

**Post-School Outcomes Survey:
2005 Exiters of Special Education Services**

Final Report

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ACKNOWLEDGEMENT

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EXECUTIVE SUMMARY

In 2005, 4,864 students exited special education services in local education agencies (LEA's) across the State of Connecticut. Two years after exit, each individual was mailed a survey by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes. The survey included items in three broad categories: *Employment Status*; 2). *Postsecondary Education and Training Status*; and 3). *Additional Information*. The survey was designed to answer Indicator 14 of the State Performance Plan (SPP). Indicator 14 specifically requests data regarding the:

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Although the indicator specifies exiters within one year of leaving high school, the present investigation examines exiters two years after leaving high school, per agreement with the United States Department of Education, Office of Special Education and Rehabilitation.

The exiters were sent two waves of mailings, and 882 responses were received. In addition, a total of 1,077 surveys were returned as undeliverable, due to incorrect or outdated address information, and 14 completed surveys were deleted during data analysis because they were completed by individuals outside of the target group. When the total sample size was adjusted for these surveys, the response rate was 23%.

As can be seen in Figure 1, young adults with learning disabilities were the largest cohort of respondents to the survey (44%), followed by those with emotional disturbance (18%), intellectual disabilities (8%), other health impairments (8%), speech

and language disorders (6%), and attention deficit/hyperactivity disorder (6%). Sixty-six percent (66%) of the respondents were males. The majority of respondents were White (79%), followed by respondents who were Black (11%) and Hispanic (9%) [see Figure 2]. Most respondents graduated with a regular diploma (80%), followed by those who dropped out of school (14%) and those who reached the maximum age for services (5%).

Specifically related to Indicator 14, 79% of the respondents reported holding employment at some point since leaving high school, with 90% of those competitively employed (as measured by earning at or above the minimum wage of \$7.65). Therefore, of the total set of respondents, 71% reported being competitively employed. Additionally, 66% reported enrolling in a postsecondary education or training program at some time since leaving high school. Thus, 93% of the sample was engaged in competitive employment *or* postsecondary enrollment after high school, while 59% reported *both* competitive employment and enrollment in a postsecondary program.

Methodology

Survey Development

The survey used in this investigation was designed to answer Indicator 14 of the State Performance Plan (SPP). Indicator 14 specifically requests data on the:

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

It is important to note that this investigation examines the outcomes of students two years after leaving high school, per agreement with the United States Department of Education, Office of Special Education and Rehabilitation. This is the last year of this arrangement, and subsequent investigations will examine exiters one year out of high school.

The instrument was based upon the survey used in the study of 2004 exiters (conducted in 2006) and was refined by a subcommittee of the State of Connecticut Interagency Transition Task Force. The current instrument was two pages long and consisted of eight items (see Appendix A).

The 8 items on the instrument covered three main categories: 1). *Employment Status* (3 questions); 2). *Postsecondary Education and Training Status* (2 questions); and 3). *Other Information* (3 questions). Six items contained a stem and then a list of options from which the respondent could check either the single most appropriate response, or all responses that applied. One item was a 5-point Likert Scale item related to perception of life satisfaction, while the final item on the survey was open-

ended and offered the respondent an opportunity to provide additional information about life after high school.

A letter explaining the purpose of the survey and inviting participation was created. The letter explained that the completed survey would be sent to the Project Principal Investigator (PI), Dr. Joseph Madaus at the University of Connecticut, for analysis. A consent form that outlined the respondent's rights and protections as a participant in this research was also created. Both the cover letter and the consent form indicated that completion and return of the survey was an expression of consent to participate. The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB) and was approved on March 2, 2007.

Subjects

The subjects for this investigation consisted of 4,864 individuals who had exited special education during the year 2005 from each of the 169 Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the State Department of Education, Office of Research, Evaluation and Accountability, and in turn, the data is compiled and sent to the United States Department of Education. Data was provided for the name, address, gender, exceptionality, ethnicity, and reason for exit.

Mailings

The initial mailing was conducted by the State Department of Education and consisted of 4,864 surveys. The surveys were mailed in batches during April of 2007. A second wave mailing was conducted by the PI and a graduate assistant in June 2007.

In total, surveys were received from 882 respondents. Appendix C contains the response rates for each LEA.

Across the two waves of mailings, a total of 1,077 surveys were returned as undeliverable because of incorrect or unknown addresses. Multiple names ($n = 14$) were removed from the database for one of the following reasons: 1). Students who reported being in high school or not having exited at the time of the survey ($n = 10$); 2). Survey returned not completed ($n = 1$); 3). Surveys returned by individuals who exited prior to 2005 ($n = 3$). Thus, the final sample for the present analysis is based upon 3,773 individuals ($n = 3,773$), and a response rate of 23%.

Data Analysis

Frequency analyses were conducted on each item for all respondents collectively (Appendix B). Because the majority of the data was dichotomous (i.e., Yes/No), selected variables were analyzed using chi-square analyses. If results were significant, standardized residuals were examined to examine if a selected variable was over- or under-represented in a given category. It should be noted that although several of the analyses yielded significant results, many had small effect sizes or expected frequencies within cells that are so low as to raise concerns about the validity of the results. Thus, only analyses that displayed effect sizes (as indicated by Cramér's V) approaching a medium level ($> .20$) and that had sufficient cell sizes are presented in the following results.

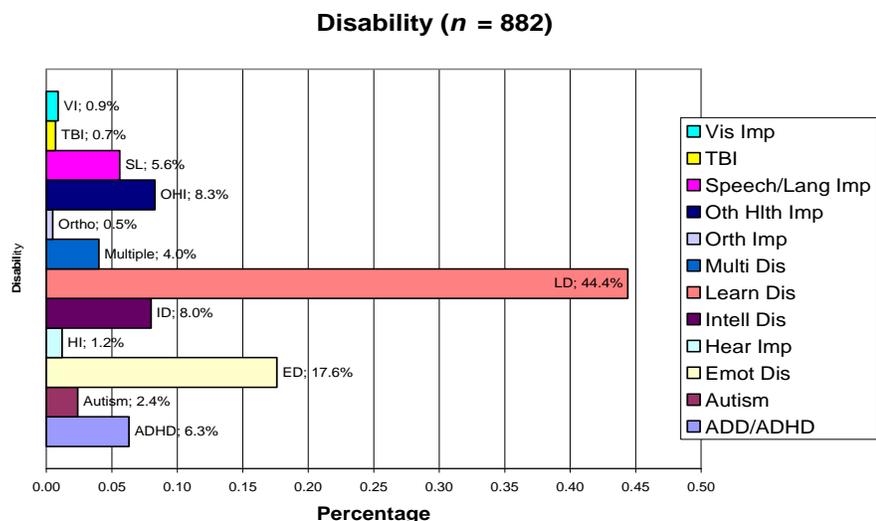
Results

Descriptive Information

Ethnicity, age, gender. Of the 882 respondents, 79% were “White”, followed by “Black” (11%) and “Hispanic” (9%). The exiters ranged in age from 18 ($n = 19$; 2%) to 24 ($n = 49$; 6%), with a mean age of 20.9 years. Male respondents (66%) outnumbered female respondents (34%).

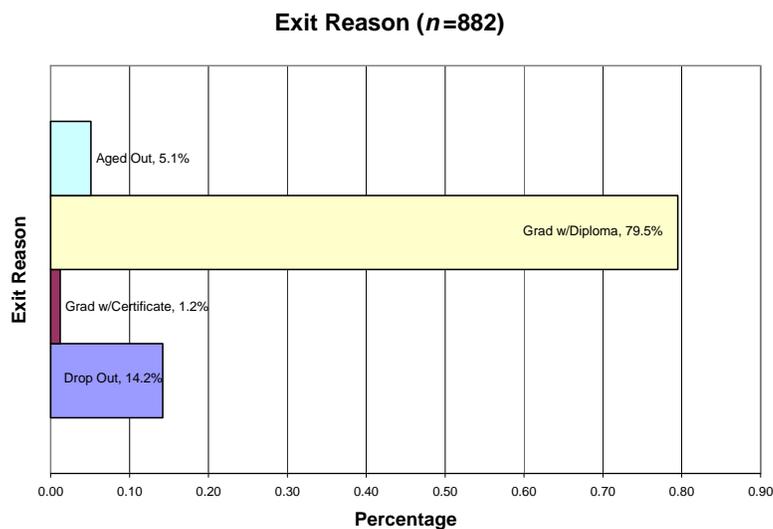
Disability type. As displayed in Figure 1, six disability categories constituted 90% of the respondents. The most common exceptionality was “learning disability” (44%), followed by “emotional disturbance” (18%), “other health impairment” (8%), “intellectual disability” (8%), “speech/language impairment” (6%), and “attention deficit/hyperactivity disorder” (6%). Chi-Square analyses revealed no significant differences between gender and disability type, and although significant differences were found between ethnicity and disability type, the resulting effect size was small (e.g., below .20).

Figure 1: Disability Type



Exit reason. Eighty percent of the respondents graduated with a diploma, while 14% dropped out of school (Figure 2). Those who aged out of school constituted an additional 5% of the respondents, while 1% graduated with a certificate. Chi-square analyses indicated a significant difference between exit reason and disability type (χ^2 (36, N=882) = 219.4, $p < .001$, Cramér's $V = .50$). Exiters with autism and intellectual disabilities were overrepresented in the category of aged out. Students with Intellectual disabilities were also overrepresented in the graduated with a certificate group. Students with emotional disturbance were overrepresented in the category of exiters who dropped out, and underrepresented in the category of graduating with a diploma.

Figure 2: Exit Reason



Comparison of the Sample to the Population

Tables 1 – 4 present data related to the results from the received surveys ($n = 882$) versus the total population of exiters of special education in 2005 ($n = 4,864$). Data related to the exceptionality type, gender, minority status, and drop out rate of both

groups were examined for representativeness using the National Postschool Outcomes Center Response Calculator (www.psocenter.org). Results indicated that minority exiters were underrepresented in the final sample, as were exiters who dropped out of school. Therefore, care must be taken in interpreting the results in regard to these two cohorts. Differences by exceptionality category and gender were not significant.

