

**Connecticut Post-School Outcomes Survey:  
2007-2008 Exiters of Special Education Services**

**Final Report**

**January 2010**  
(Revised May 2010)

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Under Contract with  
Connecticut Department of Education  
Bureau of Special Education



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## ACKNOWLEDGEMENTS

Justin Byron is thanked for his excellent work related to editing report drafts, creating tables and figures, and collaboration on data management and analysis.

Wei Xia is thanked for her excellent work in data management and analysis throughout this project.

We would like to thank Neil Cummings (West Hartford Public Schools), Barbara Giaquinto (Fairfield Public Schools), Diane Peskurich (Windsor Public Schools), Carole Pakkala (New Canaan Public Schools), Mitchell Foote (Torrington Public Schools), Pamela Rottier (Madison Public Schools), Anne Landry (Plainfield Public Schools), Linda Woods (Greenwich Public Schools), George Bryant (New London Public Schools), and Patti Moore (New Haven Public Schools) for their assistance in contacting former students as part of a pilot data collection approach. Three additional districts offered to participate (unnamed) but due to fiscal realities were unable to complete the follow up this year.

## EXECUTIVE SUMMARY

### *New Indicator 14 Criteria (2009)*

During 2008-2009, Indicator 14 of the State Performance Plan (SPP) was revised at the federal level to reflect the critical importance of postsecondary education on quality of life after leaving school. The new indicator requires the State of Connecticut State Department of Education (CTDOE) to collect data based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This report reflects the results of a 2009 census method survey conducted by the University of Connecticut under contract with the CTDOE to determine 2008 Exiter data. A description of the research method, results and how each percentage was calculated follows.

In 2008, 4,716 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: Students graduated with a standard diploma; Students obtained a Certificate of Completion; Students reached maximum age of eligibility for special education services or; Students dropped out of school.

Beginning in April 2009, 4,716 of these individuals were mailed a survey sponsored by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes. The survey included items in three broad categories: 1) *Employment Status*; 2). *Postsecondary Education and Training Status*; and 3). *Additional Information*.

Although this survey has been used with previous cohorts of exiters, this is only the second consecutive year that the survey was mailed within one year of their leaving school. Prior surveys had been conducted in non-consecutive years after leaving (e.g., 2002; 2004; 2006; 2007).

Two waves of mailings were conducted, and school personnel from eleven LEAs attempted individual follow-ups with non-responders to these two waves. In total, 878 responses were received with valid responses. In addition, 30 surveys were returned but not useable because they were either returned blank, or with a note indicating that the person did not wish to complete the survey. This brought the total of valid responses to 848. Additionally, a total of 636 unopened envelopes were returned as undeliverable, due to incorrect or outdated address information. When the total sample size was adjusted for these surveys, the response rate was 20.8%.

#### *Respondent Characteristics*

The largest group of responders was those with learning disabilities (43.3%), followed by those with other health impairment (19.9%), emotional disturbance (9.6%), speech and language disorders (8.4%), intellectual disabilities (6.1% and autism (5.2%). Sixty-eight percent (68.3%) of the respondents were males. Approximately seventy-seven percent were white (76.5%), followed by respondents who were black (12%) and

Hispanic (9.6%). Almost ninety percent of the respondents had graduated with a diploma (89.6%), followed by those who dropped out of school (5.4%) and those who reached the maximum age for services (4%).

#### *New Indicator 14 Results*

#### **A: Percent enrolled in higher education = 49.9%.**

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### **B: Percent enrolled in higher education or competitively employed within one year of leaving high school =66.8%**

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### **C: Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = 83.0%**

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

#### New Indicator 14 Individual Category Data

Category	N	%
Higher Education	423	49.9
Competitively Employed	143	16.9
Some Other Postsecondary Education or Training Program	51	6.0
Some Other Employment	87	10.2
Not Engaged in 1-4 Above	144	17.0
Total	848	100.0

## Methodology

### *Survey Development*

The instrument used in this investigation was based upon the instrument used in the 2007 Post School Survey. Minor changes included inclusion of new multiple-choice options (reflecting data collected during the previous year), and an additional question about the clarity and ease of use of the current survey (see Appendix A).

The survey was designed to gather information related to Indicator 14 of the State Performance Plan (SPP) which specifically requests data on the youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This is the second year that Connecticut has collected this data on exiters who are one year out of school. Prior investigations (2002, 2004, 2006, 2007, 2008) collected data on respondents who were both one and two years out of school. Results and a description of how each percentage was calculated are presented below for the 2008 Exiter data.

### *Current Survey Instrument*

The current instrument was based upon the survey used in the study of 2007 exiters (conducted in 2008) 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 ten items (see Appendix A).

The 10 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* (5 questions). Seven 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 two items on the survey were open-ended and offered the respondent an opportunity to provide additional information about life after high school, as well as if they found anything confusing about the survey.

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. Michael Faggella-Luby 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). A letter from the IRB indicating exemption was received on March 24, 2009.

### *Subjects*

The subjects for this investigation consisted of 4,716 of the individuals who had exited special education during the year 2008 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. Data was provided for the name, address, gender, exceptionality, ethnicity, and reason for exit.

### *Data Collection*

The initial mailing of 4,716 surveys was sent on April 15, 2009. A second wave of 3,710 surveys was mailed on June 5, 2009. After this second mailing, personnel in ten LEAs agreed to attempt contact and data collection with non-responders from their districts. A list of non-responders for each district from the two waves of mailing, and an appropriate number of consent forms and blank surveys were mailed to contact personnel. Data collection methods included phone calls, personal meetings, and mailings. Response rates from the ten LEAs ranged from 5.5% to 44.6%. Appendix C contains the response rates for all LEAs.

Across the two waves of mailings, a total of 878 surveys were returned. Multiple names ( $n = 30$ ) were removed from the analysis for one of the following reasons: 1). Returned a blank survey; 2). Returned a survey indicating the person did not wish to participate. This left a total of 848 usable surveys. An additional 636 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 4,050 individuals ( $n = 4,050$ ), and a response rate of 20.8%.

### *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 848 respondents, 76.5% were “White”, followed by “Black” (12%) and “Hispanic” (9.6%). The exiters ranged in age from 14 ( $n = 1$ ; .1%) to 21 ( $n = 23$ ; 2.7%), with a mean age of 17.67 years ( $SD = 1.24$ ). There were more than twice as many male respondents (68.3%) as female respondents (31.7%). For additional information see Tables B3-4 in Appendix B.

*Disability type.* The most common exceptionality of the respondents was “learning disability” (43.3%), followed by “other health impairment” (19.9%), “emotional disturbance” (9.6%), “intellectual disability” (6.1%), “speech/language impairment” (8.4%), “autism” (5.2%) and “multiple disabilities” (4.2%). For additional information see Table B1 below.

Table B1  
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	44	5.2
Deaf/Blind	1	.1
ED	81	9.6
Hearing Impairment	13	1.5
Intellectual Disability	52	6.1
Learning Disability	367	43.3
Multiple Disability	36	4.2
Orthopedic	7	.8
Other Health Impaired	169	19.9
Speech	71	8.4
TBI	4	.5
Visual Impairment	3	.4
Total	848	100.0

*Exit reason.* The largest group of respondents was those who graduated with a standard diploma (89.6%), followed by those who dropped out (5.4%) and those who reached the maximum age for services (4%). Chi-square analyses were conducted between Exit reason and ethnicity, gender, and disability type. Results indicated a significant difference between exit reason and all three categories. However, only disability type results indicated a significant difference with a reportable (small or >.2) effect size ( $\chi^2$  (33, N=848) = 129.3,  $p < .001$ , Cramér's  $V = .225$ ). For additional information see table B2 below.

Table B2  
Reason for Exit

Year	N	%
Graduated with Diploma	760	89.6
Graduated with Certificate	8	.9
Dropped Out	46	5.4
Maximum Age	34	4.0
Total	848	100.0

*Comparison of the Sample to the Population*

Tables B3 – B6 present data comparing the respondents ( $n = 848$ ) to the total population of exiters of special education in 2008 ( $n = 4,716$ ). Representativeness data was examined using the National Postschool Outcomes Center Response Calculator ([www.psocenter.org](http://www.psocenter.org)). Results indicated that minority exiters were underrepresented in the final sample, as were exiters who dropped out of school and respondents with emotional disabilities. Respondents with disabilities other than LD, ID, and ED were overrepresented. Differences by gender were not significant. For additional information see Tables B3-B6 below.

Table B3  
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	269	31.7	1514	32.1
Male	579	68.3	3202	67.9
Total	848	100.0	4716	100.0

Table B4  
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	11	1.3	60	1.3
Black	102	12.0	793	16.8
Hispanic	82	9.6	861	18.3
Native American	4	.5	22	.5
White	649	76.5	2980	63.2
Total	848	100.0	4716	100.0

Table B5  
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>
Autism	44	5.2	117	2.5
Deaf/Blind	1	.1	2	.0
ED	81	9.6	794	16.8
Hearing Impairment	13	1.5	54	1.1
Intellectual Disability	52	6.1	243	5.2
Learning Disability	367	43.3	2033	43.1
Multiple Disability	36	4.2	139	2.9
Orthopedic	7	.8	41	.9
Other Health Impaired	169	19.9	922	19.6
Speech	71	8.4	326	6.9
TBI	4	.5	18	.4
Visual Impairment	3	.4	27	.6
Total	848	100.0	4716	100.0

Table B6  
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	760	89.6	3785	80.3
Graduated with Certificate	8	.9	39	.8
Dropped Out	46	5.4	761	16.1
Maximum Age	34	4.0	131	2.8
Total	848	100.0	4716	100.0

### *Level of Employment*

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Fifteen percent (14.6%) indicated that they had been employed full-time (35 hours or more per week), 47.8% reported being employed part-time (less than 35 hours per week. An additional 37.6% reported that they had never been employed since leaving high school. For additional information, see Table B7 below.

