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TO WHAT EXTENT DO YOUNG ADULTS WITH DISABILITIES REPORT THEIR
HIGH SCHOOL EDUCATIONAL EXPERIENCES PREPARED THEM TO
TRANSITION TO EMPLOYMENT OR
POST-SECONDARY EDUCATION

By

Marlee Jones

A creative project submitted in fulfillment of the

requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

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Abstract

This study examined the post school outcomes for young adults with disabilities having participated in special education programs while attending high school. An electronic survey was used to collect information from a population of previous special education students ages 18 to 19 years from a school district in the state of Utah. After sending the survey to approximately 275 former students, the researcher received responses from 4 individuals; a 1.45% response rate. The survey data were examined to identify overall satisfaction of participants' high school education. Current participant employment rates, as well as post-secondary education enrollment was examined. No conclusions could be drawn from the survey because of the inadequate response rate. Limitations of the research are discussed.

Introduction

Life after high school is a time when individuals transition into adulthood. Young adults transition out of the education system and work to become contributing members of their communities. For some, this change may entail joining the workforce or working towards a post-secondary education and for others it may include both. In the special education system, preparing young adults for the transition out of the school system is a topic that is discussed with students and their parents/guardians beginning when the student reaches the age of 16 (Individuals with Disabilities Education Act: IDEA, 2004). In Utah, recent changes require that special education services be identified in a student's Individualized Education Program (IEP) starting at age 14 (Utah State Board of Education, 2016). The focus shifts from the present to the future and how to prepare students for the transition into adulthood.

Unfortunately, evidence continues to show a consistently low rate of employment for young adults with disabilities post high school (Wehman et al., 2015). A report from the National Longitudinal Transition Study-2 (NLTS2) in 2011 showed that only 60% of young adults with disabilities were currently employed and only 60% had moved on to post-secondary education up to 8 years after high school (Newman et al., 2011). These findings confirm the need for reexamination of the transition skills being taught to students in the special education system and emphasize the need for further research to be conducted on how to prepare students with disabilities for life after high school.

There are many ways to examine preparation for adulthood for students in special education (Wehman et al., 2015). One method is to conduct a post hoc survey of

consumers of the high school experience to identify academic, social, and functional activities that were under-emphasized or over-emphasized (e.g., Newman et al., 2011). For example, in the NLTS2 surveys by Newman et al., parents or guardians were the primary respondents. Another – and oft underused method, would be to survey former students themselves to identify their perceptions of the high school experience to identify skill areas that were adequately addressed and those in which the surveyed individuals reported needing additional learning opportunities.

Literature Review

Using Google Scholar, EBSCOhost, and ERIC, I searched for literature on post high school status of young adults who had exited special education services, their current employment and postsecondary education and what they would have liked to change about their high school experience. I used search terms including: *post high school status of special education students, self-determination, post high school outcomes, cognitive disabilities, and students with disabilities*. In sum, I found approximately 339,000 studies addressing post high school outcomes for young adults with disabilities. I narrowed the results by searching for articles published after 2005. I examined the articles most relevant to my study of post high school outcomes for young adults with disabilities and what services students needed to improve transition out of the school system and narrowed it down to the three most pertinent articles, which are reviewed below.

Newman et al. (2011) conducted the NLTS2 which reported post high school outcomes from a survey completed with young adults with disabilities that had been out

of the special education system for up to 8 years. The report examined the post high school outcomes in postsecondary education, employment, productive engagement in school, work or preparation for work, residential independence as well as social and community involvement. Data were collected through telephone interviews or mailed out surveys with the individuals with disabilities or their parents/guardians.

Of the individuals surveyed, 60% moved on to post-secondary education after high school, with 44% attending a 2-year college, 32% a vocational school, and 19% a 4-year university. At the time the survey was completed, only 15% were currently enrolled in a post-secondary institution. On average, students were out of high school for 7 months before enrolling in a postsecondary education institute. Only 28% of these young adults disclosed information about their disability to their schools. At the time of the last data collection, 41% of the individuals who had moved on to postsecondary education had graduated while 31% had left the school without completing their programs.