Table 1
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	302	34.2	1547	31.8
Male	580	65.8	3317	68.2
Total	882	100.0	4864	100.0

Table 2
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian/Pacific Islander	7	.8	45	.9
Black	98	11.1	764	15.7
Hispanic	78	8.8	828	17.0
Native American	1	.1	16	.3
White	698	79.1	3211	66.0
Total	882	100.0	4864	100.0

Table 3
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	56	6.3	375	7.7
Autism	21	2.4	55	1.1
Deaf/Blind	1	.1	3	.1
ED	155	17.6	995	20.5
Hearing Impairment	11	1.2	49	1.0
Intellectual Disability	71	8.0	296	6.1
Learning Disability	392	44.4	2187	45.0
Multiple Disability	35	4.0	132	2.7
Orthopedic	4	.5	8	.2
Other Health Impaired	73	8.3	446	9.2
Speech	49	5.6	284	5.8
TBI	6	.7	15	.3
Visual Impairment	8	.9	19	.4
Total	882	100.0	4864	100.0

Table 4
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

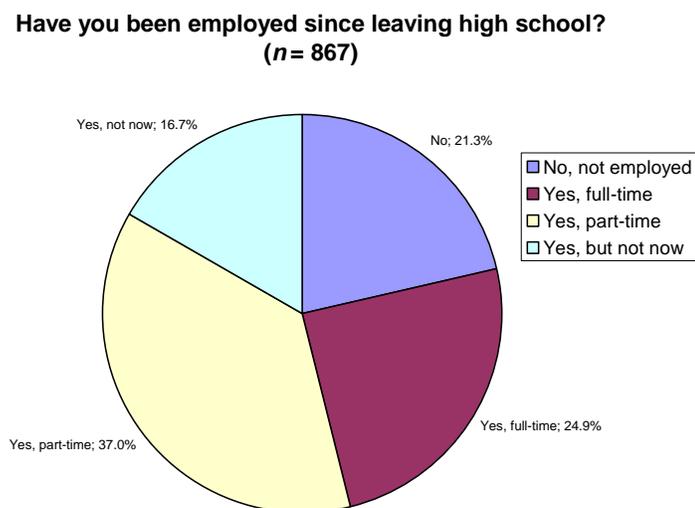
Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	701	79.5	3388	69.7
Graduated with Certificate	11	1.2	45	.9
Dropped Out	125	14.2	1284	26.4
Maximum Age	45	5.1	147	3.0
Total	882	100.0	4864	100.0

Level of Employment

The respondents were asked “Have you been employed since leaving high school?” As can be seen in Figure 3, 25% indicated that they had been employed full-time (35 hours or more per week), while 37% reported being employed part-time (less

than 35 hours per week). Seventeen percent (17%) of the respondents indicated that they were employed at one time, but not at the time of the study, while 21% reported that they had never been employed since leaving high school.

Figure 3: Employment Status

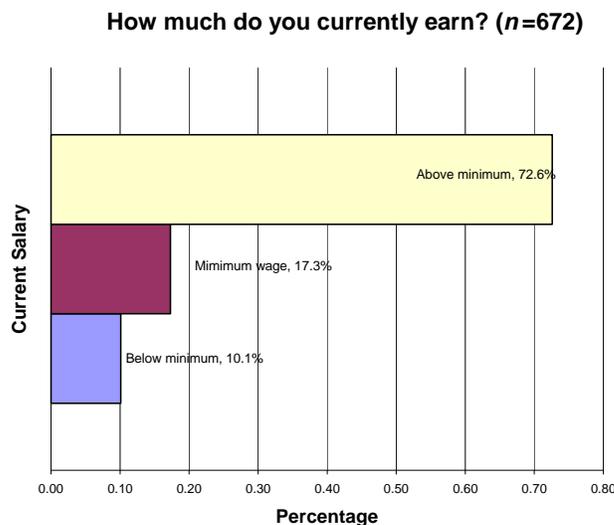


Differences in employment level. Chi-square analyses found significant differences between gender, ethnicity, and exit reason on employment level, but the resulting effect size for each analysis was below .20. Significant differences were found related to disability type and employment level (χ^2 (36, N=882) = 118.7, $p < .001$, Cramér's $V = .21$). Exiters with learning disabilities and AD/HD were overrepresented in the category of full-time employment, and underrepresented in the category of having not been employed. Exiters with Intellectual disabilities were underrepresented in the category of full-time employment, and with exiters with emotional disturbance and those with autism, were more likely to be in the category of those who reported never having been employed.

Salary

If the respondent indicated that they had been employed at some time since high school, he or she was then asked “How much do you currently earn (or did you earn at your most recent job)? This question was designed to capture the percentage of respondents who were competitively employed, as specified in Indicator 14. Responses are displayed in Figure 4. In total, 90% of the respondents selected earning at or above the minimum wage (\$7.65 per hour). More specifically, 73% reported earning above minimum wage, and 17% were at the minimum wage. When these two groups are collapsed (to 90%) and compared to the total sample who reported being employed (79%), a total of 71% of the total set of respondents were competitively employed at some point since leaving high school.

Figure 4: Salary



Differences in salary. Significant differences were found related to disability type and level of salary (χ^2 (22, N=672) = 161.4, $p < .001$, Cramér's $V = .35$). Exiters with intellectual disabilities were overrepresented in the category of earning below minimum

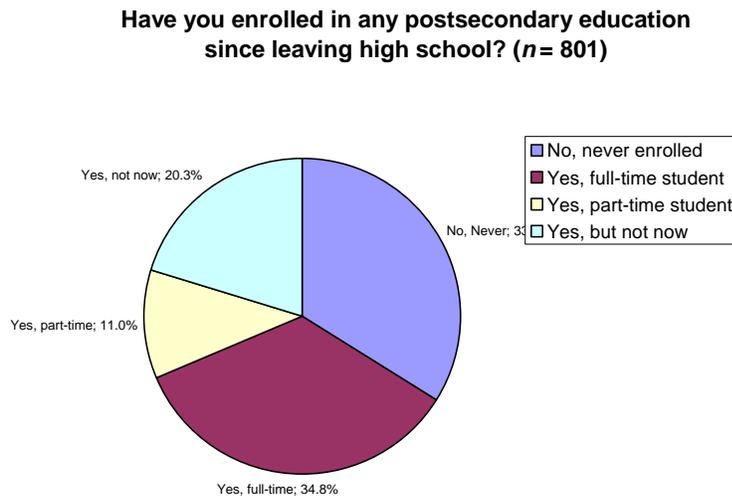
wage, and underrepresented among those earning above minimum wage. Exiters with learning disabilities were underrepresented in the below minimum wage category.

Postsecondary Education and Training

In response to the portion of Indicator 14 that requests information on postsecondary enrollment, the respondents were asked “Have you enrolled in any type of postsecondary school (college or training program) since leaving high school?” Four options were provided, and respondents were instructed to select only one. Results are displayed in Figure 5. Sixty-six percent (66%) reported some level of postsecondary enrollment. Specifically, 35% indicated being a full-time student (carrying 12 or more credits per semester), and 11% reported being a part-time student. An additional 20% selected “I was enrolled but am not now.” Thirty-four percent (34%) of the respondents indicated never having been enrolled in postsecondary education or a training program. Although Chi-square analyses revealed significant differences related to gender, ethnicity, and exit reason on postsecondary enrollment, the resulting effect sizes were low. Significant differences were also found related to disability type and postsecondary enrollment ($\chi^2(36, N=801) = 146.5, p < .001, \text{Cramér's } V = .25$), with students with learning disabilities and speech/language impairment overrepresented in the full-time student category. Exiters with learning disabilities were also underrepresented in the category of never attending postsecondary education. Respondents with emotional disturbance and intellectual disabilities were underrepresented in the category of full-time student. Those with intellectual disabilities were overrepresented in the category of having never enrolled in postsecondary education, while those with emotional

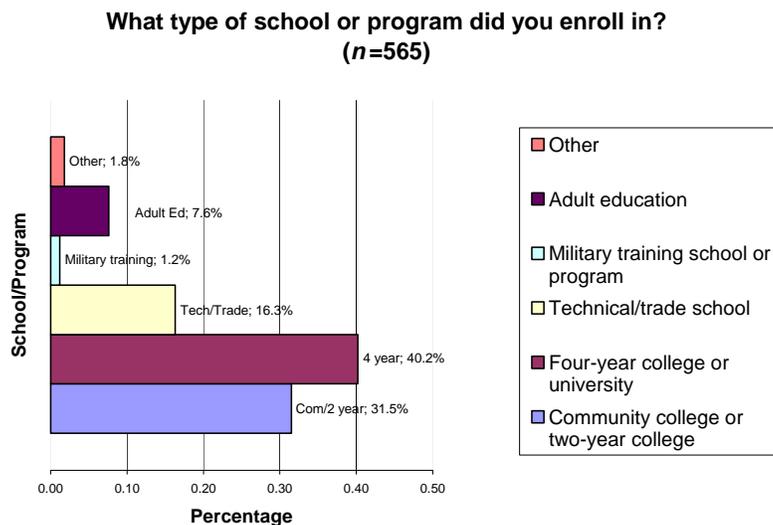
disturbance were overrepresented in the category of having been enrolled at one time, but not at the time of the survey.

Figure 5: Postsecondary Enrollment



Type of program attending. The respondents who indicated enrollment in postsecondary school were asked to specify the type of program. Seven options were provided, and the respondents were instructed to select only one. The most commonly selected response was “four-year college or university (40%), followed by “community or two-year college” (31%), “technical/trade school” (16%), and “adult education” (8%). Originally, 6% ($n = 34$) selected “other” and provided written responses. These responses were analyzed by the researcher and the Connecticut State Transition Coordinator, and 24 of the responses were collapsed into other categories. The resulting data is reported here.

Figure 6: Type of Postsecondary Program



Contact with Agencies and Services

The respondents were provided with a list seven agencies and were asked if they had received services through any of these since high school. The respondents were allowed to select all choices that applied. There was also an “Other” option, and respondents were asked to provide an open ended response. If the respondents did not use any of the agencies listed, they could also select either “No help received; it is not necessary” or “No help received; Did not know that any agencies were available.” It is important to note that this question is not a part of Indicator 14, but was included as suggested by the State Performance Plan Indicator 14 Working Group, which consists of members from the State Interagency Transition Task Force.

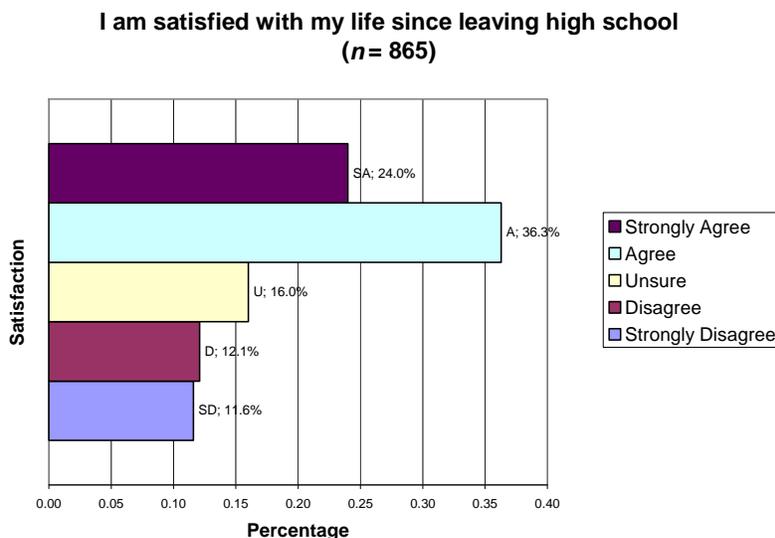
The most commonly selected response was “No help received; it is not necessary” (49%), followed by “No help received; did not know that any agencies were

available.” The most commonly selected agency was the Department of Social Services (14%) followed by the Social Security Administration (14%), the Bureau of Rehabilitation Services and the Department of Mental Retardation (10% each).

Perception of Life Satisfaction.

The respondents were asked to indicate their level of agreement with the statement “I am satisfied with my life since leaving high school.” A five point Likert scale (ranging from 1 = Strongly Disagree; 2 = Disagree; 3 = Unsure; 4 = Agree; 5 = Strongly Agree) was employed. On average, respondents were between Unsure and Agree (Mean = 3.5; SD = 1.3). Sixty percent of the respondents selected Agree or Strongly Agree, while 24% selected Disagree or Strongly Disagree. Specific results are displayed in Figure 7.

