Finding a job and integrating into the college environment has been difficult. He's only working temp jobs right now.
- Commitment & motivation.
- Doesn't have much interest in processing, only works part time right now. Doesn't seem to understand the importance of earning and saving some money for school.
- Am depressed and going to counseling.
- Likes to work.
- Trying to find a job.
- Emotional outbursts, hard time learning.
- Money is an issue.
- Slow writer has difficulty taking notes.
- special needs
- Job experiences the lack of.
- Had trouble finding a job lacks incentive.
- tough job market, learning difficulties
- No short term memory finds things very difficult to do.
- Hard to balance work and other activities.
- His IEP was not updated
- Has learning disabilities.
- Minimal difficulties, working my way up step by step.
- hard time with reading
- Needs training.
- Financial issues.
- He feels there are no jobs out there that help him get experience and needs special help to find a good job.
- Finding a job was difficult, so she gave violin lessons.
- Sometime anxiety kicks in and she has a few problems with work and school.
- Student is disorganized, very intelligent. Has seizures and this makes a difficult work situation.
- His job now does not provide steady work at present.
- Dyslexia problem affects him very much at work and attending post-secondary school.
- Boss does not have confidence in her and therefore makes her job a little difficult.
- She has trouble keeping a job.
- She has had job coaches thru Parc Services and has not been able to get her any employment.
- Jobs he had were only temporary and is still looking for good full time job.
- Disabilities prevent her from getting a job/or schooling
- Tired.
- Language disability does affect some things.
- Learning disabilities.

- Also autistic in addition to Downs Syndrome.
- Social skills being around other workers, understanding the expectations of employer.
- He has Cystic Fibrosis, so manual labor jobs not the best for him.
- Finding work has been hard, did work at Little Caesar's but will be going on a mission soon for 2 yrs.
- Way harder than high school.
- Academic-focusing.
- Sleep all day, I had problems attending class.
- His seizures are still a problem.
- Frustrations and homework stress and coworkers relationships are hard some times.
- Having trouble finding a job.
- Had personal problems.
- Finding enough money to go on to school is a very difficult problem.
- Finding a good job.
- Financial issues.
- Having trouble paying her car payment.
- Needs time to get things organized...has been helping his family at this time.
- Transportation.
- Finding a job that suits her abilities.
- Had a hard time finding a job.
- My medical, I have seizures, prevents me from getting jobs at most places.
- He has disabilities can't read or drive.
- Being able to communicate to keep his job.
- Mainly her mental problems; does not have the skill set for good employment.
- Keeping a job, for three months, but changing jobs quite often.
- Financial problems at present. His ADHD limits him in the working world.
- Finding a job. Has ADHD and has a hard time concentrating.
- Having difficulty finding a job.
- Transportation can be a problem.
- Looking for a job.
- Physical disabilities prevent her from employment and further school.
- Communication difficulties. Has Down's syndrome and finds it very difficult to speak.
- No one wanted to hire a teenager.
- Learning disabilities.
- Still struggles with reading.
- At present working with a job coach, only can work 15 hours.
- Is having a difficulty finding a job.
- It took quite a while to find a job, the one he has was found through Vocational Rehab. His Autism is his biggest hindrance in his life.
- Has trouble hearing, and concentration.
- Finding a good job.
- Finding a job had very much difficulty with Vocational Rehabilitation finding a job for Joshua. Needs extra help to find a job!!!
- Disability prevents her from working.
- Finding a job that was suitable for him. Have many disabilities that affect his abilities to get a job.
- Tyler has ADHD and learning disabilities and has a hard time testing. He is afraid of testing.
- Unable to find a job....needs help.
- Not understand what they mean how to do it.
- Has dyslexia and only has a part time job....Vocation Rehab was not helpful in helping him find a job.
- Math in college.
- Unable to find a good job.
- She does not understand the job and therefore cannot keep a job.
- Bipolar and finds it very hard to proceed and continue.
- Poor social skills; has a hard time getting along with other people.

- Trouble finding a job and wants to get on disability.
- Needs help finding a job...Vocational Rehabilitation needs to contact him...has a very difficult time reading.
- Suffers from mood disorders and has trouble with many instances.
- She finds it difficult to work and do school at the same time.
- Having trouble finding a job and is now testing to go into the military.
- Megan is non-verbal; she has the mentality of a 2 yr. old.
- His social skills are lacking.
- Hard time finding a job.
- Finding a job that that would be ok for him...has a job coach he is working with at present.
- Unable to find a job.
- Finding a job that he can make enough money to go on to school.
- Severely disabled and cannot work or do any additional schooling. Had a stroke recently and is very disabled.
- Does not drive yet and they are working on it...she has anxiety which affects her sometimes.
- Finding a job very difficult.
- Disabled and cannot work or attend additional school. Working with the DSPD.
- Out of his routine.
- Too difficult for him to work has anger issues working with vocational rehabilitation
- Laid off at present, looking for another job, need money for school.
- Has ADHD and suffers from depression.
- Finding a job. Plans to go to school after his mission.
- Has a lot of difficulty and is allergic to many things.
- Has trouble broadening his horizons at his present job...very little advancement.
- Hours get in the way.
- Has difficulty with tests.
- She has the mentality of a 3yr old and has limited motor skills.
- Health issues have prevented her from working.
- Finding a job.
- Looking for a job, working with vocational rehab at present.
- Bryan struggled thru school but stayed the course and graduated.