Employment is an important aspect in being a productive member of society and a goal most people work towards after high school. Of the individuals surveyed in NLTS2 (Newman et al., 2011), only 60% were currently employed. However, 91% reported being employed at some point in up to 8 years since high school. The average number of jobs held by those with disabilities since high school was four. Of these individuals who had been employed, 53% were employed for more than 12 months. Researchers reported that 67% of young adults were employed full time at their current or most recent job. Those who worked full-time earned more (mean of \$11.00 per hr) than those who worked only part-time (mean of \$9.00 per hr). Fifty-three percent of these individuals reported quitting their jobs rather than leaving for new employment or other reasons.

Productive engagement in the community was measured by participation in employment, education, and/or job training activities. Of the individuals who responded to the NLTS2 survey (Newman et al., 2011), 94% reported productive engagement in the community. Only 19% had been engaged in all of the activities listed above, 30% had only been engaged in employment, 3% had only been engaged in postsecondary education, and 43% had been employed and attended postsecondary education.

Living independently is a goal that many young adults strive to achieve. Moving out is often a sign of growing up for young adults. At the time of the NLTS2 survey (Newman et al., 2011), 59% of young adults reported having lived independently since high school. Living independently was defined as living on their own, with a spouse, with a partner or with a roommate. Of those surveyed, 69% were satisfied with their current living arrangements.

The low numbers of young adults with disabilities who reportedly have successful post school outcomes suggests a lack of adequate preparation in these domains during high school. Research has found that there is a strong link between work experiences during high school and successful transition into the workforce after high school, especially for individuals with disabilities. For example, Carter, Trainor, Cakiroglu, Swedeen, and Owens (2009) examined the availability of career and vocational development for individuals with disabilities in 34 high schools across urban, suburban and rural areas. The study focused on individuals with severe disabilities or emotional and behavioral disorders (EBD). The researchers approached 34 high schools in 26 school districts. Schools were chosen that served diverse populations of individuals with disabilities in geographic, economic and cultural areas. The populations of the high

schools varied from 135 to 2,386 students. When the high schools of choice were identified, a survey on career development activities was sent out to administration. The survey was used to gather information regarding career development and vocational education activities that the schools currently offered and how often students with severe disabilities or EBD were involved in them. The surveys were then returned to the researchers and a team comprised of graduate students in special education and researchers with knowledge of secondary transition reviewed the results. In the main section of the survey, respondents were asked to mark the career development and vocational education activities available to students from a list of 20. The list was constructed from career development literature. The 20 activities included topics such as career or job counseling, (b) career interest assessments, (c) tours of local businesses or industries, and (d) interviewing or resume-writing practice. Respondents were asked to estimate the degree of participation of students with severe disabilities and EBD for each activity using a number scale from 1 (i.e., none) to 4 (i.e., most). The next section of the survey asked five questions regarding related programs. The first question asked which programs were offered at the school out of six options: (a) English as a second language (ESL) and bilingual education, (b) summer school, (c) extended school year (ESY) programs, (d) job placement for graduating seniors, (e) gifted and talented programs, and (f) dropout prevention programs. Question two asked if the school's graduation requirements required a set amount of community service and if students in special education were required to complete this requirement. The third question asked which areas vocational courses were offered, such as: (a) agriculture and renewable resources, (b) business, marketing and distribution, and (c) child care and education. There was also