Figure 7: Life Satisfaction



Open Ended Question

Appendix D contains the open-ended responses to the question “Is there anything else you would like to tell us about your life after you left high school? The

responses were transcribed directly from the returned surveys and are presented as such with two modifications. Responses that were excessively long were truncated, and responses that contained information that could identify the individual exiter were modified. These examples are indicated with an asterisk (*). Analysis of the responses indicated a range of themes, including those respondents who indicated that they were doing well, and who were successfully employed or in college. Some respondents praised the preparation they received in high school. Several respondents also indicated that that life after high school “is better”. Conversely, several respondents presented the theme that life is harder after high school. Some were critical of the preparation and transition services received in high school, and the services received from state agencies. Multiple respondents commented on the difficulty experienced in college, or in finding and holding employment.

Summary and Discussion

The survey used in this investigation was designed to answer Indicator 14 of the State Performance Plan (SPP). Indicator 14 specifically requests data regarding the:

Percent of youth who had IEP’s, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Although the indicator specifies exiters within one year of high school, the present investigation examines exiters two years after leaving high school, per agreement with the United States Department of Education, Office of Special Education and Rehabilitation.

Seventy nine percent (79%) of the respondents reported holding employment at some point since leaving high school, with 90% of these individuals reporting earning at or above the minimum wage (\$7.65). This represents 71% of the total respondents who had engaged in competitive employment since high school exit. Additionally, 66% reported enrolling in a postsecondary education or training program at some time since leaving high school. Thus, 93% of the sample was engaged in competitive employment or postsecondary enrollment after high school, while 59% reported *both* competitive employment and enrollment in a postsecondary program.

Comparison to 2004 Exiters.

Although Exiter studies were conducted on 2000 and 2002 Exiters (Year 2000 Exiters, Bruder & Gaynor, 2002; Year 2002 Exiters, Madaus, 2004), the instruments used in those investigations were significantly different and therefore comparisons to the present results are limited. However, the 2004 exiters were studied using a nearly identical survey instrument (Madaus, 2006) in order to facilitate comparisons. As can be seen in Figure 8, the response rate of the 2004 Exiters was 23%, compared to 22% in the present sample. Of the 2004 Exiters, 85% reported employment since high school exit. In the present sample, this figure was 79%. It is important to note that in the present sample, there were 37 more respondents from the Department of Corrections, which could impact this finding. Results related to earnings were nearly identical, with 75% of the 2004 Exiters and 73% of the 2005 Exiters reporting earning more than minimum wage.

Respondents across the two years were also similar in regards to postsecondary enrollment, with 66% of the present exiters and 67% of the 2004 Exiters indicating some type of enrollment at some time since leaving high school. There were more of the 2004 Exiters (42%) enrolled full-time (more than 12 credits) than the 2005 Exiters (35%), with more of the 2005 Exiters enrolled part-time or reporting enrollment at one time but not at the time of the survey. Fewer of the current respondents were enrolled in a Community or two-year college (32% of the 2005 exiters compared to 38% of the 2004 exiters) but slightly more were enrolled in a Four-year college or university (40% of the 2005 exiters compared to 37% of the 2004 exiters) and in adult education (7% [2005] versus 5% [2004]). Figure 9 displays the comparison of the 2004 and 2005 exiters related to postsecondary enrollment.

Figure 8: Employment: '04 v. '05 Exiters

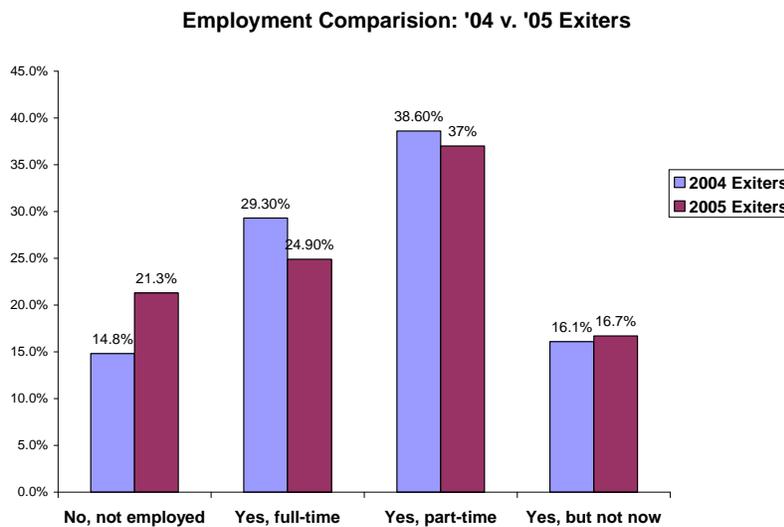
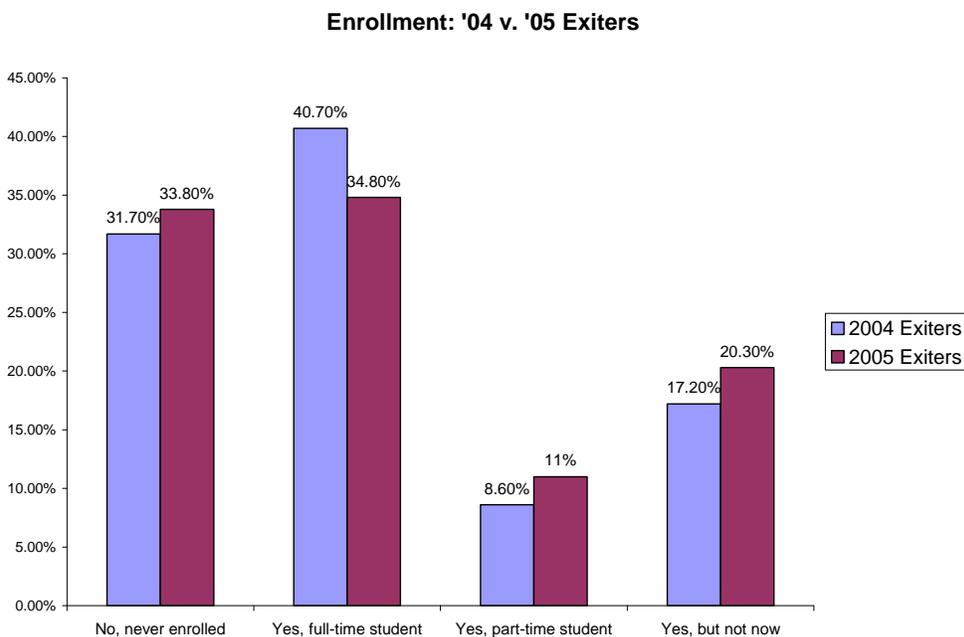


Figure 9: Enrollment: '04 v. '05 Exitters



Results related to receiving services through agencies since high school were consistent across the two groups. There was slight increase in those receiving services from the Department of Social Services (14% [2005] versus 10% [2004]). The percentage of respondents who did not receive services because it was not necessary was consistent (49% in the current sample versus 46% for the 2004 Exitters), while those who reported not being aware that agencies were available was slightly lower (20% [2005] versus 26% [2004]) in the present sample.

Limitations

The results of the current survey should be viewed with some caution given the overall low response rate of 23%. Efforts were made to enhance the response rate, including using a brief survey, conducting two-waves of mailings and providing postage paid reply envelopes, simplifying the wording of the cover letter, and reviewing all

questions for clarity. It is important to note that some of the addresses in the total data base may be problematic, as 1077 surveys were returned as undeliverable because of incorrect or unknown addresses. As noted, minority students and exiters who dropped out of school were underrepresented in the final sample, so caution should be exercised in regard to the interpretation of results for these two groups.

Finally, care must be taken in generalizing the current results. These data represent the characteristics of a sample of exiters with disabilities from the State of Connecticut alone, and may not be similar to exiters with disabilities from other states. Additionally, because comparative data does not exist, the results cannot be compared to students without disabilities who exited Connecticut schools in the year 2005. Although data related to “Activities of Spring 2005 Connecticut Public High School Graduates” was presented in *The Condition of Education in Connecticut* (Connecticut State Department of Education, August, 2007), this data was collected from districts at the aggregate level and therefore cannot be compared to the present results (Raymond Martin, personal communication, November, 2007).

Appendix A
Survey Instrument

Code # _____
 Responses will not be linked to name

Survey of 2005 Graduates/Exiters of Connecticut High Schools

Introduction: This survey gathers information about your employment and/or postsecondary school experiences since you left high school. **Please fill it out and return to us in the enclosed envelope.** If you have any difficulty answering the survey questions, please ask someone who knows you well to help you complete it. All information you provide will be kept confidential. Please place a "✓" mark in front of the appropriate response.

Part I: Employment Status

1. Have you been employed since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now
<input type="checkbox"/>	No, I have not been employed (go to question #4)

2. If yes to Question 1, how much do you currently earn (or did you earn at your most recent job)?

<input type="checkbox"/>	Below minimum wage (less than \$7.65/hr.)
<input type="checkbox"/>	Minimum wage (\$7.65/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.65/hr.)

Part II: Postsecondary Education and Training Status

3. Have you enrolled in any type of postsecondary school (college or a training program) since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, I am a full-time student (12 or more credits per semester)
<input type="checkbox"/>	Yes, I am a part-time student (less than 12 credits per semester)
<input type="checkbox"/>	Yes, I was enrolled but am not now
<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program

4. If yes to Question 3, what type of postsecondary school did you enroll in? (**Check only one**)

<input type="checkbox"/>	Community or two-year college
<input type="checkbox"/>	Four-year college or university
<input type="checkbox"/>	Technical/trade School (e.g., hairdressing, welding, computing, bartending, etc.)
<input type="checkbox"/>	Military or Military Training School or Program
<input type="checkbox"/>	Adult Education (e.g., GED, High School Completion Program, Continuing Education etc.)
<input type="checkbox"/>	College Prep/Postgraduate Program
<input type="checkbox"/>	Other – Please specify:

Please continue to last page.....

Part III: Additional Information

5. Have you received services through any of these agencies since leaving high school?
(Check all that apply)

<input type="checkbox"/>	Bureau of Rehabilitation Services (BRS)
<input type="checkbox"/>	Department of Mental Retardation (DMR)
<input type="checkbox"/>	Department of Mental Health and Addiction Services (DMHAS)
<input type="checkbox"/>	Board of Education and Services for the Blind (BESB)
<input type="checkbox"/>	Department of Social Services (DSS) (e.g., Medicaid/Title 19; food stamps; Care for Kids)
<input type="checkbox"/>	Social Security Administration (SSA) (e.g., SSI, SSDI, Medicare)
<input type="checkbox"/>	Department of Labor One-Stop Centers (e.g., Employment Centers, Career Centers)
<input type="checkbox"/>	Other agencies: please specify
<input type="checkbox"/>	No help received, it is not necessary
<input type="checkbox"/>	No help received; Did not know that any agencies were available

6. If you are not employed, or are not enrolled in postsecondary school or training, are you participating in any of the following?