23. 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?

- She had a great teacher and she received a certificate in carpentry.
- Good teachers that worked with her and inspired her. Guardian stated that there should be a program that gives assistance for students to get financial aid for them to continue their education. The cost of college is very hard for students to accomplish.
- Mainstreaming worked well with other student.
- Teachers were very helpful, was a student aid.
- Two teachers helped with her life skills, were very encouraging.
- Wrestling helped him to push himself.
- Athletics really helped him with his life skill, and the cooking trade also helped him.
- Her family helped her get thru school.
- Allot of extra help and extra time to do her work. Not only teachers but other people also helped. She had a great school environment it was like a family, people were very friendly.
- Math and psychology favorite classes.
- Sports increase self-confidence.
- Construction class.
- Art classes were favorite classes.
- Just to graduate high school, had teacher and students that supported me.
- I graduated.
- I met really nice teachers and seminary was my favorite thing.
- Good teachers.
- History was favorite class.

- Playing on a sports team, being patient and working hard.
- Leadership courses I really enjoyed and enjoyed a lot.
- I graduated.
- Phy ed and basketball.
- He learned how to read.
- The interaction with teachers working with them on better grade.
- Wood shop was his favorite class.
- High school sports.
- Metal shop.
- his English/ math teacher
- Making friends and passing all my classes.
- The people who worked with him, he realized he could succeed. He felt good about himself.
- The early graduation opportunity, that's what helped him out. Things are much better for him now that he's out of school, he's really flourished.
- Did have some teachers who were very helpful and encouraging to him.
- One teacher in particular was very helpful to him; she was his special ed instructor all through high school.
- She enjoyed the drama and FAA courses all which were helpful to her as well as all the teachers, everyone was great!
- became a father made him grow up made take responsibility
- The socialization is wonderful and the staff support excellent. They kept her clean, safe and disciplined.
- got out of high school early/ completed program
- Mother completed survey. His resource teachers were all very encouraging, the programs were all good and he enjoyed his ag and shop classes.
- Her English class was very helpful to her as far as preparing her for college, specifically her test anxiety and getting ready for the SAT's.
- She enjoyed swimming, not able to think of anything else.
- Mother completed survey. The Post High teacher was excellent in helping her.
- The Study Skills teachers were very good, helped her catch up with all her homework, not just their class.
- A few of her teachers were able to get her to come out of her shell, one was a resource teacher (reading/math) and the other was her algebra and geometry teacher.
- Participated in FFA which really helped him. (He works part time on a farm as well as his other job) Also, the consumer math class he took has been very helpful.
- Enjoyed his wood working class and a couple of teachers were especially helpful as well.
- finishing high school help him attain goals
- Mother completed survey for him. There was a teacher who brought him from a 2.6 reading level to over a 9 over his 3 years of high school, she did a tremendous job.
- Mother completed survey. Knows she really liked being a peer tutor, helping disabled students.
- Father completed survey. Just a couple of teachers that were more personable, emotionally uplifting to her. She's lacking that type of network now; it's been a struggle for her. They do keep trying to encourage her.
- Father completed survey, knows he really liked his computer classes and there was a counselor that was pretty involved with his learning disorder.
- Mother completed survey. Knows she loved her resource classes and teachers, they put a lot of effort into helping the students. Without them she wouldn't have been able to accomplish anything.
- Very good experience with his teachers builds his confidence.
- Mother completed survey. It was difficult getting him through school; he got involved with wrestling which was good for him. Also, she feels the best person for him during high school was the Vice Principal, she helped him a lot.
- Student refused survey, father completed it for him. Knows he liked his welding class.
- Father completed survey. Nothing stands out.
- She enjoyed her study skills class, it was very helpful and she also really liked her English and psychology classes.
- She enjoyed her technical classes, especially woodworking.
- Swimming class.
- Nursing classes were very good.
- Shop and science really helped him in school.

- Enjoyed her Pottery, Creative Writing, FFA and Culinary Arts classes and did feel the teachers and counselors were supportive.
- Advisor that helped with class work.
- Welding.
- Community college was free and understanding during high school.
- She did not like school or the teachers. It was a tough 4 years again due to her depression.
- Graduated!! She had an IEP that really helped her.
- Took welding class.
- Being with the basketball team really helped.
- Football.
- Positive influence from teachers, especially special ed. teacher.
- Need her diploma to get into beauty school...she did not graduate.
- Teachers were very good in Iron County.
- Being in sports and the coach was a great influence on him.
- She had a structure that helped her graduate.
- School was good for him.
- English teacher really helped him to learn a lot.
- Had a struggle in high school.
- The way they worked with him.
- His resource teacher was excellent and helped him graduate.
- I loved Math.
- His resource teachers were excellent they made the difference in him graduating.
- Wrestling helped to push himself.
- All her teachers were very supportive and helpful.
- Singing group helped him while he was in high school.
- The tech center helped him graduate.
- Choir helped her reach her graduation.
- Seminary teacher was excellent. Carpentry class loved and had an excellent teacher.
- Great teachers helped the CTE program really helped.
- graduated w/3.5
- Student government group helped with leadership and communication skills.
- Teacher at Hillcrest was very instrumental in resources for support. Needs life skills support.
- Reading scores were very low and needed extra help and did not get enough help.
- sports
- Went to school every day and was very prompt.
- C Tech for welding.
- Her IEP counselor kept her on track and was supportive to reach her graduation goals.
- Very supportive teachers.
- Excellent support from teachers and resources.
- Had a teacher that helped her with classes and home work.
- All teachers were excellent.
- Mentoring by teachers.
- He really loved AG classes.
- Teachers.
- Instrumental in printing his card game.
- I did a part-time student teaching at elementary school, wanted to be a kindergarten teacher.
- I did a lot of peer tutor stuff.
- Job training.
- Socializing with others.
- Athletic involvement helped keep him focused.
- Good teachers taught good time management.
- he graduated was his goal
- drama club art programs