space left available to write in areas that were not listed. Additional survey questions addressed organizations represented and professional development opportunities. The return rate for the survey was 100%. Of the schools surveyed, an average of 14 career development and vocational activities were offered. One-third of the schools offered all 20 activities. Participation of students with severe disabilities was rated high in career or job counseling, career interest assessments, written career plans, tours of local businesses or industries, interviewing or resume writing practice, job fairs or career days and job placement services. A majority of schools reported very few or no participation in the other activities. For EBD students, the activities in which they participated highly were career interest assessments, career or job counseling, written career plans, career aptitude assessments, job fairs or career days, interviewing or resume writing practice, career exploration courses, tours of local businesses or industries, tours of colleges or technical schools, career or job resource center, tech-prep programs, and speakers from local businesses. Results showed that students with severe disabilities were less likely to participate in 9 of the 20 activities compared to students with EBD. These activities were career interest assessments, tours of colleges or technical schools, career aptitude assessments, tech-prep programs, career exploration courses, apprenticeship programs, job fairs or career days, career or job counseling and speakers brought in from local businesses. The areas most often offered were business, technology and communications, marketing and distribution, trade and industry, childcare and education, food service and hospitality and agriculture and renewable resources. The most common organizations were Future Business Leaders of America, Distributive Education Clubs of America, and Future Farmers of America. No school reported active organizations of

National Postsecondary Agricultural Student Organization or Business Professionals of America. Most of the schools had professional development on developing or implementing school-to-work programs, integrating academic and career education, and developing linkages with technical schools, colleges and other postsecondary education programs. Only 35.3% had any training on developing linkages with local employers and 14.7% on implementing community resource mapping. The write-in courses for professional development were career cruising, agriscience advisory committee, career clusters, state transition conference, and junior achievement program training. Of the schools surveyed, six reported having community service as a requirement for graduation. Of the six schools, one required 40 hrs of service, three had 24 hrs and two required 20 hrs. These schools reported that students in special education were also required to complete these requirements. The findings from Carter et al. (2009) confirm the need to improve access for students with disabilities to career development activities. Many schools were offering a variety of vocational courses to their students. However, just because the course was offered did not guarantee that students with disabilities were involved. The activities marked the least available were courses that had the potential to help these students the most. These courses can build community connections and experiences that can be valuable after high school.

Further researchers should investigate to determine special educators' awareness of such activities and participation of their students. Research should also be conducted with the students on what barriers they may face in getting involved in vocational activities in high school. Research on individual student support needs and the impact on involvement in vocational experiences would be beneficial in future planning. The low

level of involvement for students with severe disabilities and EBD in vocational training will continue to impact the success of these students after high school. More efforts need to be made to ensure students are learning skills needed to successfully transition from school to adulthood.

Benz, Lindstrom and Yovanoff (2000) conducted two studies regarding transition out of high school. The first study examined participants in the Oregon Youth Transition Program (YTP) for students with disabilities. Students who had more needs than could be addressed through the programs provided by the school were referred to this program. They participated in the last 2 years of high school and during transition years beyond high school. The study examined the link between post school outcomes and factors that had been shown to improve these outcomes. Benz et al. identified these factors from the research literature, some of which were participation in vocational classes; paid work experience; competence in functional academic, community living, personal-social, vocational, and self-determination skills. A database with information on students who had participated in the YTP was used to gather information for the study. Data were examined in four phases: (a) program entry, (b) 6 month intervals throughout students' time in the program, (c) program exit, and (d) 6 month intervals throughout the 2 year period following the program. The researchers focused on two outcomes: (a) graduation with a high school diploma, and (b) employment or enrollment in postsecondary education at the time of exiting this program. Researchers found a link between three factors and graduating with a high school diploma. The first factor was length of time in the YTP. Students who were in the program more than 1 year were more likely to get a

diploma, as were students who participated in at least two paid job experiences and those who set and reached at least four transition goals.

Using focus group methods, Benz et al. (2000) conducted a second study investigating student perceptions of the program and staff characteristics that helped them reach their goals. The focus group was made up of young adults selected from sites that had been perceived to be successfully running YTP for at least 4 years and made up a diverse geographic selection of the region. Participants were chosen who had finished the program, had varying demographic characteristics and ranged in age from 17 to 26 years. Six focus groups were formed with four to 12 individuals in each group for a total of 45 participants. A written interview guide was used in each group. Questions focused on: (a) barriers to school and transition and why they participated in YTP, (b) their experiences in the program and what was most helpful, and (c) the major accomplishments and information learned that has helped them be successful. Results showed three themes that emerged in all groups, including reasons for participating in YTP, differences between YTP and “regular” high schools, and the benefits of program participation. Most participants reported a lack of progress in regular high school programs. They reported a lack of academic understanding and were looking to gain skills that would be beneficial in life after high school. They were able to identify three major areas that set YTP apart from regular high schools: (a) individualized services that helped students reach academic and transition goals, (b) availability and consistency of staff support and (c) staff reminders to complete requirements. The one-on-one attention available played a large part in participants’ success.