*Differences in employment level.* Chi-square analyses were conducted between employment level and ethnicity, gender, disability type, and exit reason. Results indicated a significant difference between employment level and ethnicity, gender, and disability. However, resulting effect sizes were too small to be significant.

Table B7

Have you been employed for at least 3 months since leaving high school? (**check only one**)

Category	N	%
Yes, Full-time (35 hours or more, per week)	122	14.6
Yes, Part-Time (20 - 34 hours per week)	193	23.1
Yes, Part-Time (less than 20 hours per week)	206	24.7
No, I have not been employed	314	37.6
Total	835	100.0

### *Salary*

If the respondent indicated that they had been employed at some time since high school, he or she was then asked “How much 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. In total, 91% of the respondents selected earning at or above the minimum wage (\$8.00 per hour). Of this group, 58% reported earning above minimum wage, and 33% were at the minimum wage.

*Differences in salary.* Chi-square analyses were conducted between reported salary level (compensation) and ethnicity, gender, disability type, and exit reason. Results indicated a significant difference for reported salary level and both disability and exit reason. However, only disability type results indicated a significant difference with a reportable effect size ( $\chi^2 (10, N=512) = 75.5, p<.001, \text{Cramér's } V=.384$ ). For additional information, see Table B8 below

Table B8  
If yes to Question 1, how much did you earn at your most recent job?

Category	N	%
Below Minimum Wage (less than \$8.00/hour)	46	9.0
Minimum Wage (\$8.00/hour)	169	33.0
Above Minimum Wage (more than \$8.00/hour)	297	58.0
Total	512	100.0

### *Postsecondary Education and Training*

The survey asked the respondents “Have you enrolled in any type of postsecondary school (college or training program) for at least one semester since leaving high school?” Four options were provided (Yes, I am a full-time student; Yes, I am a part-time student; Yes, I was enrolled but am not now, and; No, I have never enrolled on postsecondary education or a training program). Respondents were instructed to select only one. Sixty-six percent (65.6%) reported some degree of postsecondary engagement. Specifically, 45.6% reported being a full-time student (carrying 12 or more credits per semester), and 15.2% reported being a part-time student. An additional 4.8% indicated “I was enrolled but am not now.” Thirty-four percent (34.4%) of the respondents were never enrolled in postsecondary education or a training program. For additional information, see Table B9 below

Table B9

Have you enrolled in any type of postsecondary school (college or training program) for at least one semester since leaving high school? (**check only one**)

Category	N	%
Yes, I am a full-time student	383	45.6
Yes, I am a part-time student	128	15.2
Yes, I was enrolled but am not now	40	4.8
No, I have never enrolled in postsecondary education or a training program	289	34.4
Total	840	100.0

*Differences in postsecondary attendance.* Chi-square analyses were conducted between reported postsecondary attendance and ethnicity, gender, disability type, and exit reason. Results indicated a significant difference for reported postsecondary attendance and both disability ( $\chi^2$  (11, N=840) = 108.8,  $p < .001$ , Cramér's  $V = .360$ ) and exit reason ( $\chi^2$  (3, N=840) = 68.0,  $p < .001$ , Cramér's  $V = .285$ ).

*Type of program attending.* Respondents who reported enrollment in a postsecondary or training program were asked to specify the type of program. Seven options were provided, and the respondents were instructed to select only one. The response "four-year college or university" (41.2%) was most common, followed by "community or two-year college (41%), and "technical/trade school" (8.2%). All other responses were below 4% and are reported in Table B10 below.

Table B10

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

Category	N	%
Community College or Two-Year College	216	41.0
Four Year College or University	217	41.2
Technical/Trade School	43	8.2
Military Training School or Program	12	2.3
Adult Education	7	1.3
College Prep/Postgraduate Program	12	2.3
Other School or Program	20	3.8
Total	527	100.0

### *Adult Participation*

Because some of the respondents were neither employed nor in postsecondary education, the Indicator 14 Work Group added an additional question to the survey to gauge the engagement of these young adults. The question asked “If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following?” Four options, and a choice of “other” were provided. One hundred and thirty nine people responded to this item. Of those who responded, 24.2% have participated in an adult day service program, 9.1% in an independent living skills program, 26.5% in volunteer/community service programs, and 10.6% in adult day vocational programs. An additional 34.8% selected “other.” For additional information, see Table B11 below.

Table B11

If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following? (***Check all that apply***)

Category	N	%
Adult Day Services	32	24.2
Adult Day Vocational Programs	14	10.6
Independent Living Skills Program	12	9.1
Volunteer Work/Community Service	35	26.5
Other	46	34.8

### *Contact with Agencies and Services*

An additional question that goes beyond the requirements of Indicator 14 has been part of recent Connecticut Postschool surveys. The question asks if the respondents received services through any of eight adult agencies 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.”

The most commonly selected response was “No help received; it is not necessary” (46.1%), followed by “No help received; did not know that any agencies were available (24%)”. The most commonly selected agencies were the Department of Social Services (13.7%) followed by the Bureau of Rehabilitation Services (12.8% ) and followed by the Social Security Administration (12.1%). For additional information see Table B12 below.

Table B12

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

Category	N	%
Bureau of Rehabilitation Services	105	12.8
Department of Developmental Services	87	10.6
Department of Mental Health and Addiction Services	14	1.7
Board of Education and Services for the Blind	8	1.0
Department of Public Health	2	.2
Department of Social Services	112	13.7
One Stop Centers	14	1.7
Social Security Administration	99	12.1
Other Agencies	42	5.1
No Help Necessary	370	46.1
Did Not Know Help was Available	193	24.0

### *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 = 3.6; SD = 1.27). Sixty-four percent of the respondents selected Agree or Strongly Agree, while 20.9% selected Disagree or Strongly Disagree.

For additional information see Table B13 below.

Table B13

Please circle the statement that best describes your agreement with the following statement: "I am satisfied with my life since leaving high school."

Category	N	%
Strongly Disagree	86	10.4
Disagree	87	10.5
Unsure	119	14.3
Agree	325	39.2
Strongly Agree	206	24.8
Ambiguous Answer	7	0.8

#### *Open Ended Questions*

Appendices E and F contain responses from two open-ended questions: (a) "Is there anything else you would like to tell us about your life after you left high school?" and (b) "Was there anything confusing or unclear about the survey?". Open-ended questions were provided to garner qualitative data from respondents that may not have been covered in the current survey instrument and to help clarify future survey iterations. Responses were transcribed directly from the returned surveys and are presented as such with two modifications. First, responses that contained information that could identify the individual exiter were modified. These examples are indicated with an asterisk (\*). Second, district names included in responses were truncated to one letter to preserve anonymity. For more information and examples, see Appendices E and F below.

## 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 youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This is the first year of the revised Indicator 14 and the second year that Connecticut has collected data on respondents who are in their first year after high school exit. Analyses of the new Indicator 14 data and a comparison between 2007 and 2008 Exiter data are presented below.

*Indicator 14.* Revised Indicator 14 reflects the critical importance of postsecondary education on quality of life after leaving school. Results of the new indicator are based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school and fit into one of the following three categories (A, B, C). Category A, the percent of students enrolled in higher education for 2008 is 49.9% (423 youth enrolled divided by 848, the total number of valid responses). Category B, the percent enrolled in higher education or competitively

employed within one year of leaving high school for 2008 is 66.8% (423+143 youth competitively employed within one year of leaving high school divided by 848). Category C, the percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment for 2008 is 83.0% (566+51 youth in some other postsecondary education or training program +87 youth in “some other employment” divided by 848).

*Comparison of 2007 and 2008 Exiters.*

Similarity between the 2007 and 2008 survey instruments, data collection procedures, and the consecutive years of data collection allow for postschool experience comparison between groups.

The response rate of the last three studies has been consistent (21% in the 2008 Exiters; 22% in the 2007 Exiters). In fact, response rates from the previous five Exit Surveys have ranged from 21-23%. Among the 2008 Exiters, 62.4% reported some level of employment since high school exit, and among the 2007 Exiters the figure was 71.5%. It is possible that the 2008 results may be as a direct result of the economic downturn that has characterized the last year with a significant unemployment rate both locally and nationally. Additionally, as the following data on postsecondary education illustrates, it is possible that fewer students are employed because they are full-time students. Results related to earnings have been virtually identical, even with an increase in minimum wage to \$8.00 dollars during the past year, in regard to exiters earning more than minimum wage (91% of the 2008 Exiters; 91.6% of the 2007 Exiters).

2008 Exit Survey data indicate an increase in the total number of respondents enrolled as either full-time or part-time postsecondary students (60.8% of the 2008 Exiters; 54.7% of the 2007 exiters). Slightly more of the current exiters were enrolled full-time (more than 12 credits; 45.6%) than the 2007 Exiters (44.2%), but part-time enrollment has increased almost 5% (15.2% of the 2008 Exiters; 10.5% of the 2007 exiters). Enrollment in a Community or two-year college has also increased during the past year (41% of the 2008 Exiters; 36% of the 2007 exiters). Enrollment in a Four-year college or university has increased slightly (41.2% of the 2008 Exiters; 40.0% of the 2007 exiters) , while total participation in adult education, the military, or a technical/trade school is down (11.8% in 2008; 17.9% in 2007).

#### Limitations

One of the most significant limitations to these results is the overall low response rate of 20.8%. Over the past two years, the Indicator 14 working group has made efforts to enhance the response rate, including reviewing the survey and cover letter to improve clarity of communication, keeping the survey as brief and easy to use as possible, conducting two-waves of mailings and providing postage paid reply envelopes. In addition, outreach has been conducted with LEA's to make personnel aware of the project and to ask them to share information with current students. In this study, ten LEAs also conducted a third round of follow-up with students from their district. The response rates in these districts ranged from 5.5% to 44.6%. Pilot district response rates were variable, for example, response rates ranged from an increase of 22% to a decrease of 47%. Consequently, continuation of these efforts is worth further

examination to both increase the overall response rate as well as the pilot district response rate.