- Working in a bike in shop, petal. PE Program.
- The Tech Center and Skills USA.
- Had a lot of help with life skills. Teachers were great and supportive. Her favorite class was Seminary.
- autism cluster
- Just having really good teachers who helped her pass all her classes.
- student government
- He had to work hard to get good grades and if he works hard it does pay off.
- Abilities to attain the services for getting a job she like to do.
- Likes the "Sports" had the personality to succeed. Good role model.
- Favorite class, Investigative Science.
- Science, interior design was my favorite classes.
- His English teacher junior year was very good and his CTEC technical teacher senior year really believed in him and pushed him forward. Knows he enjoyed the computer classes he took as well as history and science. Also, he got to go to a technical high school half days which he really enjoyed.
- TSA, Technical and Science Association had programs that helped to learn
- Auto shop and all his shop classes were good, the teachers were very good.
- His Counselors were excellent and helped him considerably.
- Counselors were excellent. Henderson was excellent.
- He had a very good attitude.
- Had two good teachers.
- Good teachers in his school.
- He was part of Track and he received a scholarship. Had AP sculpting that has helped him take a side interest in college. The school staff helped him outline his responsibilities and keep him on track to graduate.
- Excellent experience with the resource director and his English teacher.
- He had some really good supportive teachers at Delta High School that helped him extensively to graduate.
- Going to the tech center was very positive.
- arts teacher helped with reaching goals and other teacher
- gym class
- people skills
- photography, ballroom dancing
- had great teachers help him learn better
- study groups help for testing
- She was on the softball team, did very well; was recognized for it, which gave her some confidence.
- Mother completed survey, said she really struggled a lot in high school, just to exist in that environment was all she could handle, so nothing really stands out.
- Father completed survey, knows he really enjoyed his music classes.
- She was on the Lacrosse team and took a lot of art courses, both she really enjoyed. She is pursuing art in school so knows now how important her classes were.
- Mother completed survey. Knows she liked some of her teachers, they were good for the most part.
- He took welding classes through BATC while in high school which has a very good decision. He has been working as a welder since leaving school.
- His Aunt/Guardian while in school completed survey. She knows he really liked the arts, also enjoyed a construction class he took.
- Father completed survey, knows FFA classes was very helpful to him.
- He liked Algebra, nothing else came to mind.
- He liked his humanities, history and ceramics classes. The ceramics class teacher is the one he feels helped him the most through his high school years.
- Mother completed survey, student not able to. She said it was a positive experience for him.
- Playing sports.
- His English class was helpful, the teacher was very good.
- Counselor was very helpful to him; she made sure that he did not fall behind. The special ed. program needs to make sure that the students are responsible for their assignments; the parent thinks that the teachers must make the students become more accountable.

- Special Ed program-Counselor helped him choose the classes that were beneficial for him to go to college.
- Nothing at this time
- Coaches on the job helped him learn how to work with his limitations.
- liked going to school
- Learning to work with people and how to study.
- Had two amazing teachers that helped her graduated and motivated her.
- Sports they made me really active to get out and do more things.
- She had two wonderful teachers and she was cheerleader that really motivated her to achieve graduation.
- Having taken the right classes, going to Heritage Hill for two hours during my senior year.
- Sports was a positive thing.
- Graduated from high school and teachers helped him complete the program.
- Band program.
- Helping disabled kids down at the other school.
- Nothing was positive about high school life.
- Sports.
- My Language Arts class was my favorite class.
- Closest friend helped to certain extent achieve some of his goals.
- history classes
- Working hard and dedication.
- He had a favorite baseball coach and him as a teacher.
- Autism teacher was very helpful.
- His teacher at Hillcrest was very involved and helped him stay on track to graduate.
- Teachers and students reaching out to him helped him graduate.
- Football team made him bring his grades up. Vocational counselor was amazing.
- In his senior year he learned to be a leader.
- Good friends.
- Some teachers really encouraged him.
- Had a lot of good teachers, encouraged him.
- Volunteering at the county library.
- Jordan school did a great job with Bryan through all the grades and really helped him graduate.
- IEP program helped her a lot.
- Learned a lot about machinery motors and cars.
- Work harder to graduate.
- High school was an eye opener and really helped him to realize what he was good at especially theater and acting.
- Barbara was an exceptional teacher that mentored her.
- Feels his resource classes helped him graduate.
- The influence of a teacher his senior year.
- Mother completed survey, said actually, he hated every minute of school so unable to think of anything.
- He enjoyed his resource class throughout high school. Also, the principle was good to him.
- He enjoyed his botany class senior year, the teacher was very good and also his counselor.
- He did enjoy his welding class junior year. Feels Sky View High could use a lot of improvement, not a lot of direction given by teachers or the administration.
- He enjoyed woodshop and his principal was very helpful to him.
- She did some vocational training, knows she enjoyed that.
- Her peer tutors were very good as well as her physical education classes. She was very well loved and accepted by all her teachers and learned some useful skills.
- Her high school psychologist was very good to her. Overall it was a tough situation, she was expelled at 16 and they had to fight to get her back in.
- He really enjoyed the Rodeo Club he was involved with and his welding classes.
- Enjoyed Research class and her teachers were helpful to her.
- Mother completed survey. Knows he did like his Light & Sound class.
- She liked all of her reading classes and liked her math teacher.
- organization skills