The results of these studies show the importance of student participation in paid job experiences during high school, setting meaningful transition goals and completing at least four of those goals. The participants input on successful program components can help shape the program for future students and set up a program that is geared toward successful transition into post high school environments. While this information is beneficial to the YTP, more research needs to be conducted using previous students' perspectives to shape transition curriculum in high school settings to improve post high school outcomes.

Purpose Statement and Research Questions

The purpose of the current study is to gather information on how to improve high school transition programs based on young adults with disabilities' perceptions of their high school experience. My research questions are as follows: Given a survey of at least 120 post high school young adults with disabilities,

1. To what extent will former students report that their current employment and post-secondary education status was impacted by their high school educational experience as measured by survey rating scale responses?
2. To what extent will young adults report educational needs being met while in high school as measured by survey rating scale responses?
3. What will former students report they would like to see changed in order to improve post school outcomes as measured by survey rating scale responses?

Method

Participants

In this study, four individuals with disabilities who had received special education services while in high school participated. The respondents were students who were their own legal guardians. The respondents were young adults, ages 18 and 19 years with mild/moderate disabilities (e.g. specific learning disability, Autism Spectrum Disorder and Speech or Language Impairment). No responses were provided from students with severe disabilities. All participants have exited high school or post-high school special education services within the past 12 months. Participants were former residents within the boundaries of a school district in a state in the western U.S. Participants were male young adults with disabilities who have completed their high school education by getting a diploma.

How participants will be identified and approached. Participants were identified based on records of the former students' school district . After receiving approval for this research project by the school district, administrative staff contacted former students or legal guardians via email with the following message:

Please respond to a survey research project. The survey asks you about your high school experience. We want to know about your experience so we can improve what we do. The purposes of the survey research project is to (a) find out how you are doing in terms of a job and college or other education, (b) find out whether you think high school met your needs as an adult, and (c) find out what you would like to change about high school. The survey will take about 20-30 min. We really want to hear from you. Or you can call your high school office. This email has been

sent to all students who left special education services after high school in the 2015-16 school year.

Survey Procedures and Design

The survey was constructed using the online platform developed by Qualtrics®. The survey was made using this software and emailed directly to participants. Participants were directed to Qualtrics where they answered the survey questions and submitted their responses. The Qualtrics program gathered the data for the researcher to analyze. The survey was emailed to approximately 275 participants who formerly participated in special education services from various school districts. Approximately, 24 emails were returned as undeliverable. One week after the survey was sent, a follow up email was issued from the district to remind participants to fill out the survey.

The survey asked questions regarding the students' high school experiences, specifically transition skills learned during this time. The focus was on skills developed during high school that set the participants up for a successful transition into a post-high school environment. The survey asked if participants had access to transition courses and job tries during that time and if the participants found these experiences to be helpful after completion of high school. Transition courses are available at some high schools for students with disabilities. Transition courses prepare students to transition out of high school by teaching skills that will benefit them in work and community settings. These courses also may teach life skills that will promote independent living.

The survey used a rating scale to measure the participants' satisfaction with their high school education. The 4-point scale ranged from 1 (not at all involved) to 4 (very involved) about the skills and experiences learned while in the school system. The

survey also had yes/no questions as well as short response questions when more specific information was needed.

Data Analysis

Data received from the survey were gathered and categorized. The researcher collected data on participant participation in transition courses or programs while in high school and the impact it had on participants' employment outcome post high school. Data were expressed as mean ratings and standard deviations. Data on survey items were placed in rank order in a table according to level of satisfaction.