<input type="checkbox"/>	Adult day service programs
<input type="checkbox"/>	Adult day vocational programs
<input type="checkbox"/>	Independent living skills programs
<input type="checkbox"/>	Volunteer work/community service
<input type="checkbox"/>	Other, please specify:

7. Please circle the statement that best describes your agreement with this statement:

"I am satisfied with my life since leaving high school"

Strongly Disagree Disagree Unsure Agree Strongly Agree

8. Is there anything else you would like to tell us about your life after you left high school?
 (Please continue to the back of this page if necessary)

**Thank you very much for completing this survey!
 Please return in the enclosed envelope**

Appendix B

Frequencies for Respondents
 $n = 882$

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
ADHD	56	6.3
Autism	21	2.4
Deaf/Blind	1	.1
ED	155	17.6
Hearing Impairment	11	1.2
Intellectual Disability	71	8.0
Learning Disability	392	44.4
Multiple Disability	35	4.0
Orthopedic	4	.5
Other Health Impaired	73	8.3
Speech	49	5.6
TBI	6	.7
Visual Impairment	8	.9
Total	882	100.0

Table B2
Gender

Category	<u>N</u>	<u>%</u>
Female	302	34.2
Male	580	65.8
Total	882	100.0

Table B3
Ethnicity

Category	<u>N</u>	<u>%</u>
Asian/Pacific Islander	7	.8
Black	98	11.1
Hispanic	78	8.8
Native American	1	.1
White	698	79.1
Total	882	100.0

Table B4
Age

Year	<u>N</u>	<u>%</u>
18	19	2.2
19	18	2.0
20	381	43.2
21	280	31.7
22	55	6.2
23	80	9.1
24	49	5.6
Total	882	100.0

Table B5
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Diploma	701	79.5
Graduated with Certificate	11	1.2
Dropped Out	125	14.2
Maximum Age	45	5.1
Total	882	100.0

Table B6
Have you been employed since leaving high school?

Category	N	%
Yes, Full-time (35 hours or more)	216	24.9
Yes, Part-Time (less than 35 hours per week)	321	37.0
Yes, I was employed at one time but am not now	145	16.7
No, I have not been employed	185	21.3
Total	867	100.0

Table B7
If yes, to Question 1, how much do you currently earn, or did you earn at your most recent job?

Category	N	%
Below Minimum Wage (less than \$7.65/hour)	68	10.1
Minimum Wage (\$7.65/hour)	116	17.3
Above Minimum Wage (more than \$7.65/hour)	488	72.6
Total	672	100.0

Table B8

Have you enrolled in any type of postsecondary education or training since leaving high school? (**check only one**)

Category	N	%
No, I have never enrolled in postsecondary education or a training program	271	33.8
Yes, I am a full-time student	279	34.8
Yes, I am a part-time student	88	11.0
Yes, I was enrolled but am not now	163	20.3
Total	801	100.0

Table B9

If yes to Question 3, what type of school or program did you enroll in?

Category	N	%
Community College or Two-Year College	178	31.5
Four Year College or University	227	40.2
Technical/Trade School	92	16.3
Military Training School or Program	7	1.2
Adult Education	43	7.6
College Prep/Postgraduate Program	8	1.4
Other School or Program	10	1.8
Total	565	100.0

Table B10

Have any of the following state agencies worked with you since leaving high school?
(Check all that apply)

Category	N	%
Bureau of Rehabilitation Services	87	10.2
Department of Mental Retardation	86	10.1
Department of Mental Health and Addiction Services	21	2.5
Board of Education and Services for the Blind	7	.8
Department of Social Services	123	14.4
One Stop Centers	16	1.9
Social Security Administration	119	13.9
Other Agencies	34	4.0
No Help Necessary	418	48.9
Did Not Know Help was Available	172	20.1

Appendix C
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	20	3	15.0
Avon	21	6	28.6
Berlin	22	3	13.6
Bethel	22	1	4.5
Bloomfield	25	7	28.0
Bolton	6	2	33.3
Bozrah	5	2	40.0
Branford	42	7	16.7
Bridgeport	125	16	12.8
Bristol	100	19	19.0
Brookfield	14	4	28.6
Brooklyn	13	0	0.0
Canterbury	4	1	25.0
Canton	7	0	0.0
Cheshire	52	14	26.9
Clinton	23	4	17.4
Colchester	18	3	16.7
Columbia	4	2	50.0
Corrections	401	93	23.1
Coventry	18	0	0.0
Cromwell	18	3	16.7
Danbury	66	13	19.7
Darien	18	1	5.6
DCF	6	1	16.7
Derby	10	2	20.0
East Granby	6	1	16.7
East Haddam	9	2	22.2
East Hampton	7	1	14.3
East Hartford	46	7	15.2
East Haven	23	9	39.1
East Lyme	37	8	21.6
East Windsor	22	5	22.7
Eastford	1	1	100.0
Ellington	14	3	21.4
Enfield	61	10	16.4
Fairfield	102	29	28.4
Farmington	17	1	5.9
Glastonbury	39	11	28.2
Granby	20	1	5.0
Greenwich	83	17	20.5
Griswold	19	3	15.8
Groton	37	7	18.9
Guilford	24	7	29.2
Hamden	38	9	23.7
Hartford	229	12	5.2
Hartland	5	2	40.0
Killingly	33	2	6.1
Lebanon	18	4	22.2
Ledyard	16	4	25.0
Litchfield	7	2	28.6
Madison	30	8	26.7
Manchester	48	6	12.5
Meriden	58	5	8.6
Middletown	24	5	20.8

Milford	79	12	15.2
Monroe	23	7	30.4
Montville	34	9	26.5
Naugatuck	37	7	18.9
New Britain	151	14	9.3
New Canaan	14	3	21.4
New Fairfield	19	3	15.8
New Haven	90	8	8.9
New London	32	3	9.4
New Milford	56	6	10.7
Newington	35	5	14.3
Newtown	47	9	19.1
North Branford	17	4	23.5
North Haven	19	4	21.1
North Stonington	6	2	33.3
Norwalk	81	12	14.8
Norwich	70	11	15.7
Old Saybrook	10	2	20.0
Oxford	8	2	25.0
Plainfield	30	2	6.7
Plainville	19	2	10.5
Plymouth	11	3	27.3
Portland	12	4	33.3
Preston	5	2	40.0
Putnam	21	4	19.0
Regional SD#1	24	9	37.5
Regional SD#4	8	2	25.0
Regional SD#5	50	15	30.0
Regional SD#6	9	4	44.4
Regional SD#7	16	1	6.3
Regional SD#8	25	5	20.0
Regional SD#9	18	4	22.2
Regional SD#15	24	8	33.3
Regional SD#16	22	3	13.6
Regional SD#17	11	2	18.2
Regional SD#18	15	4	26.7
Regional SD#19	18	2	11.1
Ridgefield	38	10	26.3
Rocky Hill	14	7	50.0
Salem	6	1	16.7
Seymour	6	2	33.3
Shelton	28	6	21.4
Sherman	4	0	0.0
Simsbury	22	8	36.4
Somers	5	2	40.0
South Windsor	49	13	26.5
Southington	45	8	17.8
Sprague	3	1	33.3
Stafford	12	3	25.0
Stamford	113	19	16.8
Sterling	3	1	33.3
Stonington	17	3	17.6
Stratford	61	14	23.0
Suffield	10	2	20.0
Thomaston	24	4	16.7
Thompson	9	1	11.1
Tolland	19	4	21.1
Torrington	67	10	14.9
Trumbull	46	15	32.6

Union	2	0	0.0
Vernon	27	3	11.1
Vocational-Tech	202	32	15.8
Voluntown	3	1	33.3
Wallingford	40	8	20.0
Waterbury	140	11	7.9
Waterford	23	3	13.0
Watertown	23	4	17.4
West Hartford	121	25	20.7
West Haven	40	5	12.5
Westbrook	8	2	25.0
Weston	13	5	38.5
Westport	36	7	19.4
Wethersfield	30	5	16.7
Wilton	30	6	20.0
Winchester	12	2	16.7
Windham	49	6	12.2
Windsor	38	4	10.5
Windsor Locks	18	8	44.4
Wolcott	24	1	4.2
Woodstock	4	1	25.0

Appendix D
Open Ended Responses

Is there anything you else you would like to tell us about your life after you have left high school?

Note: Data is presented as written by the respondent, except when long responses were truncated. Responses which contained information that might reveal the identity of the respondent are modified, as indicated with an asterisk (*).

Comment

- Your schooling was not productive. I have problems with jobs. I can't go to college because I am not prepared correctly at math. Can't even count. But at least I have my covering family and don't send me another survey because you just ruined my day.
- Your program was not necessary for me as a student. I would not place my future children in the special education program at WHS.
- You can't get a job easy and it's harder to get paid.
- Yes, update books every 10 years from K-12 and make sure that every teacher knows how to teach their kids from K-12.
- Yes, I am satisfied with my life. I am currently attending Manchester Community College and planning to transfer to University of Connecticut Business School, and start a business then later work on my Master's degree at UCONN Business graduate school.
- Would like to pursue my career in electrical for which I attended school for.
- Would like to pursue higher education but the cost is so prohibitive that I cannot afford to attend. Would like to work in the gaming or movie industry.
- Would like to go back to school.
- Would like more schooling.
- Would have been helpful to have greater transition support between high school and college. College working out (with great effort).
- Working to get into four year college or university.
- With my parents help I attended ____* Tractor Trailer School. They gave me the extra time I needed to succeed to get my CDL. I am now employed with S* Transportation. Because of my struggle at * School system, it took me longer to graduate.
- Will be 2 years in June since graduation. Was under an agency in Norwalk (Keystone) under BRS for 1 1/2 years not one job found. Very poor follow up took over 1 year just to get an assessment. The high school is very unfair in relocating BRS.

- While I was in my junior and senior year no outside resources made themselves known to me at DMR, SS, BRS, etc.. If it were not for my father I would not be where I am today. He looked out after me and approaches every known facility for assistance.
- When you are a special education student the work is a lot harder than the person next to you. But if you give up you will never know how far you would be able to go. I personally never gave up I pushed myself and held nothing back.
- When I left out of high school it sucked for me because I wanted to keep going to school. When I leave here I want to go to a school for adults in Willimantic.
- When I first came in this country, I went to school of one day and night. I wish I stay in school but I cannot now because I am always in pain. The pain I have now is chronic pain I have injection every two week plus hydrocodone 75/500mg every 4 hour to 6.
- Well I had a beautiful baby daughter. I bettered myself by going to CAN school. I have a job now as a CAN. I make good money. Now I'm going to get my GED or high school diploma so I can become an LPN and eventually an RN.
- Was involved with WestConn Pilot Program - the program lead Steven* to many wonderful work experiences as part of the program. The college experience itself was a failure except for the social aspect - meeting others.
- Wamago Regional High School has prepared me for college. If it was not for their diagnosing me with my disability and helping me find the best way to work with it, I would not be as successful as I am today in school.
- Very strongly want to go to college MCC. Don't have the money for it.
- Very happy with the Stratford school system in meeting all necessary needs.
- Very dissatisfied. Having difficulty at adult education working to change program in order to graduate.
- Upon leaving my town's high school, I enrolled in a character based boarding school which was the best decision that I have ever made. It is not as if I'm a regular high school dropout, it's simply that I changed schools to one that was more fit to my needs.
- U.S. Army.
- Trying to become an author who writes fantasy books and trying to earn a degree from college.
- Try looking for a job but no luck. It sucks because they did not show me things I need in life.
- Transferred schools after three semesters.
- Took 1 1/2 semesters of college but was not successful does not seem that I am able to meet course work. Do not believe I was fully prepared for transition. I want to go to college.