- Her counselor and her speech therapist were both very helpful to her throughout high school.
- to have friends
- American foreign language
- photography class
- Got involved in theater and became an officer and kept her grades up.
- She enjoyed English classes and her math and history teachers were both very helpful to her.
- Parents helped her to graduate with their encouragement.
- High school was very positive and received much help from teachers.
- wrestling
- Sports and vocational classes.
- The classes helped me to see what I wanted in the future.
- lacrosse team
- Athletics.
- Got the Copper service award for serving many hours of community service.
- this was a high school for special needs students
- The transfer to a better school was very helpful.
- Baseball.
- Helped where I want to be.
- Had excellent teacher; other school lacked academic support.
- Help coach on basketball team.
- I got my diploma.
- Receiving his diploma.
- Enrolled in the part-time technical college program in high school.
- graphic design class
- Enjoyed his resource English class, the teacher was very good.
- She did tutoring with handicapped children.
- Mother completed survey, student not able to. He had lots of good teachers; the students were good to him also, so all around it was a good experience for him.
- Teacher help.
- He enjoyed both shop and dance and there was one special ed teacher in particular who was especially helpful to him.
- ROTC
- teachers really cared
- The band program at both his schools was very good for him; he received a lot of encouragement. Also, he played Goal ball, a sport for the visually impaired. He was on the junior national's team and they took first place, so it was very rewarding for him. The peer interaction with that and also track really helped him.
- His 11th grade English teacher was very helpful to him, he enjoyed wrestling and he had a counselor who was also very good.
- She enjoyed her guitar class but some of the other classes she took that she thought she'd enjoy she didn't, didn't feel the teacher helped her. Did like all her resource classes (math, English and history etc.)
- Had a few teachers who pulled him through, his English and art teachers.
- He had great teachers, very encouraging. The Welding program senior year was especially helpful to him regarding self-esteem.
- Overall high school was fine, just nothing in particular stands out.
- learning about photography
- his learning disabilities he over came
- A teacher really helped her realize her potential and her abilities. Is now looking at what schools/classes to attend.
- working as a tutor helped
- She really enjoyed the Production/Drama classes she took junior and senior year, also choir and orchestra, however, looking back she realizes she didn't take any classes that prepared her for college.
- refused to answer
- Rodeo helped him a lot, the school needs to recognize it more. He was also involved in wrestling and his Woods and Engineering Design class teachers were absolutely wonderful.

- just staying on tack in school, school programs career type programs
- He really enjoyed his architecture classes both junior and senior year. He likes computer activities and designing things.
- He did enjoy the robotics classes.
- FFA was very helpful; she was an officer, so taught her fundraising etc.
- Better environment, better friends than in junior high.
- Her Special Ed teachers throughout high school were great, without them she never would have graduated.
- He had a studies skills class in junior high which was especially helpful to him in learning to focus.
- tutoring for handicapped kids
- swim team
- Socializing with regular school.
- Resource class.
- opportunity for job samplings
- math class
- a special needs teacher, Special Olympics
- study skills classes, got the right IEP so that was placed in the right classes because of his disabilities
- She took a child development class that she really liked. She also took food prep class that has helped her be independent. Amber really liked doing cheerleading and it made her more social and not as afraid of big groups of people.
- welding class
- His counselor in high school was extremely amazing, went above and beyond. He loved his art, English and seminary classes.
- He enjoyed his auto shop classes.
- Music-bagpipe band.
- Her teachers encouraged her and feels the child development and teen living classes she took were very helpful.
- The vocational trade school classes he took his senior year were very, very helpful to him.
- just technical, trades jobs
- Most of high school was fine, really enjoyed choir and the sign language class she took.
- teachers, aids helping with her disabilities
- had wonderful teachers
- Music and Choir positive force for her in high school. She is studying to be a choir teacher when she graduates.
- Financial class.
- theater class
- Got his butt in gear went from grade point average from 1.25 to 3. Also brand help.
- Good teachers.
- She graduated.
- Pre-police training
- book club-she wants to be an author
- social skills
- Being able to receive extra help helped her gain confidence. Teachers need to treat the students with disabilities with respect for what they can do and not baby them.
- Vocational Auto was a good class for him.
- Interaction and care that he received from the teachers and aids was a very positive experience for him.
- His homeroom teacher was very consistent and helped him graduate....being part of the stage crew helped him also.
- They helped me get anywhere.
- nonsocial interaction
- That she graduated.
- Had a lot of home development projects. Played guitar and sang.
- Allot of one on one time with your teachers.
- He liked the Welding Shop.
- English classes
- The high school helped her to stay focused.
- She was really encouraged to go to college. The IEP counselor helped her realize her potential.

