

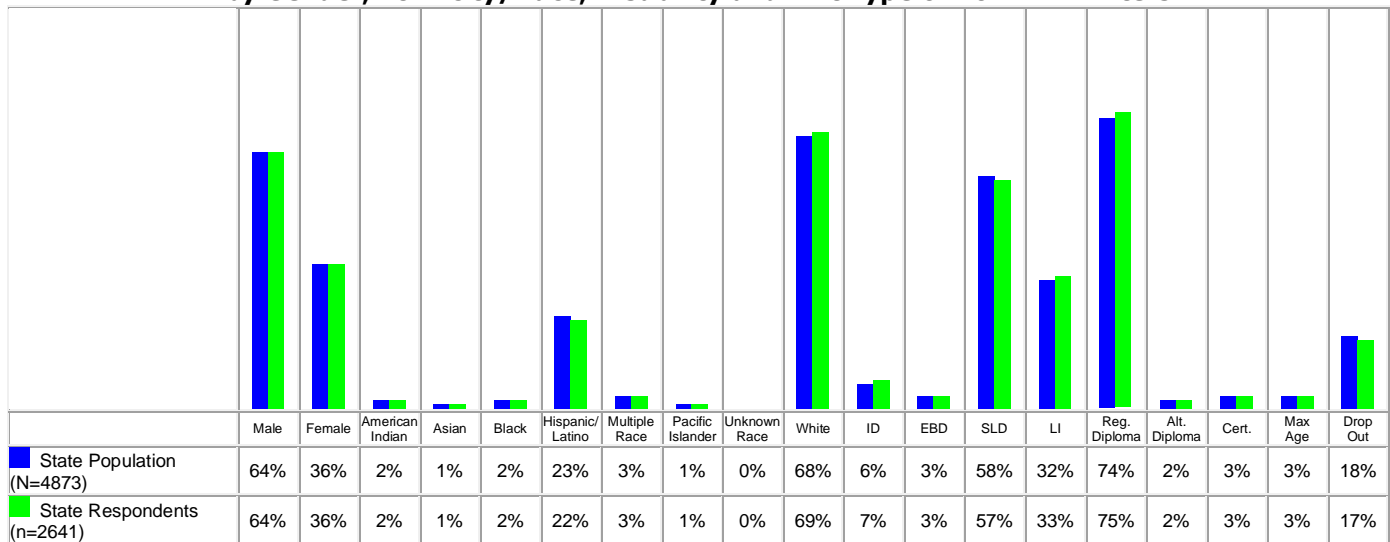
2023 Utah Statewide Full Report of PSO Survey Results of 2021-22 Exiters with Disabilities

This is the status report of the Utah Post School Outcomes Survey of Individuals with Disabilities. This report focuses on youth with disabilities who exited high school during the 2021-22 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.

SURVEY RESPONDENTS

This table shows the comparison of the Population of youth with disabilities that exited their secondary placement in the state and are eligible to be interviewed, and the Respondents participating in an interview during the survey window of July 1 to September 30, the year after exiting their secondary placement.

**Comparison of State Population and State Respondents
by Gender, Ethnicity/Race, Disability and Exit Type of 2021-22 Exiters**



Attempts were made to contact all former students who exited their educational placement during the 2021-22 school year. Of the eligible former students, 2641 interviews were successfully completed representing 54% of exiters. Another 2232 respondents were not successfully completed. Data reported here are based on the responses of the successfully completed interviews.

- 21% were the former student
- 72% were the parent(s) of the former student
- 2% identified themselves as a guardian
- 6% identified themselves as someone else

46% of youth could not be contacted for an interview because:

- 6% Contacted: Declined to answer interview questions
- 0% Contacted: Unresolved language or comprehension barrier
- 0% Contacted: Former student was unavailable and no other responder was available (e.g. jail, military, work)
- 19% No contact: Unable to find # / Lost # / No phone # / Moved and no forwarding #
- 73% No contact: No answer (5 or more attempts)
- 2% Other

2% of the state population was determined to be ineligible to participate in the survey because they either no longer received special ed services, exited from special education, exited the LEA, were still in high school, re-enrolled, were recorded in the wrong exiting class, or were deceased.