Caution should also be taken in regard to the final data set. As noted previously, exiters previously diagnosed with emotional disturbance, orthopedic disabilities, visual impairments, African-American and Hispanic minority respondents and exiters who dropped out of school were underrepresented in the final sample. Conversely, respondents with autism, multiple and intellectual disabilities, and speech deficits were overrepresented in the final sample.

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year out of high school. This is only the second report on former students who were out of high school for a single year. Data from previous studies looked at former students who were out of high school for two years. Results from this sample are from the State of Connecticut alone, and may not be similar to exiters with disabilities from other states.

Appendix A  
Survey Instrument

**Survey of School Year 2008- 2009 Graduates/Exiters of Connecticut High Schools**

**Introduction:** This survey gathers information about your life experiences since you left high school. **Please complete the survey and return to us in the enclosed, pre-paid reply envelope.** Someone who knows you well can also help you complete it. All information you provide will be kept confidential. **Please place a “✓” mark in front of the appropriate response.**

**Part I: Postsecondary Education and Training Status (Check only one)**

**1. In the 12 months after leaving high school, have you enrolled in any type of school, job training, or education program for at least one complete term (including a quarter, semester, inter-session, summer or online)?**

<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program (go to question #3)
<input type="checkbox"/>	Yes, I was enrolled, but did not complete one full semester (go to question #3)
<input type="checkbox"/>	Yes, part-time student (less than 12 credits per semester)
<input type="checkbox"/>	Yes, full-time student (12 or more credits per semester)

**2. If yes to Question 1, what type of postsecondary school did you enroll in?**

<input type="checkbox"/>	4- or more year college or university (for credit, non-credit, or remedial classes)
<input type="checkbox"/>	2-year community college (for credit, non-credit, or remedial classes)
<input type="checkbox"/>	Vocational, Technical, Trade School (less than a two-year program)
<input type="checkbox"/>	Adult Education (e.g., GED, High School Completion Program,)
<input type="checkbox"/>	Postgraduate or College Prep Program
<input type="checkbox"/>	Short-term education or employment training program (e.g. Job Corps, Workforce Board Program)
<input type="checkbox"/>	Other – Please specify:

**Part II: Employment Status (Check only one)**

**3. In the 12 months after leaving high school, have you been employed for at least 3 months (it does not have to be in a row)?**

<input type="checkbox"/>	No, I have not been employed (go to question #6)
<input type="checkbox"/>	Yes, I have been employed, but for less than 3 months
<input type="checkbox"/>	Yes, Part-time (less than an average of 20 hours per week)
<input type="checkbox"/>	Yes, Part-time (average 20 - 34 hours per week)
<input type="checkbox"/>	Yes, Full-time (average 35 hours or more, per week)

**4. If yes to Question 3, how much did you earn at your most recent job?**

<input type="checkbox"/>	Below minimum wage (less than \$8.25/hr.)
<input type="checkbox"/>	Minimum wage (\$8.25/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$8.25/hr.)

**5. If yes to Question 3, select the best description of your most recent job.**

<input type="checkbox"/>	For an employer (in a company, business or service with people with and without disabilities)
<input type="checkbox"/>	In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)
<input type="checkbox"/>	Self-employed
<input type="checkbox"/>	In your family’s business (farm, store, fishing, ranching, catering)
<input type="checkbox"/>	In supported employment (paid work with services and wage support to the employer)
<input type="checkbox"/>	In sheltered employment (where most workers have disabilities)
<input type="checkbox"/>	Employed while in jail or prison
<input type="checkbox"/>	Other – Please specify:

***Please continue on the other side . . .***

### Part III: Additional Information

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

<input type="checkbox"/> No; Services were not necessary			
<input type="checkbox"/> No; I did not know that any services were available			
<input type="checkbox"/> Yes (Please check all services that apply below)			
<input type="checkbox"/>	BESB (Bd. of Education/Services for the Blind)	<input type="checkbox"/>	DOL (Dept. of Labor One-Stop Centers)
<input type="checkbox"/>	BRS (Bureau of Rehab. Services)	<input type="checkbox"/>	DPH (Dept. of Public Health)
<input type="checkbox"/>	DDS (Dept. of Developmental Services)	<input type="checkbox"/>	DSS (Dept. of Social Services)
<input type="checkbox"/>	DMHAS (Dept. of Mental Health/Addiction)	<input type="checkbox"/>	SSA (Social Security Administration)
<input type="checkbox"/> Other—Please specify:			

#### 7. If you are not employed, or are not enrolled in postsecondary school, 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 or community service
<input type="checkbox"/>	Other, please specify:

#### 8. Check the box 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

Why? \_\_\_\_\_

#### 9. What skill areas did your high school help you gain? (Check all that apply)

Social Skills     Self-Advocacy     Technology Skills     Money Management     Study Skills/ Learning Strategies  
 Work Experience     Independent Living Skills     Time Management/ Organizational Skills     None    Other: \_\_\_\_\_

#### 10. What was the most helpful part of your high school education?

\_\_\_\_\_

\_\_\_\_\_

#### 11. What services, assistance or activities would you recommend for high school students working on transition plans now?

\_\_\_\_\_

\_\_\_\_\_

#### 12. Was there anything confusing or unclear about this survey?

\_\_\_\_\_

\_\_\_\_\_

**Thank you very much for completing this survey!  
Please return in the enclosed, pre-paid reply envelope**

## Appendix B

Frequencies for Respondents  
 $n = 848$

Table B1  
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	44	5.2
Deaf/Blind	1	.1
ED	81	9.6
Hearing Impairment	13	1.5
Intellectual Disability	52	6.1
Learning Disability	367	43.3
Multiple Disability	36	4.2
Orthopedic	7	.8
Other Health Impaired	169	19.9
Speech	71	8.4
TBI	4	.5
Visual Impairment	3	.4
Total	848	100.0

Table B2  
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Diploma	760	89.6
Graduated with Certificate	8	.9
Dropped Out	46	5.4
Maximum Age	34	4.0
Total	848	100.0

Table B3  
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	269	31.7	1514	32.1
Male	579	68.3	3202	67.9
Total	848	100.0	4716	100.0

Table B4

## 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	11	1.3	60	1.3
Black	102	12.0	793	16.8
Hispanic	82	9.6	861	18.3
Native American	4	.5	22	.5
White	649	76.5	2980	63.2
Total	848	100.0	4716	100.0

Table B5

## 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>
Autism	44	5.2	117	2.5
Deaf/Blind	1	.1	2	.0
ED	81	9.6	794	16.8
Hearing Impairment	13	1.5	54	1.1
Intellectual Disability	52	6.1	243	5.2
Learning Disability	367	43.3	2033	43.1
Multiple Disability	36	4.2	139	2.9
Orthopedic	7	.8	41	.9
Other Health Impaired	169	19.9	922	19.6
Speech	71	8.4	326	6.9
TBI	4	.5	18	.4
Visual Impairment	3	.4	27	.6
Total	848	100.0	4716	100.0

Table B6

## 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	760	89.6	3785	80.3
Graduated with Certificate	8	.9	39	.8
Dropped Out	46	5.4	761	16.1
Maximum Age	34	4.0	131	2.8
Total	848	100.0	4716	100.0

Table B7

Have you been employed for at least 3 months since leaving high school? (**check only one**)

Category	N	<u>%</u>
Yes, Full-time (35 hours or more, per week)	122	14.6
Yes, Part-Time (20 - 34 hours per week)	193	23.1
Yes, Part-Time (less than 20 hours per week)	206	24.7
No, I have not been employed	314	37.6
Total	835	100.0

Table B8

If yes to Question 1, how much did you earn at your most recent job?

Category	N	<u>%</u>
Below Minimum Wage (less than \$8.00/hour)	46	9.0
Minimum Wage (\$8.00/hour)	169	33.0
Above Minimum Wage (more than \$8.00/hour)	297	58.0
Total	512	100.0

Table B9

Have you enrolled in any type of postsecondary school (college or training program) for at least one semester since leaving high school? (**check only one**)

Category	N	%
Yes, I am a full-time student	383	45.6
Yes, I am a part-time student	128	15.2
Yes, I was enrolled but am not now	40	4.8
No, I have never enrolled in postsecondary education or a training program	289	34.4
Total	840	100.0

Table B10

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

Category	N	%
Community College or Two-Year College	216	41.0
Four Year College or University	217	41.2
Technical/Trade School	43	8.2
Military Training School or Program	12	2.3
Adult Education	7	1.3
College Prep/Postgraduate Program	12	2.3
Other School or Program	20	3.8
Total	527	100.0

Table B11

If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following? (**Check all that apply**)

Category	N	%
Adult Day Services	32	24.2
Adult Day Vocational Programs	14	10.6
Independent Living Skills Program	12	9.1
Volunteer Work/Community Service	35	26.5
Other	46	34.8

Table B12

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

Category	N	%
Bureau of Rehabilitation Services	105	12.8
Department of Developmental Services	87	10.6
Department of Mental Health and Addiction Services	14	1.7
Board of Education and Services for the Blind	8	1.0
Department of Public Health	2	.2
Department of Social Services	112	13.7
One Stop Centers	14	1.7
Social Security Administration	99	12.1
Other Agencies	42	5.1
No Help Necessary	370	46.1
Did Not Know Help was Available	193	24.0

Table B13

Please circle the statement that best describes your agreement with the following statement: "I am satisfied with my life since leaving high school."