- The teachers were helpful in attaining his goals, reading class and worked with kids with disabilities.
- He liked ballroom dancing that kept him going to school. Had friends that helped get through school.
- Very friendly person.
- Teachers were very good. Sports helped him graduate.
- Counselor at school really coached him to keep going to graduate and encouraged many of the special needs students to succeed.
- Had a really good teacher for multimedia, counselors helped her graduate.
- Her social skills were improved.
- Receiving medical assisting class helped him to find a career that he would like to pursue.
- Special education programs helped her graduate.
- Special Ed teacher was incredible very wonderful. Ballroom dance teachers helped him. He TA for the ballroom dance. He was a manager of the high school basketball team.
- Just wanted to graduate.
- Teachers and counselors were very helpful in helping Ryan graduate.
- He was in the special learning program and that really helped graduate.
- Football coach and math teacher helped him realize that he could graduate.
- Working with computers and learning several programs has helped her in her present job.
- Her classes that focused on her weaknesses helped her to graduate.
- Color guard for year and half helped her with confidence.
- The Gear-Up program really helped with her homework, therefore she graduated.
- I decided what I wanted to be in high school.
- Social, happy and had fun going to school activities; she likes people.
- Homework class was fun class.
- The teachers helped me out a lot.
- Welding.
- Special Ed program was a benefit to him.
- Part of National Honor Society, being a Sterling Scholar in speech and drama, in three high school plays.
- The Special Ed Administrator was very helpful and encouraging to him. Also his coaches were instrumental in helping him get through school.
- Teacher was excellent.
- Attending the classes.
- His high school experience as a whole was a positive one. He loved school.
- Learning filling out work papers to get a job.
- My teachers with the deaf school helped me a lot.
- All the teachers were really helpful.
- Theater program helped me get on a level of responsibility. Help from the staff teachers and counselors.
- I pushed myself really hard.
- mainstream classes
- welding class and football
- He had one Resource teacher in both his junior and senior years that really turned him around.
- All his teachers were very supportive and a teacher for his Resource class was absolutely fabulous!
- He just really brought himself up and graduated with good grades.
- classes in general
- teachers help with classes to understand
- had back up stating that she could do, and being organized
- his teachers taught him how to control his mind and calm down and to get him apply himself to get his school work done
- cheer leader, Getting a CNA, Got a 4.0 grade point, on the honor role
- tutoring in the counselors office, and classes, teachers
- learning basic, math and going into accounting
- just money problem
- teachers help and special ed teachers help a lot
- Teachers in general.

- Wrestling Program
- Classes at the CTI center were helpful
- just teachers help him out a lot
- more self-esteem in high school
- transferred to resource when help at a slow pace, she had a better understanding and achieved her goals and received some scholarships to go on to school
- Mother completed survey. His friends made a big difference, he developed some close friendships.
- Had really good teachers that would work around the schedule and gave him extra time for his work.
- Being on the golf team really helped her.
- Father completed survey. Nothing he could think of other than he knows his friends have always been helpful to him.
- Had a few awesome teachers and being in football was very instrumental in helping him graduate.
- Student nonverbal, Adult Service Provider completed survey. She knows he loved the school bus, it was his life.
- English teacher helped him to prepare for real life. She pushed him to his limits.
- All the teachers and counselors worked with her, didn't expect her to work things out herself.
- Teacher counselor was very instrumental in helping Jacob graduate.
- Her whole high school experience was a really big thing for her, felt a real sense of accomplishment. Raised her confidence, made her realize she can go on to school someday.
- His study group was very helpful in helping to complete his assignments and therefore achieve graduation.
- She enjoyed a child development class she took.
- He really enjoyed all his classes, he liked school.
- He did have some good teachers. His resource teacher who recently retired was especially good.
- She really liked dance class, the teacher was very good. She also took an animal class that she really enjoyed.
- She liked choir and she enjoys art.
- Horizonte high school helped in general
- He had an English teacher who was amazing, she taught a Film & Lit Review class his senior year. Knows he also enjoyed a Government/History class, the teacher was very good and got him interested in political issues.
- finding a job, teachers in general
- She enjoyed her photography and childcare classes.
- His favorite classes were all Phy Ed related, weight lifting etc. and he also enjoyed being on the football and track & field teams.
- classes in general, computer, preparation, food services
- some teachers
- teacher took the time and gave positive with Jeffrey
- help troubles in reading
- getting into college and getting scholarships
- PEA courses
- Good teachers and counselors that helped him very much.
- Coach Gifford is the wrestling coach and in charge of children with disabilities he changed Stephen's life forever he recognized what Stephen was good at and lead him in that direction.
- You must never give up....
- Athletics programs.
- Best buddies program to help her reach her goals.
- worked hard and kept herself busy
- did the plays in school
- law enforcement class
- She really liked one Resource teacher in particular, had her all through high school for her math classes.
- play dough land
- tutoring class help him attain his goals
- Had a teacher senior year that really helped him with reading and writing skills, progressed a lot that year. Also enjoyed Phy Ed.
- art classes
- when I realized I wanted to graduate