OUTCOMES BY SURVEY AREA

Summary of Postsecondary Education and Training Outcomes

"**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 an LEA 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.

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

43% of respondents have completed at least one term at some type of postsecondary education or training program since leaving high school.

- 18% of respondents have completed at least one term in a higher education program within one year of leaving high school.
- 23% of respondents have completed at least one term in a postsecondary education or training program within one year of leaving high school.

Duplicated Percentage of 2023 Postsecondary Education and Training Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=2641)							
	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	43%	6%	8%	5%	5%	8%	8%
Male	42%	6%	6%	5%	7%	8%	7%
Female	45%	7%	11%	4%	2%	8%	9%
American Indian	42%	4%	8%	2%	0%	8%	20%
Asian	53%	11%	11%	21%	0%	5%	0%
Black	38%	9%	11%	3%	2%	6%	14%
Hispanic/Latino	39%	7%	7%	3%	2%	8%	9%
Multiple Race	35%	4%	9%	1%	8%	6%	6%
Pacific Islander	29%	11%	0%	0%	11%	4%	4%
Unknown Race	0%	0%	0%	0%	0%	0%	0%
White	45%	6%	8%	6%	7%	8%	7%
ID*	20%	0%	3%	1%	3%	6%	7%
EBD*	45%	4%	5%	6%	0%	15%	20%
SLD*	46%	6%	8%	6%	5%	8%	8%
LI*	42%	7%	9%	4%	7%	6%	7%
Reg. Diploma	44%	8%	10%	6%	7%	8%	2%
Alt. Diploma	16%	0%	0%	2%	0%	9%	5%
Certificate	29%	0%	1%	0%	1%	17%	10%
Max. Age	13%	0%	1%	1%	4%	0%	4%
Drop-Out	47%	1%	2%	0%	1%	5%	35%
* ID=Intellectual Disability, EBD=Emotional Behavioral Disability, SLD=Significant Learning Disability, LI=Low Incidence							

The table above 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.

- 41% participate or have participated in some type of continuing education or humanitarian program

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

- 8% of respondents report earning a High School Completion certificate
- 4% of respondents report attending a public or private Vocational School or short-term education program
- 8% of respondents participate in a job training program
- 5% of respondents report participating in a church mission or other humanitarian program
- 0% report participating in another type of postsecondary program, including:
 - Scenic View Academy for about a year.
 - Scenic View Academy, life skills courses. Work release and job training.
 - MTEC Course
 - Post high art program designed for special needs adults.
 - USU aggies elevated and Ninja program

2% of respondents report they attended some time since leaving high school, but discontinued their postsecondary education of training for the following reasons:

- 0% Program was interrupted or stopped due to the corona virus shut-down/stay-at-home order
- 31% Did not want to continue their education
- 14% Couldn't afford to continue their education
- 7% Plan to go in the future
- 2% Family obligations
- 12% Health or disability-related problems
- 0% No postsecondary opportunities / None close to home
- 12% Doesn't have the necessary skills
- 0% No transportation
- 2% On waiting list for services
- 17% cite another reason they discontinued their postsecondary program

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

- 0% Program was interrupted or stopped because of the corona virus shut-down/stay-at-home order
- 13% Plan to go in the future
- 48% Did not want to continue their education
- 6% Couldn't afford to continue their education
- 13% Health or disability-related problems
- 1% No transportation
- 2% Family obligations
- 1% On waiting list for services
- 0% No postsecondary opportunities / None close to home
- 6% Don't have the necessary skills
- 7% Cite another reason they have never attended a postsecondary education program

Summary of 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).