Category	N	%
Strongly Disagree	86	10.4
Disagree	87	10.5
Unsure	119	14.3
Agree	325	39.2
Strongly Agree	206	24.8
Ambiguous Answer	7	0.8

Appendix C  
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	19	5	26.31%
Avon	23	7	30.43%
Berlin	41	10	24.39%
Bethel	14	2	14.29%
Bloomfield	14	4	28.57%
Bolton	3	1	33.33%
Bozrah	5	2	40.00%
Branford	63	12	19.05%
Bridgeport	160	12	7.50%
Bristol	69	13	18.84%
Brookfield	16	4	25.00%
Brooklyn	6	1	16.67%
Canterbury	4	1	25.00%
Canton	27	3	11.11%
Cheshire	41	7	17.07%
Clinton	19	2	10.53%
Colchester	7	0	0.00%
Columbia	7	2	28.57%
Coventry	11	2	18.18%
Cromwell	18	3	16.67%
Danbury	57	11	19.30%
Darien	33	5	15.15%
Derby	14	2	14.29%
Eastford	1	0	0.00%
East Granby	2	2	100.00%
East Haddam	13	4	30.77%
East Hampton	11	1	9.09%
East Hartford	68	9	13.24%
East Haven	27	4	14.81%
East Lyme	33	5	15.15%
East Windsor	20	0	0.00%
Ellington	16	4	25.00%
Enfield	49	11	22.45%
Fairfield	65	29	44.62%
Farmington	30	5	16.67%
Franklin	2	0	0.00%
Glastonbury	20	6	30.00%
Granby	16	1	6.25%
Greenwich	104	18	17.31%

Griswold	17	5	29.41%
Groton	27	6	22.22%
Guilford	8	0	0.00%
Hamden	73	10	13.7%
Hartford	186	10	5.38%
Hartland	4	0	0.00%
Killingly	13	0	0.00%
Lebanon	5	0	0.00%
Ledyard	18	6	33.33%
Lisbon	1	0	0.00%
Litchfield	7	3	42.86%
Madison	46	14	30.43%
Manchester	53	6	11.32%
Meriden	82	7	8.54%
Middletown	27	4	14.81%
Milford	82	14	17.07%
Monroe	22	5	22.73%
Montville	33	9	27.27%
Naugatuck	6	0	0.00%
New Britain	175	14	8.00%
New Canaan	32	9	28.12%
New Fairfield	29	7	24.14%
New Haven	123	13	10.57%
Newington	31	6	19.35%
New London	18	1	5.56%
New Milford	47	8	17.02%
Newtown	28	6	21.43%
North Branford	23	7	30.43%
North Haven	26	7	26.92%
North Stonington	2	0	0.00%
Norwalk	147	23	15.65%
Norwich	62	8	12.90%
Old Saybrook	11	3	27.27%
Oxford	12	1	8.33%
Plainfield	30	4	13.33%
Plainville	50	14	28.00%
Plymouth	27	4	14.81%
Pomfret	3	1	33.33%
Portland	6	2	33.33%
Preston	8	3	37.50%
Putnam	15	0	0.00%
Ridgefield	13	0	0.00%
Rocky Hill	18	1	5.56%

Salem	4	1	25.00%
Seymour	14	3	21.43%
Shelton	21	3	14.28%
Sherman	7	2	28.57%
Simsbury	58	10	17.24%
Somers	10	4	40.00%
Southington	66	6	9.09%
South Windsor	69	15	21.74%
Sprague	7	3	42.86%
Stafford	10	1	10.00%
Stamford	130	20	15.38%
Sterling	3	0	0.00%
Stonington	19	5	26.32%
Stratford	60	9	15.00%
Suffield	5	0	0.00%
Thomaston	5	1	20.00%
Thompson	9	2	22.22%
Tolland	7	3	42.86%
Torrington	39	8	20.51%
Trumbull	36	8	22.22%
Union	1	0	0.00%
Vernon	40	7	17.50%
Voluntown	2	0	0.00%
Wallingford	48	14	29.17%
Waterbury	106	9	8.49%
Waterford	30	5	16.67%
Watertown	23	2	8.70%
Westbrook	2	0	0.00%
West Hartford	145	60	41.38%
West Haven	46	5	10.86%
Weston	9	3	33.33%
Westport	47	15	31.91%
Wethersfield	29	7	24.14%
Wilton	22	7	31.82%
Winchester	12	0	0.00%
Windham	50	4	8.00%
Windsor	25	11	44.00%
Windsor Locks	14	2	14.29%
Wolcott	27	4	14.81%
Woodstock	6	0	0.00%
Regional SD#1	10	2	20.00%
Regional SD#4	17	4	23.53%
Regional SD#5	30	6	20.00%

Regional SD#6	12	2	16.67%
Regional SD#7	22	0	0.00%
Regional SD#8	22	6	27.27%
Regional SD#9	18	3	16.67%
Regional SD#10	17	3	17.65%
Regional SD#11	2	0	0.00%
Regional SD#12	11	6	54.55%
Regional SD#13	10	2	20.00%
Regional SD#14	13	3	23.08%
Regional SD#15	66	13	19.70%
Regional SD#16	11	4	36.36%
Regional SD#17	22	2	9.09%
Regional SD#18	9	4	44.44%
Regional SD#19	29	9	31.03%
Corrections	189	40	21.16%
DCF	7	0	0.00%
Vocational-Tech	140	29	20.71%
Total	4716	823	17.45%

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Appendix D

2007-2008 Exit Survey Data Comparison

Table D1  
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	2008				2007			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	269	<b>31.7</b>	1514	<b>32.1</b>	254	<b>31.7</b>	1356	<b>32.7</b>
Male	579	<b>68.3</b>	3202	<b>67.9</b>	547	<b>68.3</b>	2789	<b>67.3</b>
Total	848	<b>100.0</b>	4716	<b>100.0</b>	801	<b>100.0</b>	4145	<b>100.0</b>

Table D2  
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	2008				2007			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Asian/Pacific Islander	11	<b>1.3</b>	60	<b>1.3</b>	13	<b>1.6</b>	44	<b>1.1</b>
Black	102	<b>12.0</b>	793	<b>16.8</b>	78	<b>9.7</b>	676	<b>16.3</b>
Hispanic	82	<b>9.6</b>	861	<b>18.3</b>	74	<b>9.3</b>	669	<b>16.1</b>
Native American	4	<b>.5</b>	22	<b>.5</b>	6	<b>.7</b>	17	<b>.4</b>
White	649	<b>76.5</b>	2980	<b>63.2</b>	630	<b>78.7</b>	2739	<b>66.1</b>
Total	848	<b>100.0</b>	4716	<b>100.0</b>	801	<b>100.0</b>	4145	<b>100.0</b>

Table D3  
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	2008				2007			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Autism	44	<b>5.2</b>	117	<b>2.5</b>	37	<b>4.6</b>	92	<b>2.2</b>
Deaf/Blind	1	<b>.1</b>	2	<b>.0</b>	2	<b>.2</b>	2	<b>.1</b>
ED	81	<b>9.6</b>	794	<b>16.8</b>	88	<b>11.0</b>	654	<b>15.8</b>
Hearing Impairment	13	<b>1.5</b>	54	<b>1.1</b>	5	<b>.6</b>	44	<b>1.1</b>
Intellectual Disability	52	<b>6.1</b>	243	<b>5.2</b>	65	<b>8.1</b>	257	<b>6.2</b>
Learning Disability	367	<b>43.3</b>	2033	<b>43.1</b>	339	<b>42.3</b>	1790	<b>43.2</b>
Multiple Disability	36	<b>4.2</b>	139	<b>2.9</b>	34	<b>4.2</b>	142	<b>3.4</b>
Orthopedic	7	<b>.8</b>	41	<b>.9</b>	6	<b>.7</b>	36	<b>.9</b>
Other Health Impaired	169	<b>19.9</b>	922	<b>19.6</b>	154	<b>19.2</b>	805	<b>19.4</b>
Speech	71	<b>8.4</b>	326	<b>6.9</b>	64	<b>8.0</b>	293	<b>7.1</b>
TBI	4	<b>.5</b>	18	<b>.4</b>	3	<b>.4</b>	15	<b>.4</b>
Visual Impairment	3	<b>.4</b>	27	<b>.6</b>	4	<b>.5</b>	15	<b>.4</b>
Total	848	<b>100.0</b>	4716	<b>100.0</b>	801	<b>100.0</b>	4145	<b>100.0</b>

Table D4  
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	2008				2007			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Graduated with Diploma	760	<b>89.6</b>	3785	<b>80.3</b>	723	<b>90.3</b>	3399	<b>82.0</b>
Graduated with Certificate	8	<b>.9</b>	39	<b>.8</b>	5	<b>.6</b>	17	<b>.4</b>
Dropped Out	46	<b>5.4</b>	761	<b>16.1</b>	39	<b>4.9</b>	619	<b>14.9</b>
Maximum Age	34	<b>4.0</b>	131	<b>2.8</b>	34	<b>4.2</b>	110	<b>2.7</b>
Total	848	<b>100.0</b>	4716	<b>100.0</b>	801	<b>100.0</b>	4145	<b>100.0</b>

Table D5  
Disability Type

Category	2008		2007	
	<i>N</i>	%	<i>N</i>	%
Autism	44	<b>5.2</b>	37	<b>4.6</b>
Deaf/Blind	1	<b>.1</b>	2	<b>.2</b>
ED	81	<b>9.6</b>	88	<b>11.0</b>
Hearing Impairment	13	<b>1.5</b>	5	<b>.6</b>
Intellectual Disability	52	<b>6.1</b>	65	<b>8.1</b>
Learning Disability	367	<b>43.3</b>	339	<b>42.3</b>
Multiple Disability	36	<b>4.2</b>	34	<b>4.2</b>
Orthopedic	7	<b>.8</b>	6	<b>.7</b>
Other Health Impaired	169	<b>19.9</b>	154	<b>19.2</b>
Speech	71	<b>8.4</b>	64	<b>8.0</b>
TBI	4	<b>.5</b>	3	<b>.4</b>
Visual Impairment	3	<b>.4</b>	4	<b>.5</b>
Total	848	<b>100.0</b>	801	<b>100.0</b>

