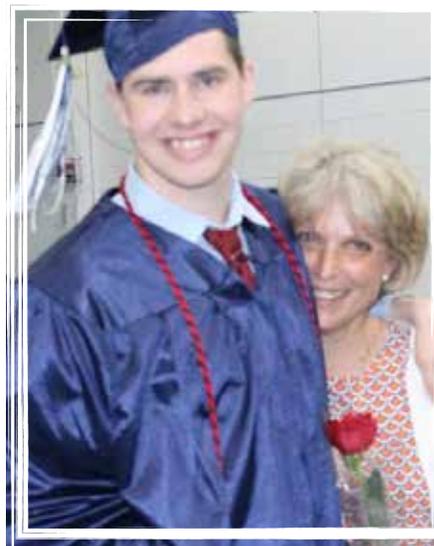


2018 GRADUATE OUTCOME SURVEY



Autism Doesn't Define Me!...

BY DR. JACOBS

Harbour Magic comes in many forms.

Rob graduated from The Harbour School several years ago. He has a great supportive family. He also has autism. After Rob graduated he decided to attend the Baltimore City Community College. He did very well and was smart enough to use the disability support system offered by the school. Rob finished his AA degree with honors and an overall 3.5 GPA. He was also elected to the Phi Theta Kappa National Honors Society. At the commencement ceremony for BCCC, Rob was mentioned, by name, as a student who used the disability services but didn't allow his disability to define who he is.

Rob has now spent a year at the University of Baltimore. His cumulative GPA is a 3.53. That allowed him to apply to be a student in the Helen P. Denit Honors program. The very exciting news is that Rob has been accepted. Several history professors were very supportive of Rob and helped him to get an internship doing archival work for the head of special collections at the University of Baltimore library.

Rob has always been a young man who wanted his independence. As a student at Harbour, it was not unusual for him to take mass transit on a Friday afternoon and go into Washington D.C. where he met his dad who worked there. He would do some work in his dad's office. Sometimes they had dinner together and then would drive back to Baltimore in the evening.

This need to live and act independently has followed Rob into his young adulthood.

Rob has an apartment at the University of Baltimore where he lives independently during the school week. Although he frequently comes home to his parents' apartment on weekends. Rob is learning to navigate the week on his own.

Rob had lots of supports growing up. He is fortunate to have a wonderful family who supported him but did not make his disability the reason for his not succeeding. Rob, his family and Harbour! What a trio! What a great success story!

HOW MANY GRADS DID WE REACH?

Through June 2018, 517 students have graduated from The Harbour School. Six of our alumni are deceased. Through mail solicitation, on-line surveys and follow-up phone calls we were able to reach 357 of our graduates or 69%, slightly fewer than last year. This survey goes all the way back to 1991, our first graduating class.

GRADS LIVING INDEPENDENTLY

News is good. Overall, 29.2% of grads are living independently, an increase of about 1% over last year. If we include students who have been out of school three or more years, 36.1% of our alumni are living independently.

According to a 2013 study by Shaun Heasley reported in Disability Scoop, only 17% of people with autism ages 21–25 have ever lived independently. The current majority of our students has autism.

WHAT DOES THE LITERATURE TELL US?

The Department of Labor of the U.S. government has surveyed the homes of all people who are employed. In doing the house-to-house survey, the staff asked if anyone in the household was employed during the previous week, works in his/her own business, works for a family business, works 15 hours or more per week in a family business for which he/she was NOT paid, or is not working temporarily because of illness, vacation or bad weather. Admittedly, this is a very lax standard. There was no standard for long-term employment nor for full-time employment. Based on that standard, 40% of people with disabilities in Maryland are employed. Maryland ranks 16th in the country using this standard. Even with that low threshold, the best state in the Union was Wyoming with a 57.1% employment rate for people with disabilities.

When a more traditional standard of employment was used the results were much lower. Among the population of people who were not disabled and able to work, 65.3% were employed. However, only 17.9% of people with disabilities were employed in 2017.