Employment by Gender, Ethnicity/Race, Disability and Exit Type

58% 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 6% 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"

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

Duplicated Percentage of 2023 Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type						
	Respondents (N=2641)		Employed Respondents (n=2056)			
	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	72%	6%	98%	82%	95%	35%
Male	74%	6%	99%	85%	95%	37%
Female	69%	6%	96%	77%	96%	31%
American Indian	62%	10%	100%	69%	89%	33%
Asian	68%	5%	100%	86%	100%	29%
Black	65%	5%	98%	85%	96%	15%
Hispanic/Latino	72%	5%	97%	84%	92%	34%
Multiple Race	68%	12%	98%	79%	90%	34%
Pacific Islander	71%	11%	100%	96%	100%	35%
Unknown Race	0%	0%	0%	0%	0%	0%
White	73%	6%	98%	82%	96%	36%
ID*	54%	3%	97%	49%	95%	20%
EBD*	61%	6%	98%	91%	93%	35%
SLD*	79%	5%	97%	86%	94%	38%
LI*	64%	7%	98%	78%	97%	33%
Reg. Diploma	79%	6%	98%	85%	96%	36%
Alternate Diploma	51%	5%	100%	50%	96%	25%
Certificate	52%	6%	94%	62%	94%	21%
Max. Age	35%	4%	100%	33%	89%	14%
Drop-Out	56%	5%	96%	80%	92%	35%
* ID=Intellectual Disability, EBD=Emotional Behavioral Disability, SLD=Significant Learning Disability, LI=Low Incidence						

Unemployment

6% of respondents report that they **have worked** since leaving high school but are **currently unemployed**. Respondents report that they are not working for the following reasons:

- 1% Laid off or not working currently because of the corona virus shut-down/stay-at-home order
After stay-at-home is lifted:
 - 0% plan to **continue** most recent job
 - 0% plan to look for a **new job**
 - 0% plan to **discontinue** working
 - 100% are **unsure** of plans at this time
- 16% Did not plan to work after high school
- 28% Full-time student / Going to school
- 9% Unable to find work
- 9% Doesn't have the necessary skills or qualifications
- 4% No transportation to work
- 1% On waiting list for services
- 5% Family obligations
- 11% Health or disability-related problems
- 0% Would lose SSI benefits if they worked more
- 6% Laid off / Fired
- 9% Cite another reason they are not currently working

17% of respondents report that they **have not worked** since leaving high school and are currently **unemployed**. Respondents report they are not working for the following reasons:

- 1% Could not begin working because of the corona virus shut-down/stay-at-home order
- 10% Did not plan to work after high school
- 20% Full-time student / Going to school
- 6% Unable to find work
- 6% Doesn't have the necessary skills or qualifications
- 3% No transportation to work
- 3% On waiting list for services
- 0% Laid off / Fired
- 2% Family obligations
- 33% Health or disability-related problems
- 1% Would lose SSI benefits if they worked
- 14% Cite another reason they have not worked since leaving high school

Summary of Adult Living

Adult Living

The adult 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.

- One year after exiting high school, 66% of the respondents continue to live with their parent(s).
- 27% of respondents report living independently. Of the respondents who live independently, 2% live alone, 6% live with another family member, 18% 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 1% report living in a supervised living residence (e.g. assisted living center, group home, adult foster care)
- 1% 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:

- 12% Vocational Rehabilitation (VR)
- 8% Social Security Administration
- 8% Department of Workforce Services (DWS)
- 5% College or university student assistance center
- 5% Division of Services for Persons with Disabilities (DSPD)
- 0% 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.

1. Missing ID needed for job.
2. Health issues/medical issues, been hospitalized five times this year
3. Nothing yet because I am on a mission for the Church

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.

1. Friends helped me solve problems. I was motivated by basketball. It gave me confidence. I want to be a PE teacher. OTECH taught me how to build a house.
2. I liked some of my classes and computer classes. Yes, I felt supported by my teachers and parents.
3. Transition class helped with college stuff.
4. Learning from adults and how to communicate with others, he advocated for himself when he was unhappy about his treatment at the hospital and signed himself out of the hospital.
5. UTVA was a huge support for me. All the teachers were really help as well as my counselor. It was an amazing experience to be at UTVA.

Post High School Outcomes Summary

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, 16% 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. As a duplicated count, the categories may add up to more than 100% since many youth participate in more than one type of activity.