Participants' current employment and education status were considered while analyzing the data. Linkages between transition courses and skills learned while in high school and current employment or post-secondary education status were analyzed and noted.

Results

As shown in Figure 1, the participants were made up of male young adults. All of the participants graduated with a high school diploma. Of these individuals, 3 out of 4 were currently employed with 1 out of 3 working participants employed part-time and the remaining participant working full-time. Of the four participants, one was enrolled a vocational training program.

As shown in Figure 2, all four participants had transition courses offered through their high school. Of the four participants, one reported participating in these courses. None of the participants were able to gain work experience during high school, although two participants reported being very involved in learning employment skills in the

community. Two of the participants also reported having had the opportunity to be involved in learning about different careers with one of the two having had the opportunity to be very involved in learning about careers.

Regarding participants yearly Individualized Education Plan (IEP) meetings, two out of three participants reported having always attended their meetings and one participant rarely attending. Concerning their participation in planning for yearly goals and transition plans, two participants had input while one participant provided no input.

Overall, participants were split in their opinion regarding whether their high school experiences prepared them for employment and/or post-secondary education with two responding they felt prepared and one responding that he felt unprepared. The experience reported as omitted from their high school education was a lack of understanding of English skills. Two out of three participants reported being somewhat satisfied with their high school experience and one reporting neither satisfied nor dissatisfied with their experience.

Discussion

Given the results, this study demonstrated that the survey respondents with disabilities' perceptions of their high school experience impacted their current employment and post-secondary education by leaving three of them feeling prepared to make the transition from high school. However, the survey results have no validity or generalizability because only four participants responded and the response rate was only 1.45%.

Low response rates can have a direct impact on bias in a survey (Davern, 2013). With a response rate of 1.45%, it is not possible to derive accurate conclusions based on the results of this survey. The low response rates render this survey as invalid. All four respondents reported positive impressions of their post-high school experiences. Had the majority of the 275 individuals to whom the survey was delivered contacted completed the survey, it is probable that impressions of high school experiences would have been more negative. This causes a response bias meaning that the results are skewed towards one outcome that may not be a true reflection of the majority of individuals' post-education experience. The survey is invalid resulting in the researcher being unable to speculate about the findings.

The researcher contacted six school districts to participate in the survey. Of the six districts, four declined to participate and one was unresponsive. The remaining school district agreed to participate. In order to improve participation, higher district involvement would be needed. The participating district sent out a reminder one week after the initial email was sent out. Additional email reminders would have been beneficial in increasing the response rate.

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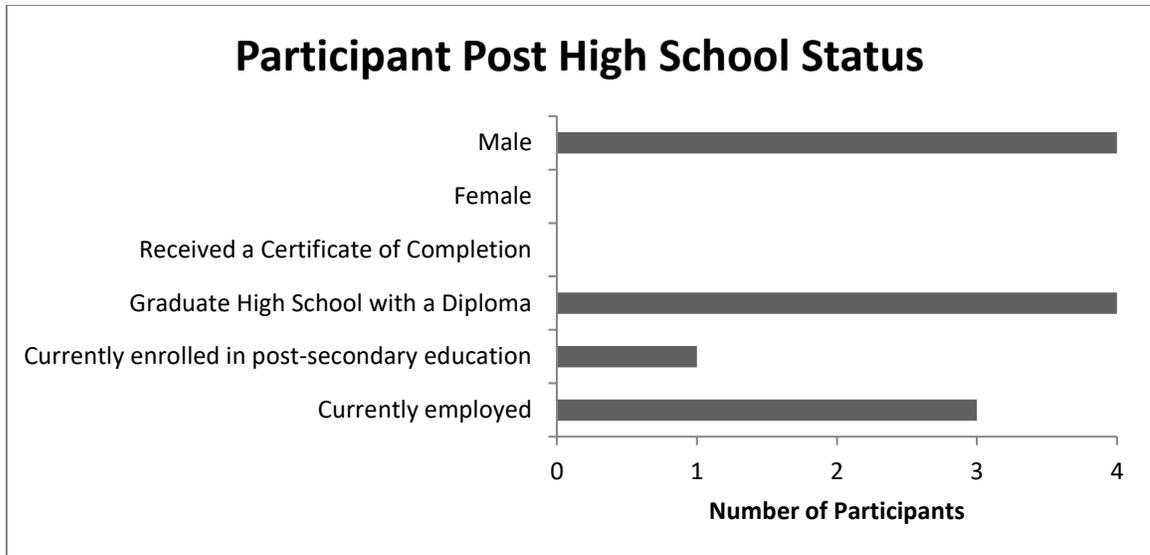