This number is up from 17.5% in 2015, not a great deal of improvement. Regardless of education level, people with disabilities are still dramatically underemployed compared to their counterparts who are not disabled. Approximately 20% of the adult population that is able to work is considered to be disabled. This definition includes sensory loss, physical disability and any emotional or cognitive disability.

This year our independent living rates and our overall employment/post-secondary education rate were up. Our ability to reach our graduates was also down. We tried an electronic survey this year, in addition to the paper mail form and the call follow up. Our response percentage was still down. This situation is concerning and we are going to look at a better method.



HOW DO WE COMPARE:

	THS	MANSEF	NTLS2
# of students:	357	210	12,000
Post-secondary	38%	57%	31.9%
Employed	85.2%	53%	48%
Criminal involvement	.2%	13%	Unknown

THE HARBOUR SCHOOL BELIEVES IN OUR STUDENTS AND THEIR FAMILIES. THIS IS WHAT THEY HAVE TOLD US:

- We cannot think of anything more that Harbour School could have done at the time our son was there. A lot of his growth has taken place after he left Harbour School. So, the foundations were in place from H.S.
- The school helped our son. He was quiet, shy. He talks to people now.
- The Harbour School should have had more information on organizations, providers and services in Montgomery County.
- It would have been helpful to have a class to help kids with disabilities learn how to drive.
- Harbour School taught me how to get along with others and work as a team. They taught me to be the best. They also taught me to get a job.
- Learning more functional skills such as cleaning, cooking, grocery shopping...
- Provide more specific job training, and perhaps coaching in getting a job.
- I had a great deal of support with social skills, but I think I would have liked to also have more help with executive function issues/having more control over my own thoughts.

IS THERE ANYTHING YOU WOULD LIKE US TO KNOW, OR YOU WOULD LIKE TO SHARE WITH HARBOUR?

- I currently have two jobs in the grocery field for which I applied, interviewed and was hired on my own
- I now take Uber to and from work. I also frequently take Uber to the mall, book stores, and comic stores, etc.
- Harbour did a great job of providing a safe, supportive and inclusive environment. The social group activities, the musicals and social skills training were extremely helpful.
- You all helped me get my diploma, otherwise in a public school that would not happen. I probably would have dropped out.
- From the first day I walked through the doors of The Harbour School I was amazed. The students, the staff and the teachers were so helpful and nice. I love this school. If I didn't start here I wouldn't know what might have happened. Harbour School did wonders for me. First year was hard for me and the teachers. But they knew what to do to help me and I improved in so many ways. I trusted everyone there.
- Gave me confidence.
- THS's exceptional vocational program inspired me to start my own neighborhood lawn mowing service and I made two wonderful friends during my time at THS.
- I do not know where I would be without Harbour's support, and I feel very lucky to have had the opportunity to attend.
- The Harbour School did wonders for me. I wish I never had to leave. I miss it so much. I came a long way since I went to The Harbour School. This fall I will be taking classes so I can work with special needs children.



**Number of
Harbour School
grads in
post-secondary
education, working,
or a combination:
93.1%**

WHAT ARE THE DIRECTIONS FROM HERE? HOW DO WE BUILD AN EVEN BETTER SCHOOL?

- There is an alumni link to the school's Facebook page and alumni have their own page.
- The rigor of college preparation courses has been increased. Stricter timeline for assignment completion has been imposed.
- Do a better job of helping students apply and be accepted into post-secondary schools.
- A secondary analysis of the National Longitudinal Transition Study (NLTS-2) showed a positive connection between parent expectations and student outcomes. Our transition program will work with families to support appropriate post-secondary expectations.
- We have added academies to push students further in technology, performing arts, and health careers.
- We have added an adult social club for graduates.
- We continue to offer an after-school social skills class and social skills for all students during the school day.
- We are doing a major overhaul of our post-secondary preparation program. It will now begin in 6th grade. The new program will more effectively engage students, families, and instructional/related service staff in early, intensive short and long-term planning. Our intent is to reach families so they have a better understanding of the gap between entitled and eligible post-secondary services.

