

UTAH POST SCHOOL OUTCOMES SURVEY

<https://www.utah-pso.org/>

A Special Note to Youth and Families!

WHY THE UTAH POST SCHOOL OUTCOMES SURVEY INFORMATION IS IMPORTANT

“Families, educators, policy makers and advocates all want to see more youth with disabilities go on to postsecondary education, to find meaningful employment, and achieve success in the adult world. There is shared concern over high drop-out rates and low employment rates among young adults with disabilities.” --Author Unknown

The collection of the outcomes of youth with disabilities after they exit their secondary placement is required by the U.S. Department of Education Office of Special Education Programs (OSEP) in response to the Individuals with Disabilities Education Act (IDEA 2004). To gather and report outcomes results, Utah has developed a interview questionnaire. Utah reports the outcomes results in their Annual Performance Report (APR) to OSEP and to the public.

GOAL OF THE UTAH POST SCHOOL OUTCOMES SURVEY

The **goal of collecting and using this survey data** is improve secondary transition planning programs so they lead to better employment and postsecondary outcomes for youth with disabilities. Talking with former students is a way to track the efforts of educators and transition partners over time.

In April 2007, Utah began to survey former students who had an Individualized Education Program (IEP) during their last year of high school and who are no longer in school. Youth who graduated with a regular or modified diploma (e.g. HSED or certificate of attendance), reached the state maximum age of eligibility for services (21 years old), or dropped-out of high school are included in the survey.

HOW DOES THE SURVEY BENEFIT YOUTH AND THEIR FAMILIES?

The survey results are used by educators, higher education staff, and employment agencies to better serve youth with disabilities as they begin their employment and/or postsecondary experiences.

WHAT TO EXPECT

The Utah Post School Outcomes telephone survey takes approximately 5-8 minutes to complete, and can be answered by the former student, a family member or guardian. The survey has a combination of “yes” or “no”, multiple choice, and open-ended questions. It can be completed with the help of special operators or in the respondent’s native language. Most questions focus on employment and postsecondary education activities. All surveys responses are kept confidential.

“Post school outcomes data will give us a better picture of how we REALLY DID in supporting our students when they were in our K-12 programs. We can use this data for program improvement.”

Susan DuRant, Director of the South Carolina Office of Exceptional Children

THE IMPORTANCE OF RESPONDING

Participation in the post school outcomes surveys is voluntary. Youth and their families should know their participation is important and valued. By giving a small amount of your time, you can make a big difference in the development of more effective special education and secondary transition programs for future students.



SAMPLE QUESTIONS

1. Are you now or have you been employed within the year of leaving high school?
2. How many hours do you typically work each week?
3. Is your typical wage below or above minimum wage?
4. Describe your current or most recent job.
5. Are you now or have you been enrolled in any type of school, training or education program within the year of leaving high school?
6. If attending, are you enrolled full-time or part-time?
7. Describe any difficulties being employed or participating in postsecondary education since leaving high school.

TRANSITION RESOURCES

Utah State Board of Education (USBE)

www.schools.utah.gov

USBE APR

<https://www.schools.utah.gov/specialeducation/resources/datareporting?mid=936&tid=2>

National Transition and Technical Assistance Center on Transition (NTACT)

<http://transitionta.org>

PACER Center <http://www.pacer.org>

College & Career & Readiness & Success

Center <http://www.ccrscenter.org/>

Project (TATRA) at PACER Center

"It is very important for youth and families to participate when contacted.

In doing so, they will be helping to shape the future of special education and the development of high quality results-oriented secondary transition programs."

Deborah Leuchovius
Project Director Technical Assistance about Transition and the Rehabilitation Act



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