

## A Special Note to Youth and Families!

### WHY THE UTAH POST HIGH SCHOOL OUTCOMES 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 **goal of this survey** is to improve secondary transition planning programs so they lead to better employment and postsecondary outcomes for youth with disabilities.

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 are included in the survey.

This information 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 this outcomes data, Utah has developed a survey tool. Utah reports the outcomes results in their Annual Performance Report (APR) to OSEP and to the public.

#### HOW DOES IT BENEFIT YOUTH NOW?

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

#### IMPACT

*“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.”*

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

#### WHAT TO EXPECT

Utah has developed its own post high school outcomes telephone survey that takes approximately 5-8 minutes. 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. Utah also asks additional questions to learn about living situations and community participation of former students, and asks youth what problems or difficulties, if any, they have had working or going on to school as they had planned. All surveys responses are kept confidential.

#### THE IMPORTANCE OF RESPONDING

Participation in state post school outcomes surveys is voluntary. However, youth and their families should know that 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.

#### SUCCESSFUL SURVEYS

The success of the project depends on the timely participation of former district youth in this Utah and national project.





### SAMPLE QUESTIONS

Visit [www.utahposthighsurvey.org](http://www.utahposthighsurvey.org)

This is a sample of questions that Utah asks in their survey:

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 Department of Education (USOE)  
[www.schools.utah.gov](http://www.schools.utah.gov)

USOE APR may be read at  
<http://www.schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx>

IDEA Partnership <http://www.ideapartnership.org/>

Shared Work.org <http://www.sharedwork.org/>

National Secondary Transition and Technical Assistance Center (NSTTAC) <http://www.nsttac.org/>

National Dropout Prevention Center for Students with Disabilities (NDPC-SD) <http://www.ndpc-sd.org/>

National Post School Outcomes Center (NPSO) <http://www.psocenter.org/>

National Association of State Directors of Special Education (NASDSE) <http://www.nasdse.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



### ADDITIONAL INFORMATION

Check out the National Post School Outcomes Center Resources and State Profile Database at [http://psocenter.org/content\\_pages/47](http://psocenter.org/content_pages/47)

Profiles include descriptions of how each state collects and uses post school outcomes

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