Table D6  
Gender

Category	2008		2007	
	<i>N</i>	%	<i>N</i>	%
Female	269	<b>31.7</b>	254	<b>31.7</b>
Male	579	<b>68.3</b>	547	<b>68.3</b>
Total	848	<b>100.0</b>	801	<b>100.0</b>

Table D7  
Ethnicity

Category	2008		2007	
	N	%	N	%
Asian/Pacific Islander	11	1.3	13	1.6
Black	102	12.0	78	9.7
Hispanic	82	9.6	74	9.3
Native American	4	.5	6	.7
White	649	76.5	630	78.7
Total	848	100.0	801	100.0

Table D8  
Age

Category	2008		2007	
	N	%	N	%
14	1	0.1	1	0.1
15	5	0.6	5	0.6
16	65	7.7	51	6.4
17	431	50.8	418	52.2
18	195	23.0	194	24.2
19	28	3.3	29	3.6
20	99	11.7	77	9.6
21	24	2.8	26	3.3
Total	848	100.0	801	100.0

Table D9  
Reason for Exit

Category	2008		2007	
	N	%	N	%
Graduated with Diploma	760	89.6	723	90.3
Graduated with Certificate	8	.9	5	.6
Dropped Out	46	5.4	39	4.9
Maximum Age	34	4.0	34	4.2
Total	848	100.0	801	100.0

Table D10

Have you been employed for at least 3 months since leaving high school? (*check only one*)

Category	2008		2007	
	N	%	N	%
Yes, Full-time (35 hours or more, per week)	122	<b>14.6</b>	124	<b>15.8</b>
Yes, Part-Time (20 - 34 hours per week)	193	<b>23.1</b>	345	<b>44.1</b>
Yes, Part-Time (less than 20 hours per week)	206	<b>24.7</b>	91	<b>11.6</b>
No, I have not been employed	314	<b>37.6</b>	223	<b>28.5</b>
Total	835	<b>100.0</b>	783	<b>100.0</b>

Table D11

If yes to Question 1, how much did you earn at your most recent job?

Category	2008		2007	
	N	%	N	%
Below Minimum Wage (less than \$8.00/hour)	46	<b>9.0</b>	46	<b>8.4</b>
Minimum Wage (\$8.00/hour)	169	<b>33.0</b>	112	<b>20.4</b>
Above Minimum Wage (more than \$8.00/hour)	297	<b>58.0</b>	391	<b>71.2</b>
Total	512	<b>100.0</b>	549	<b>100.0</b>

\*2007 minimum wage=\$7.65

Table D12

If yes to Question 1, select the best description of your most recent job.

Category	2008		2007	
	N	%	N	%
Work for pay	437	<b>84.7</b>	--	n/a
Self-employed	9	<b>1.7</b>	--	n/a
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	12	<b>2.3</b>	--	n/a
Supported employment (working only with other individuals with disabilities in a work site)	29	<b>5.6</b>	--	n/a
Other	29	<b>5.6</b>	--	n/a
Total	516	<b>100.0</b>	--	n/a

Table D13

Have you enrolled in any type of postsecondary school (college or training program) for at least one semester since leaving high school? (**check only one**)

Category	2008		2007	
	N	%	N	%
Yes, I am a full-time student	383	<b>45.6</b>	345	<b>44.2</b>
Yes, I am a part-time student	128	<b>15.2</b>	82	<b>10.5</b>
Yes, I was enrolled but am not now	40	<b>4.8</b>	89	<b>11.4</b>
No, I have never enrolled in postsecondary education or a training program	289	<b>34.4</b>	265	<b>33.9</b>
Total	840	<b>100.0</b>	781	<b>100.0</b>

Table D14

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

Category	2008		2007	
	N	%	N	%
Community College or Two-Year College	216	<b>41.0</b>	187	<b>36.0</b>
Four Year College or University	217	<b>41.2</b>	208	<b>40.0</b>
Technical/Trade School	43	<b>8.2</b>	70	<b>13.5</b>
Military Training School or Program	12	<b>2.3</b>	3	<b>.6</b>
Adult Education	7	<b>1.3</b>	20	<b>3.8</b>
College Prep/Postgraduate Program	12	<b>2.3</b>	11	<b>2.1</b>
Other School or Program	20	<b>3.8</b>	21	<b>4.0</b>
Total	527	<b>100.0</b>	520	<b>100.0</b>

Table D15

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

Category	2008		2007	
	N	%	N	%
Bureau of Rehabilitation Services	105	<b>12.8</b>	80	<b>10.4</b>
Department of Developmental Services	87	<b>10.6</b>	73	<b>9.5</b>
Department of Mental Health and Addiction Services	14	<b>1.7</b>	7	<b>.9</b>
Board of Education and Services for the Blind	8	<b>1.0</b>	8	<b>1.0</b>
Department of Public Health	2	<b>.2</b>	--	<b>n/a</b>
Department of Social Services	112	<b>13.7</b>	78	<b>10.1</b>
One Stop Centers	14	<b>1.7</b>	13	<b>1.7</b>
Social Security Administration	99	<b>12.1</b>	102	<b>13.2</b>
Other Agencies	42	<b>5.1</b>	40	<b>5.2</b>
No Help Necessary	370	<b>46.1</b>	379	<b>49.3</b>
Did Not Know Help was Available	193	<b>24.0</b>	174	<b>22.7</b>

Table D16

If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following? (**Check all that apply**)

Category	2008		2007	
	N	%	N	%
Adult Day Services	32	<b>24.2</b>	33	<b>27.5</b>
Adult Day Vocational Programs	14	<b>10.6</b>	9	<b>7.5</b>
Independent Living Skills Program	12	<b>9.1</b>	14	<b>11.7</b>
Volunteer Work/Community Service	35	<b>26.5</b>	33	<b>27.5</b>
Other	46	<b>34.8</b>	44	<b>37.0</b>

Appendix E

Open Ended Responses: Question #9

***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. Responses which contained information that might reveal the identity of the respondent are modified, as indicated with an asterisk (\*).

<ul style="list-style-type: none"> <li>I loved my four years in high school, and I couldn't have done it all with the help of my fellow friends and teachers for pushing me closer to my goals to be someone in life, to be a better person. Thank you!</li> </ul>
<ul style="list-style-type: none"> <li>Wanted help with LD after high school, no one would listen. Enrolled in M* that helps LD students, very expensive here, but I'm doing well, thanks to mom. Have big loans! Education could have been better if services started in elementary education of other disabilities that I had. No one would listen, mom fought for my rights otherwise I would not be doing well today. You got to start kids early, we aren't like other kids but we have a lot to offer.</li> </ul>
<ul style="list-style-type: none"> <li>I make 60K a year and still go to community college. I have held a 3.0 GPA at N*, and will be applying for W* or U*.</li> </ul>
<ul style="list-style-type: none"> <li>No, thus far I have been very happy with how things are going.</li> </ul>
<ul style="list-style-type: none"> <li>N* sucks! They need to assist their special needs students better. They let their children drown in their system.</li> </ul>
<ul style="list-style-type: none"> <li>I found that special education teachers did not treat me the same way the treated regular education students. They often talked down to me and did not treat my learning disability with dignity.</li> </ul>
<ul style="list-style-type: none"> <li>I am thinking about military service rather than go back to schools. No job this summer.</li> </ul>
<ul style="list-style-type: none"> <li>I wish I had taken summer college classes to obtain more credits.</li> </ul>
<ul style="list-style-type: none"> <li>Not having to jump through hoops to get testing.</li> </ul>
<ul style="list-style-type: none"> <li>There needs to be a greater variety of post-secondary opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>If I could have gotten into a real full time college instead of community college. I hate it but I have to go to get admitted into a senior school.</li> </ul>
<ul style="list-style-type: none"> <li>N*, where I went for 1 semester claimed to offer extensive help/services to students with learning disabilities - did nothing more than provide me with a student tutor. No special help was provided. I left there since recognized that I needed more help than they were willing to give me. I am sure that I am not the first person they fooled into believing they had adequate services for people with LD.</li> </ul>
<ul style="list-style-type: none"> <li>The college I am at has slowed the pace of the program for me I take half of the subject load at a time before moving on. I advocate for my needs. I could use financial aid to help me with financial burden of taking longer to complete necessary training skills - housing expenses.</li> </ul>
<ul style="list-style-type: none"> <li>I am in American Corps City years now working with kids. Can see ways teachers could have helped me more in the class - clearer explanations, deadlines, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• I am very successful at C*. First semester received 3.7 GPA, involved in soccer all year. Played Rugby, participate in Chores and on a trained singing group and selected this summer to go back to our high school, sing and promote C*. I am doing a Solo.</li> </ul>
<ul style="list-style-type: none"> <li>• Independence at college had to become more responsible, no boundaries to learning, many electives, studying what I like, not being made to learn things I don't like or will not use. Too many rules.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish there were more support for me through educational services. College is so different than regular school.</li> </ul>
<ul style="list-style-type: none"> <li>• N* did not adequately support my academic needs. Due to my health situation, I was absent 38 days senior year and in support services often instead of classes. D.S and accommodations fell way too short for me to have maintained academic progress at my potential. Missed much of curriculum, dropped A.P and honors courses, etc. Regular tutoring or tutors were not offered/ available.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, I am so happy at school and I have my same job for over three summers and they put me on full time during the summer.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, now I look back and wish I had listened to my mother and my teachers. Now I am working for minimum wage with a baby on the way, and my education is limited.</li> </ul>
<ul style="list-style-type: none"> <li>• I like the adult education high school diploma program much better. There are no overdone rules or childish games. It is straight forward you show up, participate, do the work, and hand in required tests and homework. They don't worry about or discriminate people wearing hats or what is on your clothing. They just worry about teaching you.</li> </ul>
<ul style="list-style-type: none"> <li>• The education was good, and I am back in college for cooking at N*.</li> </ul>
<ul style="list-style-type: none"> <li>• I think high school focusing on children going to college, not much help with special needs children going into work force, i.e., handling interviews, writing resume, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• I should have gone to college after high school. But now I'm going after a year of finishing.</li> </ul>
<ul style="list-style-type: none"> <li>• No, it is going good.</li> </ul>
<ul style="list-style-type: none"> <li>• We didn't have much homework in high school and I think we should have been given homework in every subject like my parents had. It would keep kids today out of trouble and more advanced if reading assignment were given daily.</li> </ul>
<ul style="list-style-type: none"> <li>• High school could have been better if more classes were offered in technical education field. Hands-on learner.</li> </ul>
<ul style="list-style-type: none"> <li>• I was told that we are not getting a raise after working at the company for a year which I think is unfair. I could have bettered my education by going full time, but because of work! I can't. That's Okay though, because I'm taking summer classes.</li> </ul>
<ul style="list-style-type: none"> <li>• Special Education helped me greatly in my high school days. Helped me to stay focused at my goals.</li> </ul>
<ul style="list-style-type: none"> <li>• I am going to be a full time student on this coming year and still work full time.</li> </ul>
<ul style="list-style-type: none"> <li>• All I have to say is I wish I stayed in school.</li> </ul>
<ul style="list-style-type: none"> <li>• If finance is held I would still be in college.</li> </ul>