CONCLUSION

At The Harbour School we believe in the law of physics that says nothing stays the same. We either get better or not. We are definitely committed to getting better. The Harbour School has just completed its 36th year as a school. We have achieved a great deal. And there is much left to do.

We continue to be challenged by helping parents and students to understand how very different the post-high school environment will be. We still have not figured out the best way to reach our families so they will believe how hard it will be. Unfortunately, by the time alumni and their families learn this very tough lesson, entitlement for service is gone. We need to do a better job of helping our alumni and families to understand that the post-high school world is not welcoming to people with disabilities and there will be many challenges. We will continue to try a better plan.

It is clear from this year's responses that we need to do a better job of helping families to understand the importance of good soft work skills and social skills in meeting those challenges. Too often our families buy into the academic standards approach and neglect what will really impede their children from taking the next step into adulthood until the entitlements run out.

We believe that our fledgling birds will fly farther and faster if they are not only well fed; but also have a clear focus on where they are going and the real challenges that lie ahead.

We are a fine, fine school with fine, fine students and fine, fine teachers— it is no wonder we all just love this school.



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POST-SECONDARY SCHOOLS & INTERESTING JOBS

4 YEAR COLLEGES

American University	Lincoln Tech
Assumption College	McDaniel College
Arizona State University	North Idaho College
Bowie State	St. Mary's College
Cabrillo	Salisbury State University
Culinary Institute of Jerusalem	Towson University
Delaware State University	University of Hawaii
Delaware Technical Institute	University of Maryland-Baltimore Co
Frostburg State University	University of Maryland-College Park
Elizabeth State University	Washington Adventist University
Full Sail University	Washington College
Leslie College	

2 YEAR COLLEGES

Anne Arundel Community	Brevard College
Chesapeake College	Harrisburg Area Community College
Baltimore City Community College	Community College of Baltimore Cty
Prince Georges' Community	Carroll Community College
Montgomery College	Patrickerson Community College
College of Southern Maryland	Paradise Valley Community College
Howard Community College	Harrisburg Area Community College

COLLEGE MAJORS REPORTED

Automotive Technology Certificate	General Studies
Biology	History
Business	Mechanical Engineering
English	Music
Computer Science	Organizational Leadership
Cyber Security Certification	Special Education/Integrated
Digital Forensics	Education
Engineering	Theater
Early Childhood Development	Web Design

***Graduates have earned certificates, associates, bachelors and master's degrees

COOL EMPLOYERS

Apple Call Center-Tech Support	Montgomery County P.S.-Set Up
National Institute of Health	Mobile Classrooms
Montgomery County	Infologics Corp - Research Assistant
Dept. of Corrections-Parole & Probation Agent	Department of Veterans Affairs-Law Library Clerk
Baltimore City Police Officer	ATK Space Systems-Admin Assistant
National Institute for Science & Technology	Department of Health & Human Services Admin Assistant
Lincoln Tech	RGIF-Inventory Control Supervisor
Ranger	National Guard-Military Police
Dept. of Health & Human Services	Anne Arundel Community College-Teaching Assistant
NASA Goddard Space Center	CCCBC-Dundalk
United States Army mechanic-E4	Goddard Schools
Maryland State Dept. of Education	Maryland Aerospace
Federal Aviation Admin.-Air Traffic Controller	Vermont Park Ranger
Lifebridge & Courtland Gardens (Kosher Supervisor)	Maryland Aerospace
Department of Transportation Research Assistant	Owner of a Landscape Company
Library of Congress	U.S. Food and Drug Administration
Retrieval Technician	Goodwill Lead Supervisor
Department of the Interior	Correctional Officer, PG Corrections Dept
Department of Juvenile Services, Case Management Specialist	Quevera-Computer Programmer
World Bank-Clerk	Wegman's Senior Team Leader
Norris Ford-Mechanic	Serenity Acres Treatment Center
Darcars-Mechanic	Residential Coordinator
Veterans Administration	Walker Mills Auto Collision-Auto Body Tech
Legal Clerk	Sp.Ed. Teacher, St. Mary's County Public Schools
Anne Arundel County P.S.	Medical Assistant-Sunrise
Howard County P.S.	Senior Living