

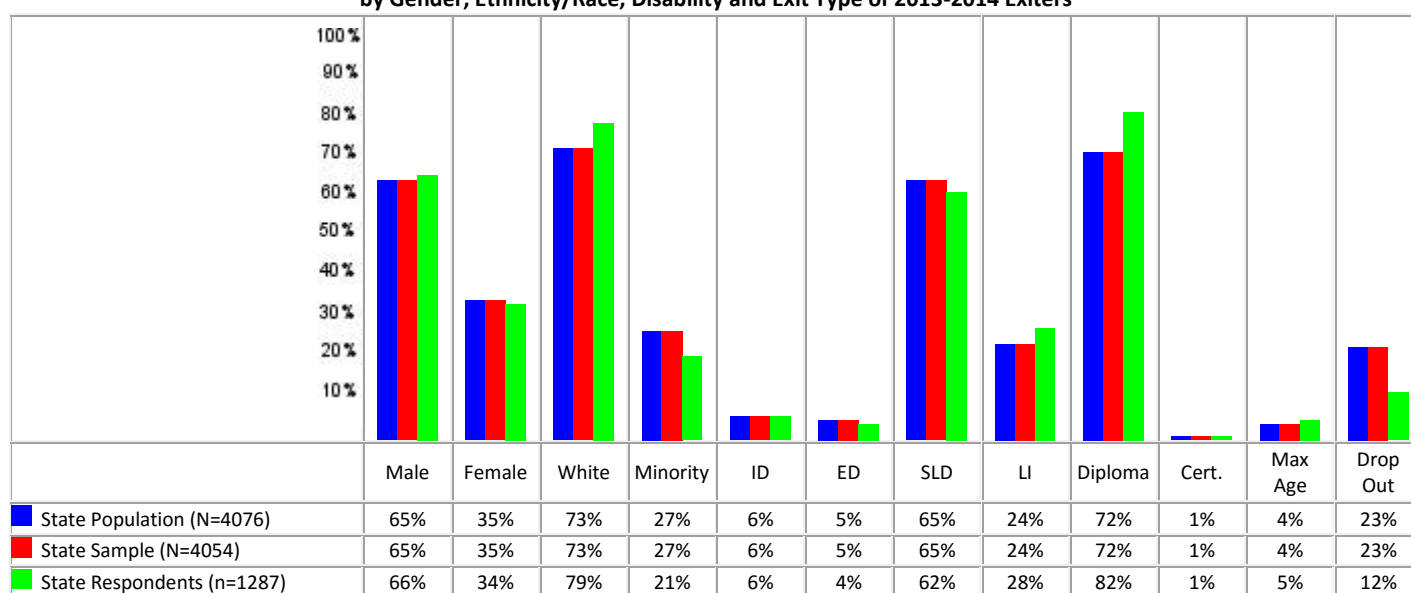
2015 Utah Statewide Post High School Outcomes Survey Report of 2013-2014 Exiters with Disabilities

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 2013-2014 school year and are now out of high school one year. Students exited with a regular diploma, with a certificate of attendance, reached maximum age of eligibility, or dropped-out. The results of the survey are organized around three areas of interest. The outcomes for youth with disabilities for each area are presented below.

SURVEY RESPONDENTS

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

**Comparison of State Population, State Sample, and State Respondents
by Gender, Ethnicity/Race, Disability and Exit Type of 2013-2014 Exiters**



Attempts were made to contact all former students in the sample who exited their educational placement during the 2013-2014 school year. Of the eligible former students, 1287 interviews were successfully completed representing 32% of exiters. Another 2762 respondents were not successful. Data reported here are based on the responses of the successfully completed interviews.

- 30% were the former student
- 66% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 1% identified themselves as someone else

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

- 12% Contacted: Declined to answer interview questions
- 2% 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 #
- 41% No contact: No Answer
- 2% Other

3% of the state population was determined to be ineligible to participate in the survey because they either returned to the high school setting, were recorded in the wrong exiting class, or were deceased.

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 Outcomes

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.

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

37% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 21% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 15% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

This Table reviews the major postsecondary education outcomes of respondents by gender, ethnicity/race, disability and exit type. Please note that respondents participated in more than one program so may be counted in multiple programs.