- This survey was filled out by father. The student is not capable of filling this questionnaire.
- Things happen, I was caught up in the street life, that's all. Now I'm trying to do something positive with myself and cover up for all the mistakes I made in my life.
- They need to help me more with spelling, reading and math and help me in making my own than them making it for me.
- They did not prepare me to be independent. Ex: using phone to make appointments and call ACAB or bus service; riding public bus.
- They did not prepare me for college. My high school credits were very sub standard and when I applied for colleges they turned me down because I didn't name the proper courses under my belt. My counselors never saw that when preparing me to leave the high school.
- There is less services for adults with disabilities in CT. No specific services for people with Autism.
- The world has a way of chewing you up and splitting you out. When our children hurt we hurt if, you care. My boy is being chewed up at his school. The children hurt him - pushed down stairs, tripped in the hallways, while changing classrooms.
- The transition from high school to college was a little hard getting used to because I believe I received too much help previously.
- The skills I received in high school (Danbury) were poor at most. They just made life easy and taught nothing. I left high school with no academic skills. Another lost student I have lost all interest to achieve anything.
- The services received in high school were related to generalized anxiety disorder. They included extended time services and study skills classes. College has gone well with no services needed.
- The services I received during my high school years helped prepare me for college. Cree/Soundbridge services were very beneficial to me.
- The real world is cruel and high school did nothing to prepare me for this.
- The methods I learned in high school on "how to study" have benefited me greatly in college. Now I only need extra time on tests.
- The alternative education school I attended did not prepare me for life or life after school.
- That the 2005 class were the strangest class that I've seen. We have finish to the beginning to the end my receiving are diploma.
- That it's hard to find a job living with a special need and finding money is not easy at all. I have no income what so ever.
- Suffers depression - employment expectations not met. Day program unfulfilling.

- Study in FL.
- State colleges have very little support for learning disability students compared to private colleges, which has caused me some challenge transferring from a private college to a state school in CT.
- Special education was amazing for me. It helped me prepare myself for college.
- Special ed is a joke because school staff is encouraged to blame problems on behavior issue – not behavior related development issues - this is my mom's statement.
- Some of my teachers told me I wouldn't make it to college. But I am in my 2nd year and doing well. Advice, never tell a student with disabilities that they can't do it, because we can and we will come back and hit it in your face.
- Since receiving help in high school it has really helped me in college. I am in my second year of college at Western Connecticut State University, where I'm studying health education and plan on working in a Connecticut school district.
- Since leaving school I find it hard to keep a job due to the fact that I am very hyper and cannot function on one thing at a time.
- Since leaving high school I've held 2 part-time jobs as well as going to community college as a full-time student. I will graduate in 12/07 with an associate degree in automotive repair.
- Since leaving high school I had the same job. I wish that there are more job opportunities. I'm looking for more hours and a full time job and making more money over minimum wage at least.
- Since I left high school my life hasn't been the same. I fell victim to the streets and ended up in jail for a long time.
- Since I left high school my life has been good well. I am not in college but I'm working now as full-time to help me with my bills and to help my family with what they need. I sometime wish I could go back to the high school. Because I miss being there.
- Since I left high school I met this girl and we been together for a min and we have a little one on the onein about 4 months.
- Since I left high school I have gotten my GED.
- Since I left high school at 11th grade I regret it every day and I wish I never did but I'm going to finish getting my GED.
- Since I have graduated from high school college has been a struggle. High school didn't prepare me for college level courses. All my teachers believed that I couldn't or wouldn't be able to go to college. So I blame these remedial class for my current difficulties.
- Since high school, I've been great, but I don't believe it was from the extra support I received

in high school alone. It had a lot to do with just wanting to better myself because I saw all the benefits of education.

- Shouldn't you ask what my disability is, to aid misunderstanding whether or not, CT special education did anything for me or is it, taking credit where it doesn't belong.
- Shortly after leaving high school I was incarcerated.
- She no longer lives at this address. She did not graduate, became a runaway and is now in CA on assistance with a child. She did earn her GED there.
- She has made between \$3.15 a week up to \$75.00 or 85.00. Some weeks there is no work at all. She is a good worker and wants to work. It is too bad that more education is not provided to the work community about special needs people so that they could understand.
- She has traumatic brain injury and congenital heart.
- Services I received in high school were less than desired.
- School is going well - enjoy college baseball, at times reading/taking essay test difficult.
- School did not help me get the skill I needed to be independent.
- Satisfied because of the post-grad program until age 21.
- Robert* is in jail for a number of issues. This has been completed by his father.
- James* received excellent services as a student but only because I taught for him excessively. As an educator in the same system I was educated what I needed to do as a parent, which most parents are unaware of.
- Right after I left high school I knew I wanted to be a beautician but didn't have the confidence in myself because I have a learning disability. At the beginning of July 05 I got a job at a spa.
- Received associate's degree, now self-employed.
- Received a diploma for construction work.
- Reading skills and techniques should be part of the special education program which many times it is not.
- Put on SSI at age 13; Food stamps - applied and waited one year before contacting Hartford for assistance; DMR - did not get services from DMR; SARATT or BRS until 2007 - had to inform them we would seek help elsewhere to get services. Accepted by DMR.
- Probably should have gone into a vocational program.
- Positive experience at _____*, graduating 6/07. Will continue with community life program at _____* and vocational planning this summer. Expect to have a job by fall 3 days/wk and will continue community life program 2 days per week.

- Our daughter is mentally challenged. She is self sufficient for the most part for her daily living and seems to be content with what she does for vocational work. I would find it hard to believe that most people could put up with the SSA.
- Our 22 year old son has been in an adult day program since graduation. We feel it is not meeting his needs. He is very low functioning and has a very short attention span. He cannot perform any vocational tasks and is basically just driven around all day.
- Not only am I a full-time student, I am a cheerleader at my university and we just came back from myrtle beach for our national competition and we won.
- Not necessary my life is straight for right now. I think there's nothing that you can do for me right now. I really do not want to go to school right now.
- Not in depth enough study. I am doing well, but I have enormous (continual) parental support. Most students do not.
- Not enough support or services given by the colleges in Connecticut Southern and Sacred Heart University and many other 4 year schools still weigh their decision on the result of the SAT scores. We pay an extra \$1000 per year at Sacred Heart.
- Not enough programs out there for special needs people.
- Not enough jobs other than "cleaning crews".
- Not been very productive.
- Not able to find full-time job since graduation. Only two short-term less than four week temp agency jobs.
- Norwalk High School did not adequately prepare me in college. Only a few teachers cared enough. Most did not. It's sad. I'm still taking remedial math in college and cannot write a grammatically correct sentence without checking in the computer.
- No Child Left Behind - but every adult is left behind.
- My statement to that question is totally sad. After leaving school and not accomplishing my goals and finally will admit that I fall victim to the streets and did stuff that I usually wouldn't do if I was in school for real and had dreams.
- My special education from Southington High left me at a 5th grade math level, 11 grade English level, and the rest of my subjects were not necessary, at least to me. The teachers had know special ed teaching qualifications.
- My special ed help hasn't helped me much in school that's why I'm still attending ____* adult ed.
- My son's senior year of high school was horrific - it was a "special" school and did not help prepare him at all for his future. We are still trying to find his place in the work force. Out of 5

1/2 years in "special" placements.

- My son is the 2005 graduate and I was an advocate for him to have special ed services made available to him throughout his middle school and high school years. Even though I had a lot of help during his senior year at the special education department.
- My son is a 23 autistic young man, relatively high functioning. I wish there were post secondary education opportunities open for him.
- My son has worked extremely hard at 5 jobs since graduating doesn't handle money well at all times but strives to be independent of any help, as he considers this to be feeding a weakness. Which is part of his personality he will ask for help from family.
- My son doesn't know where he is going and what he is doing. I firmly believe he wasn't ready for today's world. He doesn't know math.
- My services received in high school have helped me in college. I have maintained a 3.5 GPA and am planning on taking a semester to study at a school in California next year. I am working to get my degree to become an art teacher for elementary school children.
- My school did not provide me with transition services. After I left school. My school encouraged me to drop special education services when I turned 18. My school sought to exclude my parents from my PPT's when I turned 18.
- My need for special services was due to ADHD factors. My parents support throughout my teachers support in school provided me with the confidence I needed for life.
- My life went downhill because I got caught up in violence - when violence occurred in the family I stopped attending. Before that, until 11th grade, I never missed a day of school.
- My life is unmanageable and I can barely get by. It has destroyed my life to a unmanageable point. I can barely survive. So in all I have destroyed my life and future. I did it to myself I knew the consequences to my actions.
- My life is harder now. I'm working two jobs, no medical, paying for an apartment and bills on my own. College was too hard and I wasn't able to get help so I quit.
- My life has fallen into place and I am a manager at Blockbuster full-time making more than minimum wage. I start school at ____* in ____* to do Deaf Studies to be a deaf teacher.
- My life has been amazing after I left high school. I'm learning new opportunities and goals that I didn't know before. It's awesome that I am leaving so much in a few days.
- My life after leaving high school is good. Please don't send me any survey. Special education all my life it help me quite just have smaller classes so that more help for all the other students.
- My life after high school is great. I go to college in NY and they have special ed programs and facility, to help, however, I have never taken advantage of them. I keep above 3.5 in my GPA. I don't feel like I need it now.

- My life after high school has been great. I'm in a career that I love working in, the only thing I wish I could go back on, it would be high school. I would like to have taking it more seriously.
- My learning disorder has, up to this point, been a non-issue. College has been a wonderful experience, and I enjoy a place on the 2005 Edition of the National Dean's List.
- My IEP and accommodations made for me throughout high school definitely helped me grow and prepare for the future.
- My high school guidance counselor continues to help with my college transfer paper work. I am no longer enrolled in special education classes in college and have a 2.91 grade average.
- My high school experience did not prepare me in the least for college or life. It is not a good place to learn or rehabilitate special needs.
- My high school could have helped me train better for job skills. I apply for everything from bagging to daycare no one will hire me. BRS does not help; they talk about what they will do but don't come through.
- My goal is to become a teacher so that I can help children. Westbrook public schools have failed me. Left me with little preparation for life out of high school.
- My goal is to become a registered nurse. Taking courses to achieve my goal.
- My first year of college at Central Connecticut was extremely hard - the classes were too big and I did not receive the help that I needed. Although I did better second semester I decided to change to Briarwood College this year. It is a very small school.
- My experience in my high school special education department was a very negative experience. I was not treated with respect nor did I ever feel equal to my peers.
- My depression has increased profoundly. I have lost most of my friends due to distance and am having a hard time making new ones. I lost my high school sweetheart of 3 years and I am unhappy at my job.
- Mr. Diaddorio (special education teacher) rules! Avon High School
- Mostly been unsure of things and trying to get back on track and stay on track, being a single parent and all.
- Most of the help leaves after high school and I have to fight for my accommodations in college. Many teachers are not informed about learning disabilities.
- Mom's response: You see he wouldn't be able to fill this out by himself, since he wouldn't be able to read it. So that is the 1st of many problems. I own my own construction company and am able to give him a job. Without my help he would probably be on SS.
- Mom's response: Learning disability still not clearly diagnosed - specific testing (never done appropriately in high school) to be completed this spring so that appropriate compensatory

skills can be taught and mastered at age 20. Just inexcusable.