<ul style="list-style-type: none"> <li>• The high school had helped me a lot with schooling, but I had to work to help support my family. So that's why I work so much right out of high school. But I like it a lot better.</li> </ul>
<ul style="list-style-type: none"> <li>• The economy stinks.</li> </ul>
<ul style="list-style-type: none"> <li>• He quit high school before graduating. Tried adult education but quit because of a job interference but then quit job, unable to hold a job for long period of time. Education may have been better if he did not have same teacher year after year.</li> </ul>
<ul style="list-style-type: none"> <li>• I want to continue education but because I have a child, I need to work to support him. If there is any help that I can find, the way to study and work part time that what I want but because jobs are too difficult to find right now. I do not have help for studies.</li> </ul>
<ul style="list-style-type: none"> <li>• I could have tried harder in school. The special education program in school is not what it appears. The kids get passing grades so that state believes it's working. Inclusion classrooms are mostly not co-taught. Everyone just goes along with it. Good grades are given so everyone thinks it's working program.</li> </ul>
<ul style="list-style-type: none"> <li>• Working full time, getting life together, took year off.</li> </ul>
<ul style="list-style-type: none"> <li>• More life skills on hand, and basic learning in reading, spelling, math. Add subtract. Life everyday things.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm better because of the adjusted environment. I don't make judgments or think about my education at all!</li> </ul>
<ul style="list-style-type: none"> <li>• Stay in school as long as you can.</li> </ul>
<ul style="list-style-type: none"> <li>• Continued with educational programs and experienced many jobs, activities and travels. Math skills are not up to pass. Still need lots of help when counting money.</li> </ul>
<ul style="list-style-type: none"> <li>• I am satisfied about what I learned in high school.</li> </ul>
<ul style="list-style-type: none"> <li>• I went to two different schools and the teachers at the R* seem to really care about you. That's important, if you can't establish trust, they won't cooperate.</li> </ul>
<ul style="list-style-type: none"> <li>• Right now I am unemployed, and when a job is posted, there are many applications. Maybe have a course in resume writing.</li> </ul>
<ul style="list-style-type: none"> <li>• DDS did not follow through with J*. Walgreens, upon learning this took it upon themselves to further help J* to be successful as he was having problems understanding his job. Thanks to Walgreens, no has been! Would like more info on daily living skills programs as J* is eager to embrace living on his own or with a roommate (--- by J*'s Mom).</li> </ul>
<ul style="list-style-type: none"> <li>• There is a great need for more competent, qualified education instructors (teachers) who deal mainly with kids with special needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Make an attempt to go to college.</li> </ul>
<ul style="list-style-type: none"> <li>• Resources let go for senior year, but should have kept closer tabs through teaching to support student more.</li> </ul>
<ul style="list-style-type: none"> <li>• I chose the wrong field of study - Automotive Mechanics. I don't like it and am not glad at it. I would never get a job doing it unless I have to. I wish someone at school would have had a way of testing me and telling me I wouldn't be any good before I stayed with this field. Now I work in a factory. My problem started before high</li> </ul>

<p>school. I just can't read and understand. I also think exams are horrible for somebody going to tech school. Most of us are no good at exams.</p>
<ul style="list-style-type: none"> <li>• I've followed in my father's footsteps building homes, remodeling decks, work on cars and trucks.</li> </ul>
<ul style="list-style-type: none"> <li>• During shop I wished they focused more on install and service than learning old technology. But I was taught it all out in the field anyway.</li> </ul>
<ul style="list-style-type: none"> <li>• I am a Dynavox user and I will like to explore more training in a college campus.</li> </ul>
<ul style="list-style-type: none"> <li>• I am working full time as a welder. I am taking fire I and fire II classes and am a volunteer firefighter. I will probably pursue a career in firefighting.</li> </ul>
<ul style="list-style-type: none"> <li>• I got depressed for not being able to find a job. I would like to go to trading school.</li> </ul>
<ul style="list-style-type: none"> <li>• I have improved on my skills working with animals such as riding and working really hard at my job that I have liked for few years.</li> </ul>
<ul style="list-style-type: none"> <li>• It's a great thing to have a skill that you can work with outside of the education department.</li> </ul>
<ul style="list-style-type: none"> <li>• I work 10-12 hours per day, 6-7 days a week. I work hard.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I was challenged more, I wasn't challenged enough so I wasn't all that motivated. More hands-on classes like Shop Classes!</li> </ul>
<ul style="list-style-type: none"> <li>• My education would have been better if I would have finished school.</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers were supportive in getting me through</li> </ul>
<ul style="list-style-type: none"> <li>• It was fine</li> </ul>
<ul style="list-style-type: none"> <li>• When I left high school, I'm getting married in 2 months and now having my first baby boy the III in 4 months.</li> </ul>
<ul style="list-style-type: none"> <li>• There needs to be more job opportunities for people with disabilities. Connecticut needs more programs after high school that teach independent living skills, social skills, and more opportunities for socialization. Mass transportation needs to be expanded and more user-friendly.</li> </ul>
<ul style="list-style-type: none"> <li>• High School was good for me. I'm glad that I made it and I am still working to better my education.</li> </ul>
<ul style="list-style-type: none"> <li>• Since I left high school, money has been a problem for school, books and food. There are many programs out there that could have helped me, but I had no way of knowing where to go to get them.</li> </ul>
<ul style="list-style-type: none"> <li>• Work with long passages of reading</li> </ul>
<ul style="list-style-type: none"> <li>• I took a program in my senior year that if I had from 9th on. I think I would have had a better high school. The program was alternative schooling from 2 to 6 and I had to have a job, this was at N*.</li> </ul>
<ul style="list-style-type: none"> <li>• I wasn't as prepared for college as I needed to be. It is extremely difficult making transition for me as I was an LD student, albeit successful in high school, but unprepared in college, successful though.</li> </ul>
<ul style="list-style-type: none"> <li>• S* has been employed for 4 months as a bagger at a grocery store. He has relocated 3 months ago, and is unemployed. He still is in remedial courses at the Connecticut college level. His high school education did not leave him with the skills</li> </ul>

<p>for college or skills for a job. Connecticut colleges do not have the educational resources to help S*'s writing, reading, and math skills to a level of his peers. He has fallen through the cracks! I believe there needs to be a focus on vocational and technical education at its level for special education students. Thank you for asking. My hope is all feedback will benefit future student.</p>
<ul style="list-style-type: none"> <li>• Unfortunately I was unable to get into S* and C*. I am enrolled in H*. My SAT scores were fine, but not my grades. I want to become a teacher, but I am struggling with my classes. I was put in level 3 classes in high school because of my special education services. Now having hard time in college.</li> </ul>
<ul style="list-style-type: none"> <li>• Only my parents helped out. Schools did not offer anything extra unless forced by my parents. Only one special education teacher cared and offered more and truly gave of herself.</li> </ul>
<ul style="list-style-type: none"> <li>• I felt that my high school didn't prepare me enough for college. Especially help with enrollment or to get financial aid. They don't teach you thought on that or even different kind of scholarships. Kids think school/college is too expensive to go.</li> </ul>
<ul style="list-style-type: none"> <li>• I am now going to school to study and major in special education.</li> </ul>
<ul style="list-style-type: none"> <li>• I think I should have been held back a grade. That way I could have worked a little harder and studied more in school. I probably would be able to find a job a little easier.</li> </ul>
<ul style="list-style-type: none"> <li>• While I deeply regret not going to a 4 year school right out of high school, going to a two year school was the best thing I ever do.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm not sure what career I'd like to pursue. Registered in general studies full time. Doing OK with average.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes. Despite early signs of learning disability (as early as 3rd grade), the G* public school system failed to accommodate my needs until junior year of high school. G failed to prepare me for college level writing and reading requirement.</li> </ul>
<ul style="list-style-type: none"> <li>• I am in driving school. I did a 5th year in high school.</li> </ul>
<ul style="list-style-type: none"> <li>• I have struggled in college not yet graduated. My classes were and are harder than I thought they would be. I f you don't do well on a test you can't retake it over like high school. Extra time is not enough, you need professors who understand and give you a break to be tested again.</li> </ul>
<ul style="list-style-type: none"> <li>• If I got into U*.</li> </ul>
<ul style="list-style-type: none"> <li>• Not much that could've made it better.</li> </ul>
<ul style="list-style-type: none"> <li>• Stop teasing and bullying. Hard to find even part-time work to help pay for college. Prices are too high.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, more help in school.</li> </ul>
<ul style="list-style-type: none"> <li>• Having a learning disability is hard every day. I struggle to know what I should be majoring in college. Not knowing what fields I should choose being dyslexia makes it difficult.</li> </ul>
<ul style="list-style-type: none"> <li>• Having a single room in the dorm has helped. I should have had more advice regarding student services like tutoring and counseling.</li> </ul>
<ul style="list-style-type: none"> <li>• Going to college is much easier than high school, nobody bothers you and there is</li> </ul>