Duplicated Percentage of 2015 Postsecondary Education and Training Outcomes By Gender, Ethnicity/Race, Disability and Exit Type (N=1287)							
	Any Postsecondary Education	2-Year / Community College	4-Year College / University	Technical College	Mission or Humanitarian Program	Short-term Ed. or Training, Apprenticeship	High School Completion/GED or Other
Total	37%	9%	9%	4%	6%	3%	2%
Male	33%	7%	8%	4%	7%	3%	2%
Female	45%	13%	11%	3%	4%	3%	1%
White	38%	8%	9%	4%	7%	3%	2%
Minority	34%	12%	8%	3%	3%	4%	1%
ID*	16%	0%	2%	0%	4%	10%	1%
ED*	34%	11%	4%	2%	2%	4%	0%
SLD*	38%	9%	9%	4%	5%	2%	2%
LI*	42%	10%	11%	4%	8%	4%	2%
Diploma	41%	10%	11%	4%	7%	3%	1%
Certificate	14%	0%	0%	0%	0%	0%	0%
Max. Age	11%	0%	0%	44%	44%	44%	44%
Drop-Out	25%	1%	1%	1%	0%	3%	9%

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

Respondents report completing at least one term of postsecondary education or training in the following programs:

- 2% of respondents report earning a High School Completion certificate
- 3% of respondents report attending a public or private Vocational School or short-term education program

- 3% of respondents participate in a job training program
- 6% of respondents report participating in a church mission or other humanitarian program
- 1% report participating in another type of postsecondary program

20% attend or have attended some type of postsecondary training *full-time* (12 or more credits or hours) and 10% attend *part-time* (fewer than 12 credits or hours) and 4% of respondents report completing their postsecondary education program, training or degree.

Other types of postsecondary training include:

- Took college prep classes, at MathSoftSchool.com
- prep classes for collage math Soft schools.com
- General education.
- Daycare certificate and CPR certificate.
- University Utah.
- Delta Technical College.
- online: Clinical calculations
- Military service
- Los Angeles Film School for music production. It is a yea long program and I've attended five months.

4% of respondents report they ***attended some*** time since leaving high school, but ***discontinued*** their postsecondary education of training for the following reasons:

- 12% Did not want to continue
- 6% Couldn't afford to continue / not enough financial aide
- 12% Working full-time
- 6% Family obligations / homemaker
- 16% Health or disability-related reason
- 0% No postsecondary opportunities/none close to home
- 14% Don't have the necessary skills
- 2% Unable to find transportation
- 0% Have not received necessary services / waiting list
- 0% Participating in humanitarian program or church mission
- 28% cite another reason they discontinued their postsecondary program

62% of respondents report they ***have not attended*** postsecondary education or training for the following reasons:

- 34% Working full-time
- 16% Did not plan or want to go
- 8% Couldn't afford to go / not enough financial aide
- 16% Health or disability-related reason
- 0% Unable to find transportation
- 3% Family obligations / homemaker
- 1% Have not received the necessary services
- 0% No postsecondary opportunities/none close to home
- 5% Don't have the necessary skills
- 7% Participating in humanitarian program or church mission
- 9% Cite another reason they have never attended a postsecondary education program

Employment Outcomes

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 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 sometime within two years of leaving high school, and 48% were employed at the time of the survey (NLTS, 2005).

Participation in 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 2015 Employment Outcomes By Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=1287)		Employed Respondents (n=1014)			
	Paid Employment Over 90 Days	Worked Since Leaving High School but Less Than 90 Days	Work in a Community Setting	Worked 20+ Hrs/Wk	Earns Minimum Wage or Greater	Receives Benefits
Total	71%	8%	97%	83%	90%	24%
Male	72%	8%	98%	86%	91%	27%
Female	69%	9%	96%	77%	88%	17%
White	70%	8%	97%	82%	90%	22%
Minority	74%	9%	98%	86%	93%	31%
ID*	40%	11%	81%	40%	69%	12%
ED*	66%	13%	97%	86%	100%	32%
SLD*	79%	8%	98%	86%	91%	26%
LI*	60%	7%	96%	79%	89%	19%
Diploma	74%	8%	98%	84%	92%	25%
Certificate	29%	14%	100%	33%	67%	0%
Max. Age	44%	6%	74%	49%	63%	11%
Drop-Out	61%	11%	98%	84%	88%	20%

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

56% 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 5% 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:

- 7% Does not want to work / not looking / volunteering
- 20% Enrolled in school / going to school / full-time student
- 19% Lack of employment opportunities in the local area / Unable to find work
- 7% 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)
- 3% Family obligations / Homemaker
- 16% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 4% Laid off / recently dismissed
- 8% Participating in humanitarian program or church mission
- 15% Cite another reason they are not currently working

21% of respondents report that they **have not worked** since leaving high school and are currently **unemployed**. The majority of respondents report they are not working for the following reasons:

- 7% Does not want to work / not looking / volunteering
- 15% Enrolled in school / going to school / full-time student