Duplicated Percentage of 2023 Postsecondary Education and Employment Outcomes by Gender, Ethnicity/Race, Disability and Exit Type (N=2641)				
	Higher Education	Competitive Employment	Other Postsecondary Education	Other Employment
Total	18%	58%	23%	14%
Male	16%	62%	23%	12%
Female	21%	51%	22%	18%
American Indian	12%	48%	28%	14%
Asian	32%	63%	5%	5%
Black	20%	53%	20%	12%
Hispanic/Latino	15%	57%	21%	14%
Multiple Race	14%	55%	22%	13%
Pacific Islander	11%	68%	18%	4%
Unknown Race	0%	0%	0%	0%
White	19%	59%	24%	14%
ID	4%	26%	15%	28%
EBD	15%	51%	35%	10%
SLD	19%	66%	24%	13%
LI	18%	51%	22%	14%
Reg. Diploma	23%	65%	19%	14%
Alternate Diploma	2%	26%	12%	26%
Certificate	1%	36%	26%	17%
Max. Age	2%	12%	12%	23%
Drop-out	3%	43%	41%	13%
* ID=Intellectual Disability, EBD=Emotional Behavioral Disability, SLD=Significant Learning Disability, LI=Low Incidence				

Unduplicated Indicator 14 Reporting of the 2023 Post High School Outcomes 2021-2022 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.

- A. 18% (472) have been enrolled in higher education within one year of leaving high school.
- B. 65% (1727) have been enrolled in higher education or competitively employed within one year of leaving high school.
- C. 84% (2210) 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 DATA COLLECTION CATEGORIES: Unduplicated Percentage of 2023 Respondents Participating in Higher Education, Other Postsecondary Education, Competitive Employment and Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=2641)				
	1. Higher Education	2. Competitive Employment	3. Other Postsecondary Education	4. Other Employment
Total	18%	48%	10%	8%
Male	16%	51%	10%	7%
Female	21%	41%	10%	10%
American Indian	12%	46%	20%	8%
Asian	32%	37%	0%	0%
Black	20%	42%	11%	6%
Hispanic/Latino	15%	50%	9%	8%
Multiple Race	14%	47%	12%	5%
Pacific Islander	11%	61%	7%	4%
Unknown Race	0%	0%	0%	0%
White	19%	47%	10%	8%
EBD	15%	44%	21%	6%
ID	4%	25%	8%	23%
SLD	19%	54%	10%	7%
LI	18%	41%	11%	8%
Reg. Diploma	23%	52%	6%	7%
Alt. Dip.	2%	26%	5%	21%
Certificate	1%	36%	14%	9%
Max. Age	2%	12%	9%	20%
Drop-out	3%	41%	31%	9%
* ID=Intellectual Disability, EBD=Emotional Behavioral Disability, SLD=Significant Learning Disability, LI=Low Incidence				

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

INDICATOR 14 <u>REPORTING CATEGORIES</u>: Unduplicated Percentage of 2023 Respondents Participating in (A) Higher Education; (B) Higher Education or Competitive Employment; or (C) Higher Education or Competitive Employment or Other Postsecondary Education or Other Employment by Gender, Ethnicity/Race, Disability and Exit Type (N=2641)				
	A.	B.	C.	Not Meeting Indicator 14 Criteria
Total	18%	65%	84%	16%
Male	16%	67%	85%	15%
Female	21%	62%	81%	19%
American Indian	12%	58%	86%	14%
Asian	32%	68%	68%	32%
Black	20%	62%	79%	21%
Hispanic/Latino	15%	65%	83%	17%
Multiple Race	14%	62%	78%	22%
Pacific Islander	11%	71%	82%	18%
Unknown Race	0%	0%	0%	0%
White	19%	66%	85%	15%
EBD	15%	59%	85%	15%
ID	4%	29%	60%	40%
SLD	19%	74%	90%	10%
LI	18%	59%	78%	22%
Reg. Diploma	23%	75%	87%	13%
Alt. Dip.	2%	28%	53%	47%
Certificate	1%	37%	60%	40%
Max. Age	2%	14%	42%	58%
Drop-out	3%	44%	84%	16%
* ID=Intellectual Disability, EBD=Emotional Behavioral Disability, SLD=Significant Learning Disability, LI=Low Incidence				