- Married and living in Stratford with family of my wife.
- Looking back on high school, I feel the special services I received helped me so much. Of course at the time, I thought they were not necessary. These services kept me on track and enabled me to go to a four year college. I am doing well and I am on track.
- Living in a group home; my mother was ill.
- Life was all about fun and it lasted for a good 2 years. I've had jobs. Traveled a couple different places. I'm now 18 years old and in the real world now. I wish I had stayed in school, wish I had gone back. It's not as easy as I'd thought it'd be.
- Life is what you make of it. The harder I try, the more I achieve.
- Life is not what you think it is.
- Life is good. I go to Mitchell College in New London, CT. They have a great Learning Resource Center that helps me out a lot.
- Life hasn't been easy. But overall it could have been worse. All I care about is finish college and getting a good job.
- Life got to more responsibilities - and I didn't understand that in high school so I wasn't fully prepared. But things are great.
- Life gets much harder when one leaves high school. It is when reality hits you and you start to realize what time it is. A lot of kids give up after seeing their parents struggle. Money is so hard - and everything is going up in price.
- Life after high school has been a roller coaster. I've faced many struggles, but have tried my best to overcome them. I'm still struggling with many medical problems, but am still pursuing my dreams and am currently in the nursing program at Quinnipiac University.
- Just not what I wanted for myself in the future.
- Just found out about BRS. Cannot find a full-time job since I left high school. Do not have any skills to do so.
- Jim* cannot write and lives at home with me (his mother). He attends a day program while I work. I am responsible for the rest of his care.
- I've tried working in different areas of jobs to see where I excel. There should be a test in your senior year to tell kids where their strengths are so they know where they are headed to.
- I've found it very hard to make money. I work 6 days a week and hardly make anything. Sadly if I try to go to school I can't work, and if I don't work, I can't afford school, and my mother being my only living parent - cannot work due.

- I've been very successful in college and intend to pursue my master's as well as my bachelor's. I'd consider pursuing my doctorate, depending on career opportunities.
- I've been addicted to heroine, gotten clean, and am now engaged. I plan on starting college classes in September.
- It's too early to tell how things are going.
- It's probably more of a school issue, but I felt unprepared to deal with DMR, and DSS. I wasn't aware of the available services or how to navigate them. Mom's statement.
- It's hard to find a job. I would like some help.
- It's hard to find a job that is willing to work with school schedule - jobs that will work with school schedule make it difficult to go to school and work.
- It's fine and I am retarded or you make it seem like we were. All I need was a little extra help.
- It's difficult to find work training programs.
- It would be great if there were programs to help people like me get summer jobs, internships, or first employment opportunities.
- It wasn't so great because of the places that I applied for jobs were discriminating against me.
- It was scary and since leaving high school unsure what path to take whether college or technical trade school now I think I found my path.
- It was hard for me at college because I didn't have anyone to make sure I studied and did homework. The United States Navy is a very good career. You get training. They make sure you know your job. It is very organized. You are part of a proud tradition.
- It was a hard reality going from help in high school to community college to a 4-year university. It was a very hard adaption - in high school services you were babied and not prepared well enough. It's been a struggle.
- It took 2 years to get employment because of my disability. Also not having a drivers license.
- It just seems that a high school diploma is enough for anything these days.
- It is hard to find and keep a job. Everything costs too much money.
- It has improved tremendously in college; however I certainly wish at times my professors look at the whole student.
- It gets really boring because I live where there are no neighbors or friends. I work at night from 10pm to 6am. I stay home all day and do nothing by myself. I would love to go to college or something but I have no money for that.
- Is not fun.

- Initially I went to Manchester Community College for three semesters then transferred to a four year college.
- In college, studying to be a teacher. Life is very good I can't complain. If it wasn't for the CT school system, I might not have ever received a high school diploma.
- In a way I'm satisfied because I finally graduated but due to my behavior I was incarcerated in ____* youth so I'm not really enjoying being out. But I do enjoy participating in college courses with Doctor L*.
- I'm trying to get back into college to further my education and start my own business but state won't help me out with a loan. I found out in this world it takes money to make money. It's hard for the minorities to live.
- I'm still incarcerated, so my options are a kind of limited as of this moment, but I read a lot and do my friends business work to see if I'm ready for college level and I do pretty good when I do his work. Do you have any resources or other options?
- I'm not happy with my choice because at the time I wasn't focused. I had a lot of problems coming on in my life, time was wasted because I tried to stay content with myself while behind those gates. I'm now oker and again behind these gates.
- I'm graduation from Dean College in May 07. I hope to attend a 4-year school – Roger Williams University.
- I'm getting married in 2009. I love my job.
- I'm doing really well and I'm going to college soon to become a registered nurse at Naugatuck Community College.
- I'm a model and succeed. School next month. That's great.
- If it had not been for the support I received in school, I would not be where I am today.
- If I had stayed in school I probably would have never came to jail.
- If additional services are needed please send to my new address.
- I would like to try to better myself.
- I would like to receive some services as the BRS could not do anything as I was borderline on my test scores.
- I would like to go to college, but don't have money to do so. I would like to be a cook.
- I would like to be trained as automotive mechanic.
- I would like a better job, instead of doing piece- work when available, and instead of going out in the community just to walk around.

- I would have really liked more help with student loans and enrollment. My math trouble and the only reason I am not in school is because there is no help with these things. Without parental support it is hard right out of high school to know what you need.
- I would have liked to go to college or some training after school. Like computer course, cooking, training, so she could get a job in community some day. She can already use computer but would like to learn more things to do on the computer.
- I would have finished high school and continued my education through college; however, I don't have the financial ability or the resources.
- I work at the _____* fair in CT every year now doing security.
- I wish they would have told us a little more about other options other than college. I make a good amount of money that even some of my friends who have graduated aren't even coming close to my annual income.
- I wish there were more social activities that were offered in this part of the state that I could participate in. My social activities are very limited since leaving high school.
- I wish there were ADD/ADHD support groups. It would be great to talk with someone who knows what I go through.
- I wish I was more prepared for college.
- I wish I had the money to further my education so I could get a good job.
- I wish I finished high school.
- I wish I did better in my classes in high school. I could have had greater opportunity in choosing from a variety of colleges. Now I have to work much harder to achieve the same goal.
- I will get certificate of Business Computer Applications in May 2007 since I went to college in 2004. (partnership program with high school and college). I will get associate degree of business in 2009 or 2010.
- I went to the College Internship Program for one and half years. I finally had to leave. I have worked several jobs since then but keep being asked to leave. I am hoping to work at Landscaping this season.
- I went to _____* in _____* for auto mechanic. Got tested twice. First time they told me I couldn't make it because I got through half of test in the amount of time then they told me to come back for a different test. Took me 4 hours to finish.
- I went to high school because it was something to do. As far as my job and life goes I've been spoon fed my whole life. I know one thing though. As far as getting by in life I refuse to mooch off of my friends and family. I like my job.

- I went to high school at ____* Tech and HVAC there. I am currently working in the field. Had I not gone to a tech school I would probably be making minimum wage or less and it probably would not be full time.
- I was well prepared for entering college and was able to seek help when needed.
- I was trying to enroll in any kind of training but is not possible because my learning skills I try but is very hard. Can you provide some info for me so I be able to enroll in a training.
- I was the oldest in my family and wished I had better help applying in a four year school. Also I would have liked more help with spelling.
- I was placed in special ed during the second grade and never allowed the opportunity to leave. It did not prepare me for secondary schooling, if I opted to receive it. I am much happier after leaving the public education system, and I get paid, too.
- I was not helped by school when I started to skip school and my parents went to school to find out why no one called then after 9 days of absence. I was under age and the school ignore my parents when they asked to go to court to keep in school.
- I was not aware of services for my special needs. I was not given any information from my high school after graduating as to services I could get to help me get a job. I have tried several times to get a job without success. I have no health insurance.
- I was in special education math classes but was never taught algebra or geometry. Now that I am in college having very hard time. In order for me to graduate I have to have it.
- I was in special ed and have no help to get a job. Can't get SSI, and don't know what else to do.
- I was in GED testing and I passed the pre GED and then me and the teacher had a falling out.
- I was in a school but it was too tough for me to handle. I look for a job now, maybe get back to school. I stress out because can't find a job, but I don't give up. I just keep on looking.
- I was hospitalized twice for my political beliefs. I was forced to live at ____* which helped me with nothing and put me in danger in the ghetto where my life was threatened. I have gotten nowhere with my diploma.
- I was hit by a car while on my motorcycle - tried college (TRCC), didn't fit in - grades weren't accepted from summer courses at Avery Point. I didn't want to retake them. Frustrated, still unsure what is available for me or what I want to do with my life.
- I was happy to leave high school because of all of the flights and stuff all the time. I had to be put on medication after high school but my high school diploma hasn't helped me get a decent job other than when I worked at Hallmark.
- I was getting help from BRS and lost job (layoff) and they wasn't doing anything for me to get any job and I wish that when I was in school they training job and wish continued do same job after I graduate from school.

- I was completely unprepared for college and all the expectations higher education entails. I got mostly A's and B's throughout high school, but lack the skills required to maintain these grades in college.
- I wanted to go to school but I had to have a job because I needed money to have so I can pay. And a lot of things were going on in my life that I had to be there for, so school I had to put on hold of going to college.
- I want to go back to college and get a degree but I can't pass some of my subjects because I need help with my writing, etc.. Very happy with my life because I didn't think I would make it this far.
- I volunteer a lot and I have my own transportation.
- I utilize my last IEP in college.
- I used to work at Petco part-time getting paid minimum wage. Worked there four years.
- I think when you're in high school the special education services could excel better. More hands on learning. Hire more special ed teachers in order to give us the best learning possible before we go on our own.
- I think the education my son was terrible. I have called many times to get help and go no where except recording my son's whole education life was a disappointment. I have called the Bureau and got no where except telling me to write a letter and send it.
- I think more career classes should be offered. Talking to other graduates they have felt unprepared.
- I think for me technical trade school is ok.
- I started college in the fall 2005, and work on weekends. I also volunteer in the ____ * Public School system one day a week.
- I should have stayed in school.
- I should have gone to the military.
- I self advocate with special services. My only accommodation is extended time for tests.
- I received help from my college that I never got at high school. Help at high school was minimal and not supportive. I achieved despite the neglect at the high school level.
- I really want to go to college again to study music but college classes are just too hard for me right now. I wish there were some program or something to help people like me become successful in college.
- I really needed more help in English - I know I was a very difficult student, but I cannot understand nor write, I barely understand parts of speech and I have to start over to attend

college.