- 11% Lack of employment opportunities in the local area / Unable to find work
- 4% Lacks necessary employment / lack of skills prevents working
- 1% Lacks transportation / no car / can't get to work
- 1% Has not received necessary services from community agencies (e.g. Voc Rehab, Health & Human Services)
- 0% Laid off
- 3% Family obligations / Homemaker
- 37% Health issues preclude working / Health or disability-related problems prevent working
- 0% Would lose benefits (e.g. SSI / disability/ unemployment)
- 10% Participating in humanitarian program or church mission
- 11% Cite another reason they have not worked since leaving high school

Independent Living Outcomes

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, 66% of the respondents continue to live with their parent(s).
- 29% of respondents report living independently. Of the respondents who live independently, 3% live alone, 6% live with another family member, 20% respondents live with a spouse or roommate and 1% are in the military.
- 0% report living in institutional/residential setting (e.g. correctional, convalescent, mental health), and 2% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 3% 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:

- 21% Vocational Rehabilitation (VR)
- 15% Social Security Administration
- 11% Department of Workforce Services (DWS)
- 8% College or university student assistance center
- 9% Division of Services for Persons with Disabilities (DSPD)
- 1% Disability law center
- 0% Rehabilitation Services for the Deaf and Hard of Hearing
- 0% Rehabilitation Services for the Blind and Visually Impaired
- 3% 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. His mental illness gets in the way at times when there too much stress in his life.
2. Reading and writing, math are hard for me and taking the tests to get into college. Communication needs clarification are needed all the time. I need people to show me what to do on the job and not hand me a book I do not understand then what I am supposed to do for my job.
3. The Davis Applied will only pay for me to be a nursing assistant, or a massage therapists. I want to go into the welding program. I am a man not a woman! All I have done is have one crappy job after another that does not pay for you to live on with no benefits. I want a real job making money and benefits and I want someone to help me already with getting a loan to get into the welding program. I like welding in high school this is what I want to do

with my life. I hate hospitals and sick people and I don't want to touch people. It would be nice if someone would listen to me.

4. Second semester he felt he was not getting enough support.
5. Ran out of money to finish collage.

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. Learning that his disability should not hold him back
2. Reading and Math
3. All the education was excellent.
4. The support from the teachers and the study skills program helped improve her test scores. The on the job training boost her confidence.
5. Work release program.

Post High School Outcomes Summary

The tables below present a summary view of the 2015 post school outcomes of 2013-2014 statewide exiters with disabilities in Utah.

Duplicated Participation in Postsecondary Education or Training and Employment

This duplicated view represents all the activities in which youth report being engaged within the year after exiting their secondary placement. In addition to the activities of engagement, 20% 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 2015 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=1287)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	21%	56%	14%	15%
Male	18%	59%	13%	12%
Female	27%	50%	16%	19%
White	20%	55%	15%	15%
Minority	22%	62%	11%	11%
ID	2%	13%	12%	27%
ED	17%	57%	9%	9%
SLD	21%	66%	14%	13%
LI	25%	45%	16%	15%
Diploma	25%	60%	14%	14%
Certificate	0%	0%	0%	29%
Max. Age	0%	13%	11%	31%
Drop-out	2%	50%	16%	11%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2015 Post High School Outcomes 2013-2014 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. 21% (268) have been enrolled in higher education within one year of leaving high school.
- B. 65% (841) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 80% (1026) 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))

The following table represents the categories of data collection for Indicator 14. Each respondent is counted in only one category, and in the highest category.

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2015 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1287)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	21%	45%	5%	9%
Male	18%	49%	5%	9%
Female	27%	37%	5%	10%
White	20%	43%	5%	10%
Minority	22%	50%	4%	7%
ED	17%	49%	2%	9%
ID	2%	12%	12%	23%
SLD	21%	53%	4%	8%
LI	25%	32%	6%	10%
Diploma	25%	46%	4%	8%
Certificate	0%	0%	0%	29%
Max. Age	0%	13%	10%	27%
Drop-out	2%	49%	7%	9%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				

The following table represents the "rolled-up" reporting categories for Indicator 14.

INDICATOR 14 CATEGORIES: Unduplicated Percentage of 2015 Respondents Who Participated in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=1287)

	A.	B.	C.	Not Engaged
Total	21%	65%	80%	20%
Male	18%	66%	80%	20%
Female	27%	64%	79%	21%
White	20%	64%	79%	21%
Minority	22%	72%	83%	17%
ED	17%	66%	77%	23%
ID	2%	15%	50%	50%
SLD	21%	74%	86%	14%
LI	25%	57%	73%	27%
Diploma	25%	71%	84%	16%
Certificate	0%	0%	29%	71%
Max. Age	0%	13%	50%	50%
Drop-out	2%	51%	67%	33%
* ID=Intellectual Disability, ED=Emotional Disturbance, SLD=Significant Learning Disability, LI=Low Incidence				