- Her teachers were all a positive influence.
- Not sure there was anything, it was a struggle all through high school, she almost didn't graduate.
- Teacher influence.
- He was involved in peer tutoring which really helped and the Resource classes he took were also very helpful.
- He really liked his Resource teacher, had her all through high school and his favorite classes were welding and weightlifting.
- gym class
- The Resource teacher she had both junior and senior years was very, very good to her, she offered a lot of support. Her favorite class was peer tutoring.
- All of his teachers at his HS were very good; he really enjoyed all of his classes there.
- The interaction with both the students and teachers was very good for him.
- ASL (American Sign Language) and seminary were my favorite classes in high school.
- The Alternative School was the best thing for her. The environment wasn't good but the teachers were great. She wouldn't have made it as far as she did without them.
- She tried her best to pass her classes. Several teachers worked with her and a counselor helped her graduate.
- Sports.
- self-confidence-alternative high
- He had a really good resource teacher.
- Counselor was very helpful to help him graduate.
- Video game club.
- He had really good friends and some teachers that really attended to his needs.
- MATC classes
- Was very happy to have graduated with all the help of his teachers.
- Football and wrestling all through school really helped him.
- The counselors persuaded him to go to college, and
- All the teachers were really good.
- Had many excellent teachers that helped her graduate.
- Had excellent teachers they kept him moving forward and encouraged to be something.
- Had 2 resource teachers that were there for her and encouraged her to graduate.
- Her resource counselor was a big help in her receiving her certificate of attendance.
- He had several wonderful teachers to do well in school and encourage him to be successful.
- The teachers tried very hard to work with Melissa.
- Being able to be part of normal classes was a positive influence on Jason to help him graduate.
- His counselor was wonderful; working with the CLC was very helpful.
- The whole experience of high school was very good for him.
- Teachers helped her very much with her reading and writing.
- He played football & rugby, enjoyed that and art class was very important to him.
- Sports made him keep up his grades so he could play.
- Graduated helped him to enlist in the Army.
- Good teachers helped him graduate.
- Teachers were very helpful.
- Being on the track team helped him to learn responsibility.
- Nothing he could think of.
- Had excellent teachers that helped her graduate.
- Criminal Justice was excellent.
- Her counselor really helped her get her class work done and therefore graduate and lead her into the CNA program.
- He liked all his classes so hard to pick a favorite.
- The resource teacher helped him succeed and graduate.
- He did have some teachers that were encouraging and some counselors that he knew really cared, which was different than the last school he attended.
- Her internship her senior year was very helpful, it was at a daycare, she is now working there.
- Some of his teachers were very encouraging and he really enjoyed Sports Marketing, Financial Literacy and PE.
- Counselor helped put her in easier classes and therefore graduate.

- Helped with sports events, it helped him stay concentrated on his school demands.
- He was really happy with all his teachers, they gave him structure, knows he enjoyed the work there.
- As a resource student they really helped him mature and guided him to graduation.
- He enjoyed Seminary class and he did have some good teachers.
- Had a good teacher.
- The resource teachers were all pretty good.
- Very active in dirt bike riding and stayed with a good group of students.
- The socialization was the best thing for him.
- Had an IEP who really helped him. He was also involved with Color Guard which helped in his focus.
- He did respect a couple of his teachers; it was a struggle to get him to graduate.
- Positive feedback from teachers.
- great teachers
- They gave her different jobs.
- Her ceramics teacher was very helpful helping her graduate.
- sports
- He did enjoy high school but not sure about favorite classes etc.
- Special education class helped her to graduate.
- Being in cheerleading kept my grades up.
- Most positive school/worked very hard.
- Had an excellent staff of teachers in his high school.
- Special Ed teachers helped to improve his reading goals.
- Good teachers and good classes.
- He had the most wonderful teacher in the world, resource teacher at the high school.
- His teachers were all very helpful.
- Landmark was an excellent school; all the teachers were able to bring out the best in him. He truly enjoyed school and still talks about it.
- He did like school, knew it was important to graduate.
- His welding teacher helped him graduate.
- confidence from school
- Wrestling program kept him out of trouble. A few teachers helped him to learn responsibility.
- All good teachers they worked really hard to help students them deal with their life challenges.
- Taking the courses that she wanted to take helped her to graduate.
- Several teachers especially his special ed. teacher helped him to keep on track and graduate.
- made lasting friendships
- did not have a positive experience in high school
- just the teacher where supportive
- She graduated because of her disabilities, and had teachers work with her
- her AP classes gave her help
- States he graduated?
- Teacher in general helped him attain his goals.
- The teachers were so willing; personal with their students gave help when needed. Support of some of the people that went there with me like friends my age.
- Helped him to plan and prioritize.
- I appreciated their help, strength is art. Trying to sell art.
- He improved.
- Tutors
- Sports.
- did football and sports theme
- Ag science class
- Choir was my favorite class.
- Communication with teachers.
- I wish I got to go to this School sooner.
- Teachers pushed above and beyond helped a lot.