Figure 1. Participant's post high school status.

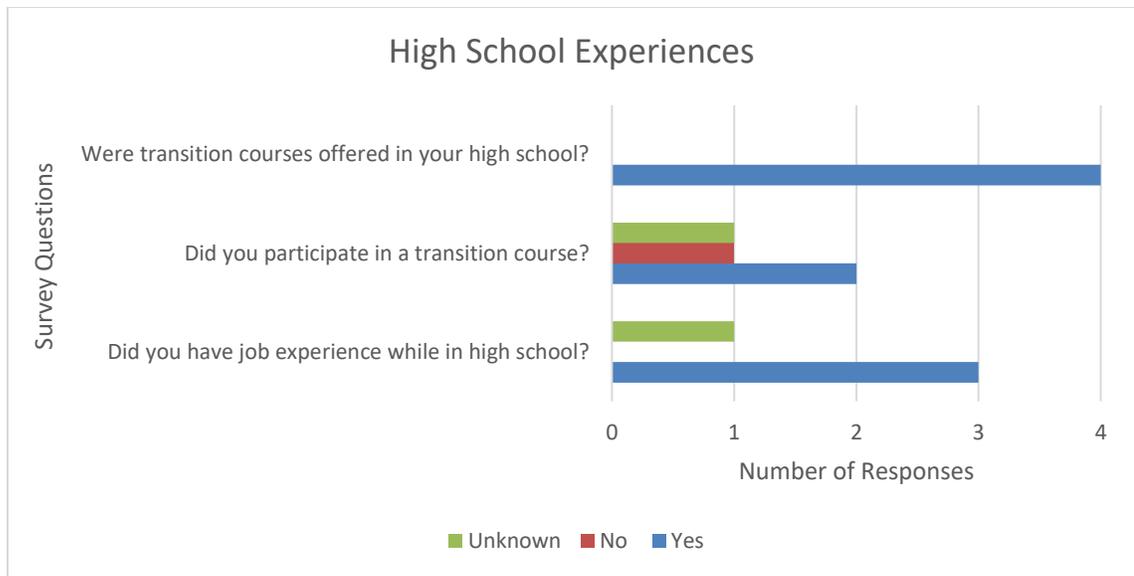


Figure 2. High school experiences.

Appendix A
Survey Instrument

What is your gender?

- Male
- Female

What is your age?

- 18
- 19
- 20
- 21
- 22

What is your race or ethnicity?

- White
- Hispanic or Latino
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other _____

What was your disability on the IEP?

1. Specific Learning Disability (1)
2. Other Health Impairment (2)
3. Autism Spectrum Disorder (3)
4. Visual Impairment (4)

5. Hearing Impairment (5)
6. Traumatic Brain Injury (6)
7. Emotional Disturbance (7)
8. Intellectual Disability (8)
9. Multiple Disabilities (9)
10. Deaf-Blindness (10)
11. Speech or Language Impairment (11)
12. Orthopedic Impairment (12)
13. I don't know/unsure (13)

In what district did you attend high school? _____

Did you receive a high school diploma or a certificate of completion?

Are you currently employed? (Yes/no)

If you have a job, what is your job title and place of work (ex: Salesperson at Walmart, Barista at Starbucks, etc.) _____ at _____

If yes, are you employed full-time (more than 20 hrs. a week) or part-time (less than 20 hours a week)?