- I never stopped going to school I'm just in a bad place and I'm enrolled in here.
- I never finished high school. I dropped out in 2001, but currently received my GED diploma. When I left school I couldn't get a job, so I resorted to selling drugs. Eventually, selling drugs got me in prison for Manslaughter.
- I needed a life skills program to know how to get help I needed and I didn't know where to go for help even to pay for the school I attended which was Katherine Gibbs.
- I need to go back to school.
- I need to get help how to get a work.
- I need more money.
- I need help to get my GED.
- I need a job.
- I moved to Phoenix, AZ to the place I started school but could not continue due to funding. Hoping to return after earning money to live on.
- I miss my friends at school. It is hard to make friends in the community.
- I miss it very much. It was a great experience.
- I miss high school and miss all of my teachers and friends.
- I met a great guy then we had a disagreement. I love doing CAN classes, it's so much fun. My mother has a lot of health problems that could lead to death. I cannot wait to be able to leave my home and live on my own. I do not like being here any more.
- I may still be interested in going back to college or a training program would I still be entitled to some of the services listed.
- I love where I am living and I am happy. I like what I am doing.
- I love my work what I do.
- I love college than school has prepared me.
- I live independently in Virginia and work as an apprentice carrier. I also do work independently as a carrier and will start my own business soon.
- I left school because I was injured in my face and kids and students and teachers were saying bad stuff about me. _____ * School isn't very good school. Teachers are rude, don't help and sometimes go out of their way to be impossible.

- I left high school totally unprepared to academically succeed in community college, so I took Asfab – (military) test for air force and failed the mathematics part of test. I and my parents were not happy with my high school years.
- I learned much more independence regarding school work and time management.
- I just need a job.
- I joined the army, but wish I went to a four year college. College is too hard.
- I haven't had a simple childhood. Leaving school was my biggest mistake and I would any things to learn more about life itself.
- I haven't had a job in my life. All I knew was to sell drugs but I don't want that no more. I want what's good so if you could help me, I'll highly appreciate. I have been going to school here in prison. I've in the GED class but have not passed yet.
- I haven't do much with my life. I have a one year old child. No job. And I have a drug problem I need help.
- I have worked very hard to get through school and had to advocate for myself for any services received.
- I have two jobs, one working at ____*, the other is ____*, Inc. I didn't receive much help from BRS.
- I have started my own landscaping business and am also employed by my town's Board of Education. I would like to see more career education available in high school - including book keeping – record keeping, etc. skills necessary to run your own business.
- I have since graduated Gibbs College with an associate degree in visual communication. I am having major surgery next week, but hope to begin working in Sept 07.
- I have really put forth an effort to continue my journey to be a chef by leaving the country to go to Canada to see new surrounding and culture. I plan to go to Ireland in the future maybe to get a look at rugby as well to put sports back in my life as well.
- I have problems filling out application and passing tests for employment. I have problems keeping a job even when I work really hard and do everything I am told to do.
- I have no medical now and need help. Would like to enroll at Gateway but cannot afford it.
- I have my life together. I did not go to college and I have a dependable job which I can move up in. I have my own apartment and I love my life. Couldn't be happier.
- I have joined U.S. Air force for 6 years. I'm in boot camp * AFB in ____*. Then I will be going to Mississippi for my 14 week of schooling in Building Construction.
- I have helped out with the survey to the best of my ability. Is there any way that you can help me get my life in order from where I am at the present moment. Please get back to me no

matter what the answer is.

- I have held a full-time job since graduation and I bought my own home in Oct 2006. I have used my learned skills to do odd job around my house and family and friends' homes.
- I have had problems at various jobs due to acceptance of my disabilities by employers.
- I have grown a lot since high school. I have come to realize that high school although the classes I did not care for the people are a lot more friendly partly because you're all in one grade.
- I have been in and out of prison my whole life.
- I have been enrolled with "BRS" and still have no employment. I would love to work but no one will hire me even with "BRS" helping me. BRS does not help me with my having impairment.
- I have been blind since birth. My parents are divorced and at the age of 19 1/2, I have yet to get help from SSI. The little help I did get they have asked for it back. A single mother with 2 blind children and getting no state help.
- I have been a member of ____* Hook and Ladder for four years and I am a fire truck mechanic.
- I have an advisor at my college specifically for my LD.
- I have a serious commitment to finish college and work in turf management. My part-time job is in that line of work.
- I have a learning disability and my mom is trying to get help for me for living and work conditions.
- I have a 1 1/2 year old boy and a full-time job and my own car and house. We live with the father of my child and we are very happy with life.
- I had to spend \$1,000 to find out that I have dyslexia, AD/HD and having a hard time in college. I had to transfer out of University of Maine in ____* to a college in Vermont called ____* College.
- I had to leave because probation. If stayed would have got into fights and went to jail. People in school are very mean these days. They don't care.
- I had no vocational training while in high school and was provided no transitional services. The program at ____* diagnostic Center where I completed my last year of high school was grossly inadequate. Waste of taxpayer money.
- I had more of an adjustment at NEIT. Does not have on campus housing, so I am living in an apartment. Balancing that with studying was an adjustment. I had made honor roll first semester.

- I had great teachers.
- I had gotten a very good paying job taking home about \$1,300 a week. I was accepted at a college that was about \$43,000 a year. I was on the way of joining the armed forces as a mechanic, so as you can see I was doing well for myself.
- I head coach a football team it was great we won the whole entire season.
- I had a daughter.
- I had a baby boy. DCF took him. When that happen I fought to get him back so now my husband and myself are fighting back and none of the stuff DCF is true none of it.
- I graduated from private school. Public funds paid a small portion of services from private school for 7 years.
- I got locked up for 4 years.
- I got incarcerated before finishing high school.
- I found that diet and nutrition helped me progress even further and helped my mind and learning in my college years. I also attribute family support and not taking medications for this problem helped foster a more productive life for me.
- I found my 1st year at Manchester Community College harder than I expected. They do offer support (tutorial) but found that if I clarified assignments with my professors, I was fine. This semester (2nd semester, 2nd year) my GPA is 3.2.
- I find your survey discriminatory with the insinuation that a learning disability may necessitate services at #5 above.
- I find myself to be content with everything in my life. I work at a nursing home and attend Tunxis, majoring in human services. If it wasn't for all the amazing support from the staff at Grace Webb, I can honestly say I would not be where I am today.
- I felt that while I was in BEHS I did not learn anything. I was not taught any kind of study skills since
- I have been in the service 7/06 enlisted I have learned more in the eight months than I ever learned in school. I learned respect, how to study.
- I felt good that I completed school. Even though it was done behind bars. I plan going to school for graphic design when I get out. I go home December 2007. I also plan on becoming a part of the big brother program and helping out people.
- I feel that special ed should include a work skills course, and more readily available staff for counseling services.
- I feel high school failed me in preparing me for life so didn't middle school and elementary and for that I have a hard time getting jobs, filling out application, never mine adding up my pay check.

- I enrolled in ____* conn college and part work in the daycare field. College is hard for me and received CDF for grades. And the daycare pay is terrible. I'm at a loss what to do next. I need to make more money to survive in today's world.
- I enjoy the path I took. The trucking industry is satisfying and I love making a good and honest living.
- I don't think the classes I took in high school prepared me enough for college.
- I don't have the money. I did not receive any real help with reading or spelling which has caused me great trouble. I couldn't even pass a drivers test and I know how to drive. I wanted to go to school for computers but could not do that.
- I don't have my diploma because I can't finish high school. I was in adult education. I had a friend and something happen in the school with him and another student and they don't allow me to go back because of that.
- I don't feel I was taught the skills to live on my own.
- I don't believe special ed did the most they could for me. Some of the teachers were great, some not so great. There were a lot of things they told my parents they would help me with but did not follow through. I am very unprepared for life in general.
- I do want to go to college in the near future to study the veterinary medical field.
- I do plan on going to college in the future - either to a community college or to school for massage therapy.
- I do not feel that my high school prepared me for college or for the work force. I am disappointed that there was not more support for me at my high school. I have a learning disability, and don't feel that I was given help when needed.
- I do not feel that high school prepared me for college much less any other aspect of life. It is taking me 3 years to get a 2 year diploma since I could not enter college level courses.
- I do not feel high school properly prepared me for college or the work force. I have to learn by doing.
- I do not feel confident in my academic potential, but I'm considering higher ed possibilities in my future. Deciding on trade or interests first.
- I do not believe that I received the help I needed in grammar school or middle school contributing to my troubles later in life.
- I didn't leave high school yet. Next year.
- I didn't achieve my GED because the special ed classes stagnated and when I took it I failed by a couple points. Now that they won't let me try again. So as for life after high school, it's a struggle trying to get another chance at my GED and I'm incarcerated.

- I did some things that I'm not proud of but wouldn't change for anything because they've made me the person I am today. Today I'm working hard to be myself and my life.
- I did not finish high school at a public facility but graduated from the family school in _____*, NY.
- I did not finish high school and wish some one will help me find a job so that I will be satisfied with my life. It's hard for the reason that I committed a small felony and I completed my time and I'm ready for a change.
- I did not feel that the special services prepared me for college and wasted crucial space for high school courses.
- I did not feel that I was ready to be out of high school and I still don't feel ready for the real world. I felt like I was pushed through school just so they could get me out of there.
- I did find the special ed teachers lacked knowledge in the subjects, hence they were not much help. I found some para professionals had little to no patience when working with students that had disabilities. Learning center was nothing more than a study hall.
- I developed new psychiatric problems after leaving high school in addition to the physical problems I had in high school and still have now. Dealing with these psychiatric problems has caused me much inconveniences, which is why I answered "unsure".
- I couldn't have enough money to go to community college and couldn't have a job and it's hard.
- I couldn't get a job so I went for GED classes and got my high school diploma instead of a GED certificate. But, still no job, I think that if the school increased people to go to school then to drop-out. The school was trying to get me to drop-out.
- I completed my GED testing and received the GED. I am now looking into schools for the fall. I did not enjoy the school (Housy) I want to.
- I chose a four year university that supplies services which accommodate my learning needs. This has been very helpful in my schooling post high school graduation.
- I attended _____* Tech in _____*. I am very grateful to Mrs. C* and the others in the department. My only problem would be that unless you were a strong student (not necessary in special ed) you did not receive a lot of help or guidance.
- I applied to film schools in high school but did not get in due to grades/SATs/ACTs. I then applied to a community college for the fall and dropped out only after a week. I was very depressed, I didn't work or go to school for a year and a half.
- I am working on my plumbing apprentice.
- I am very satisfied with my life after graduating from high school. I graduated high school being a member of the National Honor Society, and ranked number five in my senior class. In

college I'm still doing well, because working hard and having determination.