- Good teachers.
- All the help and support I got from teachers and friends.
- Science favorite class.
- My social skills really helped me out when I left high school.
- Once he got to A-Tech they did the individual plan for him so he was able to get to where he needed to be.
- Rodeo is what kept him in school, it should be supported more by the schools, treated as the sport it is. It teaches responsibility and team work just like any other sport. Also, the 2 Ag teachers were wonderful and deserve recognition.
- Softball was very good for her, learning teamwork.
- He was very interested his 9th grade year and was not able to be in mainstream classes because he was in assisted living b/c of his disability. There was one history teacher who was able to get him in her mainstream history class. She believed in him and could see that he was really passionate about history. Because of that experience and her believing in him, he later went on to other mainstream classes with limited resource room. It was all because this teacher believed in him that he began believing in himself.
- Really didn't love or enjoy high school so not able to think of anything.
- He does not have anything positive to say about high school. Class sizes were too large he was quiet and just got lost and the teachers were too busy.
- He enjoyed sports, his teachers and counselors were there for him and he especially enjoyed his PE & Sports Marketing classes.
- AP Music class was helpful and her orchestra teacher was great. Wishes she had taken a study skills course.
- His involvement with sports really helped him and the Math Lab was very beneficial.
- She really enjoyed her cooking class, the teacher was great.
- Friends and parents helped with encouragement and assistance to complete credits to graduate.
- She enjoyed the welding class she took her junior year.
- High School was wonderful the children were more mature. Band helped him to like school and really had many wonderful experiences that helped him in is adult growth process.
- High school was very good for him and the help of friends and teachers; was very successful for him to graduate.
- The school did not recognize his dyslexia problem and therefore did not receive the proper assistance he needed. School was very difficult for him and does not have a very good opinion of the school.
- She had several good teachers that helped her graduate.
- Musicals that she was in were a positive influence on her.
- She did not receive the proper attention by the school and was pushed thru school and therefore is having a very difficult time with employment and continuing education.
- Good teachers helped her graduate.
- He had a lot of help with his ADHD. Learned more at Star more than Layton High.
- She enjoyed being at school with other kids/social activity.
- Shop classes help him to get the job he has presently.
- Had very good teachers and received a lot of help in order for him to graduate.
- He had an excellent counselor that helped him very much.
- Had a few good teachers that helped her with her classes.
- Good teachers, teaching you how to work.
- Liked how the school is important and not hand education on a silver platter.
- I made my life goal in high school.
- Good teachers that helped her graduate.
- Teachers were very helpful and were very accommodating and the Resource teachers were excellent also, she stated she had no complaints with any of the school staff.
- A teacher worked well with her and therefore she was successful in graduating.
- Building a testimony in his faith.
- The classes and involvement with other students was great, but did have problems with a teacher.
- One of the Vice Principals was very helpful to him.
- Certain teachers really made a difference. Film Literature, Drama and History were classes she really enjoyed.
- Did take some medical related classes which have helped her in school now.
- Choir was a good influence.

- Opportunity to explore vocational training things.
- He enjoyed his Ballroom class and feels his science and language classes were most helpful to him.
- American Fort marching band taught him a lot.
- His advisor was awesome; he wouldn't have graduated without her help and encouragement. His favorite class was a home building type class, he really enjoyed it.
- They gave him extra help with his classes.
- I went to East Shore for classes I failed, helped me in graduating.
- English was helpful and she feels her Math, Government and most senior year classes prepared her for college.
- Being on the baseball team helped him a lot and overall the teachers were supportive, it was a good experience.
- He had a good experience in high school; he originally planned on going on to school but then decided on the military. School was good for him, he really enjoyed it.
- A former teacher who allowed him to sit in on her class helped him a lot. She pushed him to ask questions, complete assignments and get things done.
- School made him be more of a social person, helped him decide on a career focus also.
- He found his love of photography.
- Classes I did.
- I had more help in high school than in college.
- Stay focused.
- One teacher was positive person in the school.
- His teachers and peers.
- Study skills.
- He was very good at athletics, very skilled at farming.
- I had good teachers.
- He enjoyed auto mechanics, now living with a parent again so will hopefully pursue that.
- Some of the teachers were very helpful.
- Drama, art class and gym were the only ones I liked.
- Had a high school counselor and several teachers and principle that helped her very much. Basketball manager position was very helpful with social skills and enjoying her senior year.
- Had a hearing specialist who was very helpful to her, a very good advocate for her. Liked her English classes very much also.
- Had a tutor that helped with her work and tests.
- Auto shop and auto shop teacher were the best things about high school for him.
- Many teachers were very good.
- Your teachers.
- The dance team was the highlight of her high school experience and helped her to graduate.
- Many good teachers that helped her to graduate.
- Wants to be a musician and learned a lot in the music classes.
- Resource teacher was very helpful and helped him graduate.
- Day care class was very interesting and helpful.
- Student government involvement.
- All the schools that he went to never helped him. They put him in resource classes and did not help him. He had no good things about the resource teachers and felt they hurt him more than helped him.
- Support of my family.
- English was favorite class.
- Her experiences she had in her Ag classes.
- I graduated.
- The program, which was new and buddy program, helped him make it through high school.
- He was in program that special ed. program to help him graduate.
- He joined the track team, helped him branch out and make some friends.
- Sports really helped me. I did rodeo.
- I took college Physics and Chemistry.
- Wood shop favorite class.
- good education in helping with his education/ computer tech class