What is your hourly wage? 7-8, 8-10, 10-12, 12+

Have you been employed since completing high school? (Yes/no)

Are you currently enrolled in a post-secondary education program? (Yes/no)

If yes, are you:

- attending 4 year college/ university
- attending 2 year college
- attending applied technology college
- completing vocational training
- enrolling in classes in community education
- internships/apprenticeships
- service mission
- courses on independent living

Were transition courses offered at your school? (Yes/no/idk)

Did you participate in a transition course while in high school? (Yes/no)

How involved were you in the following activities? The 4-point scale will range from 1 (not at all involved) to 4 (very involved)

Running my own IEP meetings

Learning how to advocate for myself (that is, stand up for my rights, ask questions of adults so I can get what I need, etc.)

Learning employment skills in the community

Learning independent living skills in the community (like grocery shopping, banking, purchasing, self-care, etc.)

Learning self-determination (what I want for my future, what my values are, etc.)

Learning how to manage myself (managing my time, doing things on my own)

Learning about careers (different kinds of occupations, what workers do, etc.)

Being included in classes with high school students (not special education classes)

Working with professionals from adult agencies and programs, like the Vocational Rehabilitation Counselor

Taking occupational courses (like computer skills, technology, electrical, etc.)

Working in paid jobs or work experience in the community

Having a program of study

Learning about social skills (like greeting people, asking questions, saying things appropriately, etc.)

Taking care of myself and learning how to live on my own

Getting support from others in school (teachers, specialists, etc.)

Being in a transition program

Being in a vocational education program

Being in a work-study program

Did these activities assist you in finding employment or in your post-secondary education? (Yes/no)

If yes, which were the most beneficial to you?

What skills have you learned since completing high school that have helped you in your job or post-secondary education?

Did you experience any employment experience while in high school?

If yes, was this set up through the school?

If yes, was this experience paid?

Did you attend your yearly individualized education plan (IEP) meeting?

Did you participate in your yearly IEP?

If yes, did you have input on your yearly goals or transition plan?

Do you feel your high school experience prepared you for employment and/or post-secondary education? (Yes/no)

If no, what do you feel was missing from your education experience?

How many years of high school math did you complete?

What is the highest level of math you completed?

- a. Secondary 1 Math
- b. Secondary 2 Math
- c. Secondary 3 Math
- d. Other (ex: Math Decision Making, Math Lab, Math Electives, etc.):

What grade did you typically receive in your math classes? A B C D F

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Operations and Algebraic Thinking-7 items):

_____ Add numbers

_____ Subtract numbers

_____ Multiply numbers

_____ Divide numbers

_____ Count money/ make change

_____ Write and solve equations

_____ Determine an unknown value (maybe in this section)

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Number & Operations in Base Ten & Fractions; Number System- 13 items):

_____ Count money/ make change

_____ Convert decimals to percents and/or fractions

_____ Convert percents to decimals and/or fractions

_____ Convert fractions to percents and/or decimals

_____ Add numbers that include decimals

_____ Subtract numbers that include decimals

_____ Multiply numbers that include decimals

_____ Divide numbers that include decimals

_____ Perform tasks that involve fractions (ex: baking, measuring, telling time, etc.)

_____ Use negative numbers

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Measurement & Data- 11 items):

_____ Measure length using rulers or tape measures

_____ Measure weight using a scale

_____ Measure volume by using measuring cups, etc.

_____ Make reasonable estimates

_____ Tell time using an analog (circle) clock

_____ Count money

_____ Make a budget

_____ Evaluate and adjust a budget based on your spending and income

_____ Make change from money

_____ Make graphs and/or charts

_____ Read and interpret graphs and/or charts

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Geometry- 10 items):

- _____ Calculate perimeter (ex: find the amount of fencing you need to fence a yard)
- _____ Calculate area (ex: find the square footage of carpet you need to carpet a room)
- _____ Calculate surface area (ex: find the total amount of paint you need to paint a box)
- _____ Calculate volume (ex: calculate how much liquid a container can hold)
- _____ Measure angles
- _____ Use angle measurements to solve problems
- _____ Graph points on a coordinate plane to solve problems
- _____ Use the Pythagorean theorem
- _____ Work with perpendicular lines
- _____ Work with parallel lines