- I am very happy with my life. My high school prepared me well - I know what I have to do to succeed. I know that when I have to seek help and advocate for things that I need.
- I am very grateful for my mother. If she never found this school I would have been a drug addicted worthless unemployed young adult. I feel my high school dropped me and never helped me enough to believe in me.
- I am using my resources available at my college. The PALS (Program of Academic Learning Skills) has given me extended time on tests and a contact for support if I am having difficulty in any of my classes. In my sophomore year I made Dean's List both spring.
- I am upset because I did not finish high school and sometimes when I look for a second job I needed my high school diploma. What can I do to enroll in adult night program?
- I am thankful that I had the support and guidance in high school which gave me the tools and confidence to be successful in the real world and college.
- I am supposed to receive services through BRS, but they have not been very helpful.
- I am so very happy to be out of high school. High school is a pain.
- I am so happy the state of Connecticut has adult high school completion program. Keep up the good work Connecticut.
- I am satisfied because I have more opportunities at hand. I just have to keep past the situation I'm in now.
- I am pursuing a nursing career through the US Naval Reserve.
- I am on the Dean's List all four semesters at IONA. But I am now transferring to Sacred Heart University. Also I run a marathon as well.
- I am now in ____* Job Corps Academy working hard to receive my high school diploma. I am also working part-time as a barber, and I am taking up manufacturing there.
- I am now 20 year old I just bought a house in ____* CT I am also a firefighter who dedicates 10-20 hours a week to volunteering. I hold 5 state certificates for fire fighting and I also do 50-70 ambulance calls a month with the _____* Fire Department.
- I am Lance Corporal in the Marines.
- I am in training to be a plumber. I went to Plat Tech and help a lot I will need help when I have to take my test for my plumbing license in about a year.
- I am in the Army and have been deployed to Afghanistan for the past year and a half. I plan on enrolling at a community college for the fall semester.
- I am in a steady relationship with a 4-month old baby, a steady full time job and will soon be

living on my own with my family.

- I am happy with everything but I would like to transfer to a 4 year college soon.
- I am going to start night school. Once you leave high school your life is all about bills and working hard to stay busy and out of trouble.
- I am going for my GED.
- I am glad to be out of high school and want to make a decent living for myself, by continuing my education. I am lucky to have a great family to help support me in all I do.
- I am extremely glad I had the opportunity to work with the best special ed teacher there is and his name is Kevin Brophy that now works at Manchester High School. He is the very reason I've done so well since high school.
- I am enjoying my time in college and have wonderful network of friends. I joined a sorority and am making plans to attend law school after graduation in 2009.
- I am dyslexic. I use audio books from library for the blind and physically handicapped and recording for the blind and dyslexic.
- I am doing very well for myself and my family (girlfriend/child). I have a job better than the one that you have and the CT Department of Education did not do anything for me that was just a waste of time trying to get help from Griswold High School.
- I am doing quite fine.
- I am currently employed with the State - I work with young adults 18-25 years old. I assist these individuals with their educational, vocational goals and basic life skills.
- I am currently attending Drexel University where I am working on an BS in engineering. The university has been excellent in provided accommodations for my learning disability.
- I am currently attending Bible school. It is easier than college and is a good transition for me. I plan to attend a community college after I finish this program. I hope to then transfer to a four year college.
- I am babysitting.
- I am attending nursing school soon.
- I am attempting to get my degree in education. I would like to teach and coach basketball in the future.
- I am answering for my son who has multiple disabilities due to surgery for a brain tumor in infancy. He "graduated" from an Oak Hill Program and now attended a day program. Unfortunately this transition represents an essential loss of PT and OT services.
- I am an autistic non verbal student.

- I am a volunteer EMT and I also volunteer with special Olympics.
- I am a Quadriplegia with cerebral palsy, but am mild M.R. and have been looking for a vocational program. There are not any out there, that can help with my needs, and at the same time let me be with the people I would like to be with.
- I am a lot more able to do things independently.
- I am a good person. I worked I never did drugs or sell drugs. I'm clean. I had my own business. I made good money Djing. I was a disco jockey and I made great money. I just got in the mix. And I got locked up. I had a E320 Benz 1999 I bought cash.
- I am a college student. I've completed my first, second years of education thus far and have two more to receive my Bachelor's in human development and family studies. I feel that I am a more confident and more independent person since I graduate from high school.
- I actually chose to leave high school because there were too many kids at the school I was at and I decided to get my GED and I passed the first try and it was the best decision for me.
- Hope I can go to college and get a degree in computer science.
- High school was difficult for me. Special education didn't help. My career now is very satisfying.
- High school special ed teachers were great. It is the school body - including regular teachers that have no clue about children with needs. Very hard to get the regular teachers to cooperate with the special ed teachers.
- High school made it possible for me to graduate and they really helped me get ready for life.
- High school job coach was unable to find me employment so I was referred to CW Resources for job training part-time receiving below minimum wage. In the fall of 2006 I substituted in the cafeteria of a middle school where my mom works.
- High school is the only place where you get to see your friends every day. So enjoy it.
- High school gave me too many problems with guidance and special ed. They both screw me over and we not compassionate. I'm so happy I'm out of high school.
- High school did not help me learn to read Stratford high told me to leave and not to come back. Stratford high should be shut down.
- High school did none to little to help me prepare for college and the real world. High school seems to me to be too easy to just cruise through without learning anything.
- High honors graduate - _____* School; Honor student - Southern Maine Community College; one year employment as apprentice carpenter. Excellent work ethic. May attend college in the future as it relates to building/construction or passive allied health field.

- He wishes he was still in high school.
- He is profoundly mentally retarded. He lives in a group home in _____ * and has a community program with _____ *. He earned \$388 last year.
- He is nonverbal, illiterate. Mother completed questionnaire. He seems to be very happy with his day program.
- He is June 2007 graduate of high school. He left the public school for a private one in 2004.
- Having strong difficulties finding people to help me get insurance (health) and financial aid for college. Social services told me I was not qualified because I live with my mother, wouldn't title 19 cover me? Please send me any info available.
- Having a hard time finding health insurance that I can afford, since I left high school.
- Have not been able to find a job.
- Have internship, full-time job, planning to get masters and doctorate in future goals.
- Have had no career direction still noting problems with ADHD.
- Have done nothing rarely leave house.
- Hard work and effort are needed to be successful.
- Had difficult time getting loan for vocational school - no money or funding. Did not have life skill training and was not available through any services. Like, filing taxes, banking, balancing checkbook, filling applications. I am lucky that my family helps.
- Graduated high school in 2004. Skills learned at Watkinson to "compensate" for disabilities and self advocate after leaving public schools in 8th grade. Have helped me to work harder on my disabilities as an excuse not to take a language or accept less.
- Going well and happy, continuing on to study in the field of psychology.
- Full-time student at Drexel University. High school support helped me reach my goal. This was my first choice school – design and merchandising co-op major.
- Found that a small university across country was not the best place for me to receive an education.
- Feel like I need help finding a full-time job in auto tech job.
- Father's Note: Ever since my child was diagnosed with learning disabilities and placed in a self-contained classroom, I have been asking for data on the results of the Special Education Program. All this money, PPTs (total garbage) and meetings.
- Falsely accused of weapons charges on school ground. Currently pending hearing and not allowed to go to school until the charge is cleared up. Didn't get very good services while in

school.

- Ever since I left high school my life have gone down hill and I wish I never left.
- Even though I was classified as special ed by a Connecticut school I did not receive services from that school because they did not have what I needed.
- Even though I was always a special ed student, my college was not helpful with providing me with extra services. I wanted study guides for exams in advance, more time on tests, due to my anxiety and organizational skill problems. I hardly ever got the help.
- Enjoy greater freedom and responsibility. It's much better.
- During my year at MCC I was having difficulty. The guidance department at MCC informed me I could get assistance buy they did not receive an exit exam from my high school so I went back to my high school to have them send my results.
- Due to the cut back in the school I was left to myself and lack of school support so I dropped out. My last three years of school was a disaster. So I now work in a factory running machines.
- Due to the cause that there's no jobs hardly in CT, life is hard and stressful.
- Don't understand why all through school my biological rage was never an issue until I realized it and forced to leave my school setting where I functioned at my best. There is no program near as structured after school. I cannot work to support myself.
- Diminishing the workload and responsibility of special education students who can and should be taught more valuable life skills or are for whatever reason unmotivated so that they might coast through high school having accomplished nothing.
- Difficult.
- Difficult for those who are more than LD but not MR.
- Did not get the chance to do what I wanted to do. I kept coming to jail.
- Dean's List at SCSU.
- Corey* is scheduled to attend a college internship program at the Berkshire Center in Lee MA where they teach life skills and vocational training.
- Continue to use services provided by my college for LD.
- Concerned above. Lack of job opportunities. Current. US employers are not providing training to increase or learn new skill; no salary increases after 6 years still makes minimum pay.
- College is strongly recommended.
- College is so much better and different than high school.

- College is difficult I had to re-take a few classes but I am determined to see my way through. If you have any suggestions for help I would be interested.
- Can't get good job. Can't get help from anyone.
- BRS is a total waste of time thus far.
- BRS actually was extremely frustrating. The two jobs my son works at were gotten by our own extreme efforts. Transition planning was awful, job training/placement does not exist. Opportunities for socialization don't exist for young people.
- Been tough getting jobs.
- Barbara* is very happy working with seabird industries. I am very glad that _____* SD started Barbara* with this program while she was in high school.
- Because of getting support from high school, I'm currently attending _____* College, where I'm part of the school's Volleyball team, Dean's List, Phi Theta Kappa, and getting an Associate's Degree next month.
- Awaiting incarceration.
- Attend a private boarding school for LD students. Public school was inadequate and would have ruined my life.
- As the parent and guardian, I can tell you that my son would benefit from a more comprehensive (service oriented) day program similar to a school environment. There are none. They seem to be structured like day care.
- As a RA, max course load, and also part time job person, I don't like your system because all my public schooling I had my teachers and test say I going to suck at life but now I graduating early with BS and going for MBA.
- Although I work part-time on and off at this place which doesn't have any requirements for an education. But the special education that I received in school, special elementary school did not prepare me for the next levels of education to come.
- After receiving my GED I feel a certain achievement in my life. Now I feel anything is possible.
- After leaving high school I was not able to mentally to be employed and have since tried to obtain social security with no luck.
- After leaving high school I thought I was ready for college. But after the first few weeks into my college year, I realized I was not at all ready for it. I wish high school could have helped me more to get ready for college.
- After leaving high school I have been having a real hard time with life. A lot of the skills you need to be successful in life after high school. I was never tough. And I still have a problem with my reading and spelling which holds me back more.

- After I voluntarily stopped attending school I wasn't happy or comfortable with my economic standings so I applied for my GED. While waiting for my results I am willing to attend community college as soon as possible.
- After I left Wilton High School I transferred into Keystone National High School and will be receiving my high school diploma this year.
- After I left high school life has been hard for me. Cannot find a job because of my record.
- After I graduated high school I really understand what kind of person I am.
- After high school it was very hard to find work. I kept on calling BRS. It took about five months to I had a part-time job. They also played for me to get my Driver License. I was really happy that they help me. I have been working at my job one year.
- After high school I looked for a full-time job. I'm currently holding a part-time job. I have also gotten engaged and am looking for an apartment. The only thing I would change about my life right now would be that I'd love to have time to go back to school.
- After high school a wonderful world of opportunity opened up to me.
- After having a negative high school experience, I am feeling confident and my self-esteem is reaching new heights. My sister, who has a masters in education, reviewed my records. She saw a clear-cut pattern of several learning disabilities.
- After being pushed through high school without even basic grammar school math skills it has been difficult to find employment.
- Accommodations I received for my LD, specifically extended time, has helped me greatly in college. I am enrolled at CCSU in a competitive engineering major.
- 3.3 GPA at _____* College. I would like any information about agencies that might be able to help me. I have cerebral palsy.