no peer pressure.
<ul style="list-style-type: none"> <li>• This survey is being answered by graduate's mom, he could not be bothered. However, I feel that he was ill-prepared to live independently in a college environment, yet despite his parents' concerns, many teachers, guidance counselors, etc, felt he needed the chance.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm satisfied with my life.</li> </ul>
<ul style="list-style-type: none"> <li>• I use the tutoring center to help meet my academic needs and advocate for myself. The most useful thing I learned in high school was to advocate for myself.</li> </ul>
<ul style="list-style-type: none"> <li>• Just that I have grown so much from high school and I will become something in life.</li> </ul>
<ul style="list-style-type: none"> <li>• Because of my processing issues, learning can be very difficult for me. However, in high school, I learned how to manage my studies using various tools. I continued to use these tools in my present education and have just completed my freshman year of college.</li> </ul>
<ul style="list-style-type: none"> <li>• Educate educators on how to deal with NLS manifestations, especially executive functioning deficits. Need help doing that? Call D* in G*</li> </ul>
<ul style="list-style-type: none"> <li>• More college prep.</li> </ul>
<ul style="list-style-type: none"> <li>• I go to D*. They provide some extra help which has been good to get me used to college.</li> </ul>
<ul style="list-style-type: none"> <li>• I think when I was back in high school, I would love to have been able to be more active in the school and do better in my grades.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I think everything was covered.</li> </ul>
<ul style="list-style-type: none"> <li>• Well, in my opinion, I think that if I didn't have a baby at a young age, I think it would have been a little more easier for me going in college and focusing more in my school work, but either way I think that with my parents help. I am still trying to educate myself a little bit more.</li> </ul>
<ul style="list-style-type: none"> <li>• Received excellent special education services in high school. Has also received excellent services in college at S*.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish my high school focused on grammar more, because I think it is something that everyone struggles with.</li> </ul>
<ul style="list-style-type: none"> <li>• My life has been great. Getting grades, perfect attendance. I am becoming more independent and more mature with life. The teachers at my high school did a great job teaching me.</li> </ul>
<ul style="list-style-type: none"> <li>• I think the high school was one of the best experiences. But I will like to go to college. I think it is great.</li> </ul>
<ul style="list-style-type: none"> <li>• I have joined the volunteer fire department in P* while I am attending school.</li> </ul>
<ul style="list-style-type: none"> <li>• I joined the O* fire department.</li> </ul>
<ul style="list-style-type: none"> <li>• I believe going to H* was the best opportunity for me. Also going to the Educational Center for the Arts in N* was a great thing.</li> </ul>
<ul style="list-style-type: none"> <li>• Life is good. My school taught me more than enough for college and work.</li> </ul>

<ul style="list-style-type: none"> <li>• CT needs to develop more awareness to employers of high functioning graduates who need a chance to enter the work force. Any position would be welcomed!</li> </ul>
<ul style="list-style-type: none"> <li>• It got better.</li> </ul>
<ul style="list-style-type: none"> <li>• A summer job through the school like work study.</li> </ul>
<ul style="list-style-type: none"> <li>• During high school - important to maintain communication with school/student/family</li> </ul>
<ul style="list-style-type: none"> <li>• Would like to go back to high school and do it over because I missed so many school days for emotional issues</li> </ul>
<ul style="list-style-type: none"> <li>• I knew I did not like school... going to college only helped me confirm that... school is not for me.</li> </ul>
<ul style="list-style-type: none"> <li>• Looking to transfer to E*. Loved H* probably too much.</li> </ul>
<ul style="list-style-type: none"> <li>• Ok, he could have applied himself more in HS</li> </ul>
<ul style="list-style-type: none"> <li>• Very happy about FPS. Would have fallen through the cracks w/o the support of his teacher and counselors.</li> </ul>
<ul style="list-style-type: none"> <li>• There could have been more preparation from high school, like helping me apply for financial aid and apply for advising and testing. Doing everything on my own with God's help. I was able to follow through but others who don't know God, would be frustrated and overwhelmed. We need better preparation.</li> </ul>
<ul style="list-style-type: none"> <li>• In college, the extra help I got, I don't really get help, and it's so much harder than I thought it'd be.</li> </ul>
<ul style="list-style-type: none"> <li>• My technical education in HAVE helped me get a job in my trade.</li> </ul>
<ul style="list-style-type: none"> <li>• None that I know of.</li> </ul>
<ul style="list-style-type: none"> <li>• As a student from G*, I believe they could have helped me more due to my needs. I should have got more help than I did, since I am learning disabled, they didn't know what to do with me until I flunked a semester which altered to me going to an alternative school.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduated an electrician can't find any work, had a job until 12/2008, laid off. Now in truck driving school, hope to find some job (anything).</li> </ul>
<ul style="list-style-type: none"> <li>• I did not have many options for my education other than paying \$1,000 for a very unsatisfactory class part time because of my grades in high school.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I think my education was not that great after I left high school because I only completed 1 semester of developmental courses in college. The second semester was too difficult for me to handle. I wish I could have gotten through the second semester with supports. There were not strong enough supports for that level therefore I did not do well whatsoever.</li> </ul>
<ul style="list-style-type: none"> <li>• My life is great. I have a great job and I'm getting a great education.</li> </ul>
<ul style="list-style-type: none"> <li>• Special Education program kept me reasonable safe physically and mentally while in high school but I still have not graduated - senior year did not go well. Does not at all prepare for secondary school.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, because just having a high school diploma doesn't cut it for jobs anymore.</li> </ul>

<ul style="list-style-type: none"> <li>• My education could have been better if they actually taught you things in special education. I feel that me and my classmates were given just enough to get passed to the next grade most of the time by the skin of our teeth.</li> </ul>
<ul style="list-style-type: none"> <li>• The only way my education could have been better is if I had a tutor hounding me.</li> </ul>
<ul style="list-style-type: none"> <li>• H* could have been less restricted. Too many ridiculous rules. Once I became a target, there was no letting up by administrators. Lighten up!</li> </ul>
<ul style="list-style-type: none"> <li>• Well yes, because when I dropped out of high school, I became a father and know it is hard to take care of my kids. I say kids because I know I have four kids and that is the reason why I regret dropping out of school, because I have a hard time taking care of all my family.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I could get better funding for my education.</li> </ul>
<ul style="list-style-type: none"> <li>• Miss all my teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• Great while he was there, needs a "M*" - case manager F*</li> </ul>
<ul style="list-style-type: none"> <li>• I wish my high school was more involved with my post education.</li> </ul>
<ul style="list-style-type: none"> <li>• That the public school system tries to put everyone in a box and having gone through an Alternative school I have developed anti-social satirical views on society and the way this country deals with people who don't fit "Normal" criteria. This is a fake society. I don't want to be here. Why does it matter? Public schools need to work on how they deal with kids disabilities and the parents of the kids with disabilities and to not put the "Denial Blinders" on when they know their kid needs extra help. Get through to the parents.</li> </ul>
<ul style="list-style-type: none"> <li>• Have an appointment and interview at N* next month. Hopefully will enter college in the fall 2009.</li> </ul>
<ul style="list-style-type: none"> <li>• Dropped out of high school. Struggling ever since no transition available.</li> </ul>
<ul style="list-style-type: none"> <li>• In elementary school in a different town, they insisted nothing was wrong with me, just a trouble maker until I got into 6th grade, they couldn't understand how I got that far without knowing how to read. I still don't believe the principal should be a principal.</li> </ul>
<ul style="list-style-type: none"> <li>• No, it was fine.</li> </ul>
<ul style="list-style-type: none"> <li>• I believe that being labeled as a special education student made my time in high school difficult. I tried not to bring any attention to myself. Didn't have many friends, because of my ADD, I had problems all through school with staying focused completing my work, handing it in, and getting grades that were not the best. I am very smart but because of the ADD, I looked stupid. A mentoring program would have helped me a lot. But C* being the rich suburban town, it didn't have one. It probably would have changed my life. C* couldn't wait for me to graduate so I would no longer be their problem. For the most part, the special education teachers at C* leave a lot to be desired.</li> </ul>
<ul style="list-style-type: none"> <li>• Life is Okay, not sure what else I'd like to do. Might go to community college next fall!</li> </ul>
<ul style="list-style-type: none"> <li>• Better follow up from BRS. All we got was 2 meetings and no other follow up or</li> </ul>