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Ratios & Proportional Relationships- 5 items):

- _____ Calculate rates (ex: Find the average speed for a 300 mile drive that took 4 hours total)
- _____ Use ratios to describe situations (ex: for every vote candidate A received, candidate B received 2 votes).
- _____ Convert between units (ex: convert meters to kilometers, convert ounces to millimeters, etc.)
- _____ Use tables or graphs to identify proportional relationships

_____ Calculate the unit price of a product (ex: find the cost per ounce of a bottle of juice and use that information to determine which bottle of juice is the better buy)

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Expressions & Equations- 11 items):

_____ Write algebraic equations

_____ Solve algebraic equations

_____ Calculate how much something is on sale for when given the percentage off (ex: calculate how much a coat that originally cost \$ 40 is when it is on sale for 20% off)

_____ Calculate a tip (ex: find 20% of \$30)

_____ Calculate the amount of interest you owe on a loan or credit card

_____ Use scientific notation

_____ Square numbers (ex: 4^2)

_____ Use exponents (ex: 5^3 , 6^4)

_____ Find square roots

_____ Find cube roots

_____ Find the slope of a line (ex: building a ramp with appropriate slope)

_____ Compare linear equations (ex: compare which of two phone plans is most cost effective)

Look at the following list. Place a checkmark by the skills/tasks you do at least once a month (Statistics & Probability- 7 items):

- _____ Collect data
- _____ Calculate averages (mean)
- _____ Calculate median
- _____ Calculate mode
- _____ Calculate standard deviation
- _____ Find patterns in data
- _____ Calculate the probability of something occurring

What math skills did you learn in high school that have helped you in your daily life, job, or post-secondary education?

- _____ How to make a budget
- _____ How to evaluate a budget and adjust your spending
- _____ How to calculate interest on a loan or credit card
- _____ How to decide between loans or credit cards, based on interest rates
- _____ How to count money
- _____ How to make change
- _____ How to calculate a tip (find percent of a number)

- _____ How to calculate how much something is on sale for when given the percentage off (ex: calculate how much a coat that originally cost \$ 40 is when it is on sale for 20% off)

_____ How to calculate how much commission you make based on sales totals

_____ How to calculate unit price to determine the better buy

_____ How to compare two pricing plans to determine which is the better deal

_____ How to calculate average miles per gallon

_____ How to calculate a GPA

_____ How to find an average of a list of numbers

_____ How to understand information displayed in a bar chart

_____ How to understand information displayed in a line graph

_____ How to read a bus schedule

_____ How to understand information displayed in a table

_____ How to write a check

_____ How to balance a checkbook

_____ How to measure length

_____ How to measure liquids

_____ How to calculate area

_____ How to measure angles

_____ How to calculate perimeter

_____ How to convert units

- _____ How to solve problems involving fractions
- _____ How to solve problems involving ratios
- _____ How to solve problems involving proportions
- _____ How to solve algebraic equations
- _____ How to find square roots of numbers
- _____ How to solve problems involving exponents
- _____ How to find rate of change
- _____ How to solve linear equations

What math skills would you have liked to learn in high school that would help you in your daily life, job, or post-secondary education?

- _____ How to make a budget
- _____ How to evaluate a budget and adjust your spending
- _____ How to calculate interest on a loan or credit card
- _____ How to decide between loans or credit cards, based on interest rates
- _____ How to count money
- _____ How to make change
- _____ How to calculate a tip (find percent of a number)

- _____ How to calculate how much something is on sale for when given the percentage off (ex: calculate how much a coat that originally cost \$ 40 is when it is on sale for 20% off)

- _____ How to calculate how much commission you make based on sales totals

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- _____ How to find square roots of numbers
- _____ How to solve problems involving exponents
- _____ How to find rate of change
- _____ How to solve linear equations

How satisfied were you with your high school special education? The 4-point scale will range from 1 (not satisfied) to 4 (very satisfied)