- Resource worker and social worker help her complete high school. These people help her not to fail.
- Her special ed. teacher throughout high school was especially helpful and encouraging.
- He liked wood shop then he used these skills. Welding used skills. Study class helped him get thru high school.
- Wrestler helped him to bear down and do hard things. When things got hard he did not quit.
- Strive for what you want.
- CNA Class, teachers help him attain his goals.
- Her special education teacher-supportive, helped her become more mainstreamed.
- Getting into the resource program.
- I had a wonderful teacher that helped me test out of Resources.
- Got a letter in drafting.
- He had positive teachers, drama, swimming actives.
- FFA class was my favorite class.
- Had a teacher who rode his butt to get him to graduate.
- Helped her a lot socially.
- History was my favorite class in high school.
- Good teacher in history and help Adam attain his goals.
- Had teacher that helped with his goals.
- Animal science was my favorite class in high school.
- He had several good teachers who helped him a lot.
- History teacher helped him to graduate.
- Good friends helped him stay in school and was bullied quite frequently. Several teachers were very helpful in helping him graduate.
- Extra help to graduate....teachers were excellent.
- First school was not beneficial. Second school did a better job at helping him graduate.
- Some good teachers.
- Received a lot help from the teachers.
- Mentor program that assisted her was excellent.
- Doing the high school plumbing classes that lead him to a career that he is pursuing now as a certified plumber.
- He loved speech therapy and loved the work programs.
- Good teachers helped him to graduate.
- Had go teachers and he learned that if he puts in the time he will attain his goals.
- Got photography certificate, certificate skills in high school.
- He really started to enjoy reading in high school, his English teacher sophomore and junior years was instrumental in that. Also, his physics teacher senior year was a very good teacher, let him advance at his own pace, and respected his disability.
- Had good friends in high school, teachers and counselors patient help.
- He met the girl he is with.
- Had a very good counselor.
- The resource program at high school.
- I had some good teachers who helped me a lot.
- His Theatre Tech class was helpful; he has a part time job in that area now. Also his choir, orchestra, band & theatre tech teachers were all very good.
- The teachers ion general help him reach his goals
- Got her CNA certificate in high school.
- The welding department teacher helped a lot.
- I had a kid.
- Resources classes got out of the program to get into a different field. Teachers and the program was a good for Zachary.
- Attended DATC (Davis Applied Tech College) junior and senior years for Culinary Arts. It was great for him, still plans on becoming a chef. Also the marching band was great at teaching discipline and teamwork.
- Football helped him make friends and helped graduate.
- The stars program was the best thing.

- Even though he really didn't like school, he loved all his teachers, they were all wonderful. They made him feel comfortable and safe, they pushed him to go beyond his comfort zone and advocate for himself. He ended up feeling bad about leaving.
- Track and field, choir and theater helped her come out as to who she was and not be so shy.
- His counselor and a history teacher were both very helpful.
- The teachers were very good to her; it was a one on one situation which was very beneficial to her, a huge difference from her prior school.
- Allot of her teachers helped her and listened to her needs and helped her to keep her grades up and graduate.
- The math teacher helped him very much.
- Had a very good teacher.
- The STARS program helped him get the credits needed to graduate and had a great teacher that helped him very much.
- Jessica had 2 teachers that were very helpful.
- Teachers were excellent.
- Maps program was very good and helped her to learn how to live independently and to better take care of herself and have exposure to the outside world.
- The fact the Garrett stayed with the school program and did graduate.
- He had counselors that were really good and helped him get enough credits to graduate.
- Some of his special ed. teachers were very beneficial for him; they made him feel important and did normal work.
- He had an amazing resource teacher.
- She went to a special school just for handicap people.
- Had good teachers in high school.
- Being in where they help you get work in class.
- School was very difficult for her and took her 2 extra to complete.
- He graduated early.
- Jobs helper she introduced me to new ideas, went on a lot of fieldtrips with her.
- Art classes really enjoyed.
- School neglected to give her positive re-enforcement. She had many problems and no patience was given to her.
- The special program was very good and finished his school with home hospital and his teacher.
- I was able to listen to the teachers.
- Teacher was just excellent and helped him succeed and finish high school.
- The personnel were excellent in high school.
- Personnel encouraged her. The girls achieved their highest level.
- Doing the Martial Arts.
- He enjoyed school.
- The teachers they never gave up.
- The gift program was very helpful.
- Teachers pushed and praised him.
- Resource teachers were very helpful assisted in helping him get all the credits needed to graduate.
- Go back to school-careers-Medical Assistant.
- Had an education resource person that got him into an internship his junior year....had a good male teacher that encouraged him.
- He had some good teachers.
- Resource teacher really helped to graduate.
- Some where there when I needed help.
- She loved the companionship of the other students and loved to go to school.
- He was involved in the debate team.
- He was in a special program and a counselor helped him learn how to use public transportation.
- Child Care was favorite class.
- I got lots of help.
- Had a really good teacher's assistant that helped him with his classes.
- Life skills.
- Had a good teacher helped to graduate.

- After being tested for his delayed skills it really helped him to succeed being in the proper classes.
- I took a lot of art classes.
- Worked on the computer a lot.
- She had in speech therapy teacher that really helped her.
- Her home school teacher was excellent and helped her very much.
- Teachers were very helpful in helping him graduate.
- A teacher and special class were very instrumental in her graduating.
- The whole experience.
- Went to classes.
- Teachers helped a lot.
- Drawing favorite class in high school.
- Study aid was very helpful.
- Swimming was best thing I put him in, helped him focus.
- Teacher helped him very much to complete his studies and graduate.
- Social studies teacher was very helpful in many ways and helped him to graduate.
- He was in automotive class and found it very beneficial and is trying to complete his education in that area.
- His resource teacher was very helpful and kept tabs on him in order for him to complete his courses and graduate.
- All his teachers were instrumental in his graduation.
- I was in honors chemistry.
- He was in resource and the teacher was extremely helpful.
- He went to a special school and they gave him a job and this was very helpful.
- A few teachers that really helped him to graduate.
- Study more.
- Play football.
- Had a lot of good teachers.
- Was always gaining something Teacher was fantastic.
- The child care program she attended was very good.
- The teachers.
- Had a really good teacher who helped him very much.
- Being able to have confidence in herself to work now.
- Teachers were excellent and she worked with them to achieve her graduation goals.
- ROTC program helped him decide to enter the Marine Corp and achieve his graduation diploma.
- Everything was my favorite