

# A Note to Youth and Families about the Utah Post School Outcomes Survey

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**“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**

## GOAL OF THE UTAH POST SCHOOL OUTCOMES SURVEY

The **goal of collecting and using this survey data** is to improve secondary transition planning programs so they lead to better employment and postsecondary outcomes for youth with disabilities.

## IT'S REQUIRED

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

## HOW DOES THE SURVEY BENEFIT YOUTH AND THEIR FAMILIES?

Talking with former students is a way to track the efforts of educators and transition partners over time. Survey results are used by educators, higher education staff, and employment agencies to better serve youth with disabilities as they begin their employment and postsecondary experiences.

## WHO IS INCLUDED IN THE SURVEY?

Includes former students who had an Individualized Education Program (IEP) during their last year of high school, and who:

- Graduated with a regular diploma .
- Exited with a modified diploma or certificate of attendance or other certificate or High School Equivalency Diploma ( HSED).
- Reached the state maximum age of eligibility for services (21 years old).
- Dropped-out of high school or did not return to school as expected.

## WHAT TO EXPECT

The Utah Post School Outcomes telephone survey:

- Keeps all responses confidential.
- Takes less than 10 minutes to complete.
- Has a combination of multiple choice, “yes” or “no”, and open-ended questions.
- Can be answered by the former student, a family member or guardian, or with the help of a special operator, or provided in the respondent’s native language.
- Focuses on employment and continuing education activities.
- Is conducted by either your former high school, or by St. Norbert College Strategic Research Institute (SRI), located near Green Bay, Wisconsin.



## 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)

<https://www.schools.utah.gov/>

USBE Annual State and LEA APR Reports and the State Systemic Improvement Plan (SSIP)

<https://www.schools.utah.gov/specialeducation/resources/datareporting>

National Transition and Technical Assistance Center on Transition (NTACT)

<https://www.transitionta.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 (TATRA)



### TRANSITION OR SURVEY QUESTIONS

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