<p>follow the treatment plan was ever established. Also special education program from school should have followed through the better post graduation.</p>
<ul style="list-style-type: none"> <li>• It inspired me to take a lifeguarding course and eventually became a swim instructor.</li> </ul>
<ul style="list-style-type: none"> <li>• It's been a little hard adjusting to working everyday without Feb and Apr vacations. It's also been hard getting used to a whole new group of people, some of whom are much older, at the job.</li> </ul>
<ul style="list-style-type: none"> <li>• Education was sufficient.</li> </ul>
<ul style="list-style-type: none"> <li>• J* and I should have been set up with BRS services plus should have found a program that would have helped him with some training that he could learn so he could have a better future. Now, we are going to try college but very optimistic about it, as J*'s learning disability is great.</li> </ul>
<ul style="list-style-type: none"> <li>• Would like to see more choices with more hours for employment.</li> </ul>
<ul style="list-style-type: none"> <li>• More emphasis on independent living and learning a trade.</li> </ul>
<ul style="list-style-type: none"> <li>• Public school could have been more receptive and willing to help place in a more appropriate setting rather than just leaving it to us to find another option.</li> </ul>
<ul style="list-style-type: none"> <li>• If they showed us how to balance a check book that would be great.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm lucky that I get to work for my dad or I wouldn't have a job.</li> </ul>
<ul style="list-style-type: none"> <li>• I liked my education at the G*.</li> </ul>
<ul style="list-style-type: none"> <li>• I was in special education for ADHD, LD, and Anxiety. School was so difficult. They teach to self-learning kids. I would like to someday receive a college education, but am cautious.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish there was more opportunities to learn hands-on skills and jobs. There is a need for more vocational activities in the community.</li> </ul>
<ul style="list-style-type: none"> <li>• I've been making up my mind with what I want to do and I think my high school education was prepared me for that very well.</li> </ul>
<ul style="list-style-type: none"> <li>• The B* program was great and really helped prepare me for work.</li> </ul>
<ul style="list-style-type: none"> <li>• By the time I started in 11th grade, I wish I had started to look into educational programs for after graduation. There was really no assistance as to where I could continue learning.</li> </ul>
<ul style="list-style-type: none"> <li>• I think that the school system could have pushed me more into applying for schools and grants.</li> </ul>
<ul style="list-style-type: none"> <li>• Secured present employment individually. Not many social opportunities. Education could have been better, did not attend public school grade 7-12, enrolled in private education, M* special education services were disappointment, reason for private education.</li> </ul>
<ul style="list-style-type: none"> <li>• I hated school and don't miss it.</li> </ul>
<ul style="list-style-type: none"> <li>• Cannot drive, so socially very hard to participate in community activities, need more social programming for severely handicapped residents and transportations.</li> </ul>
<ul style="list-style-type: none"> <li>• More support guides, overall what's in the market stored for their future.</li> </ul>

<ul style="list-style-type: none"> <li>• After high school and getting my diploma, it's been really easy to find jobs and it just makes my life better. There's nothing I would change while in high school.</li> </ul>
<ul style="list-style-type: none"> <li>• Post education assistance in obtaining a job, e.g., resume/application services, how to do an interview.</li> </ul>
<ul style="list-style-type: none"> <li>• I would love to go back to school for a trade if I could afford it.</li> </ul>
<ul style="list-style-type: none"> <li>• Life is good in college.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I could go to college. I have to support my baby. I only have 2 day a week and only work for \$8 an hour.</li> </ul>
<ul style="list-style-type: none"> <li>• K* was enrolled in the Next Step program (18-21) through V*. We credit them for getting her competitive employment.</li> </ul>
<ul style="list-style-type: none"> <li>• High school "special education" teachers need to raise their goals for students and not "teach down" to them.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I would not like to tell you anything else about my life, everything is good.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, I wish when I got to N*, they would have got me in that reading program that I was in for my senior year than it would have been a lot better for me.</li> </ul>
<ul style="list-style-type: none"> <li>• I found that after leaving high school, it has become easier for me to do what needs to be done.</li> </ul>
<ul style="list-style-type: none"> <li>• No, happy with high school</li> </ul>
<ul style="list-style-type: none"> <li>• Could have learned to read</li> </ul>
<ul style="list-style-type: none"> <li>• My written expression and ability to comprehend textbook was very weak when I graduated. I think my high school could have done a better job preparing me for college by addressing these weaknesses. I had an IEP with goals and objectives in writing and reading, but I do not feel anyone took the time to help me improve in these areas.</li> </ul>
<ul style="list-style-type: none"> <li>• M* driver's education for disabled affordable.</li> </ul>
<ul style="list-style-type: none"> <li>• Dean's list both semesters in Community College.</li> </ul>
<ul style="list-style-type: none"> <li>• I feel it is only fair to mention that my experience has been anything but positive in dealing with B*. This experience is what keeps me from question 8 and filling "Strongly Agree" that I am satisfied with my life.</li> </ul>
<ul style="list-style-type: none"> <li>• The transition to junior college has been very hard.</li> </ul>
<ul style="list-style-type: none"> <li>• Was dropping from the college due to academic performance after first year. Not returning. And uncertain of future plans.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't know if I qualify for help in college because my mom does not have money for it. I'm average student, I work 3 hours Monday through Friday in a day care with children (5 months to 4 years old).</li> </ul>
<ul style="list-style-type: none"> <li>• G* was horribly unprepared for my son's needs. Post graduate through S* at F* was better. Still no jobs available.</li> </ul>
<ul style="list-style-type: none"> <li>• I am still living at home which helps me focus on school work. I still need to learn to cook better and be organized.</li> </ul>
<ul style="list-style-type: none"> <li>• I am paying extra tuition to my college for extra help (resource center).</li> </ul>

<ul style="list-style-type: none"> <li>• I love college.</li> </ul>
<ul style="list-style-type: none"> <li>• I think that the high school would have some type of career preparation for students that do not want to continue with college, but prefer technical school.</li> </ul>
<ul style="list-style-type: none"> <li>• There were no transition services at my high school in W*. It was assumed that all students would go to 4 year college.</li> </ul>
<ul style="list-style-type: none"> <li>• There should be more availability of financial aid for special needs students aping on to post-secondary schools. The programs are rare and so specialized that we were not able to find any financial assistance. DDS funding was not an option because our son would have to be destitute to qualify for it. SSI same situation. It does not encourage people with special needs to go out and do the best they can. We find this to be the case with all state and federal assistance programs!</li> </ul>
<ul style="list-style-type: none"> <li>• My local high school lacked in special education programs. And I suffered because of those deficiencies. It made my experience at N* very difficult. I wish things could have been in place for me to get a quality education.</li> </ul>
<ul style="list-style-type: none"> <li>• The kids in college are more mature. Less drugs and drinking. Know what you want to do and do it. Don't light away, go to a four year college.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I got educated very well in college.</li> </ul>
<ul style="list-style-type: none"> <li>• Scholarship of 1/2 tuition to a university.</li> </ul>
<ul style="list-style-type: none"> <li>• BRS did not provide any college tuition assistance, which would have been helpful.</li> </ul>
<ul style="list-style-type: none"> <li>• Transition planning with realistic goals is essential with all level of students with disabilities and/or special needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Time flies by, I just had my 19th birthday and it seems just the other day is waste. I still stop by my high school to visit my shop teacher, which was my favorite class.</li> </ul>
<ul style="list-style-type: none"> <li>• Did not feel well prepared to continue education reading/writing skills inadequate.</li> </ul>
<ul style="list-style-type: none"> <li>• Traditional high school presents difficult learning environment. Generally speaking, most teachers at that high school, W* do not understand different learning styles, fewer class hours per day in more concentrated periods provide more helpful fertile learning environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Programs need to be improved post high school to provide engaged assistance for students with disabilities. Finding and seeking at this help can be difficult for students. The help is there, but not easily accessible and should be automatically built in for these students with a case manager to help the student deal with professors/instructors.</li> </ul>
<ul style="list-style-type: none"> <li>• Adjustment to community college was fine as the W* faculty and staff really worked with me. The guidance staff at Q* is great and very accessible.</li> </ul>
<ul style="list-style-type: none"> <li>• The services I received were appropriate for me. I plan to continue my education at a 4 year university for a BS in business. My high school counselor prepared me for college and made sure I had the correct courses for me in high school to succeed.</li> </ul>
<ul style="list-style-type: none"> <li>• Going into college as a special education child was hard. They didn't teach me what I needed. But I'm doing well now. My education sucked in high school, and didn't give enough credit.</li> </ul>
<ul style="list-style-type: none"> <li>• C*' writing and reading skills (LD) are below and he was not ready for college</li> </ul>

<p>classes. G* resource person, T*, did not have any help available to take notes as required. She did nothing to make this transition helpful. She made C* feel handicapped mentally.</p>
<ul style="list-style-type: none"> <li>• In high school, I got vocational training program at C*.</li> </ul>
<ul style="list-style-type: none"> <li>• I think that high school was a very stressful environment for me and many of my peers.</li> </ul>
<ul style="list-style-type: none"> <li>• Initially I went away to school but after 3 weeks I came home. I left a 4 year college for technical school.</li> </ul>
<ul style="list-style-type: none"> <li>• The television Broadcasting program at N* inspired me to find a communications program at a college. I had trouble getting accepted because my SAT/ACT scores were so low. The support I received from the special education department I received at N* prepared me to be an advocate for myself. I still struggle but the reports/IEP's from school supported my petition to Q*. I am now pursuing an education in Communication and am interested in TV broadcasting.</li> </ul>
<ul style="list-style-type: none"> <li>• Study skills might have been better than easy math problems before class.</li> </ul>
<ul style="list-style-type: none"> <li>• Since I left high school, I have a whole new outlook upon life. I have begun college, getting ready to transfer to S* from U*. Now I will begin a Dual Degree in Elementary/Special Education, looking to pursue a Masters' Degree in Secondary Education in History.</li> </ul>
<ul style="list-style-type: none"> <li>• I would highly recommend that "NO" high school student be enrolled in special education. There is NO BENEFIT to it. All it does is give a person a low self-esteem. Basically, you do not count with other students. Presently, I am paying to take non-credited high school classes (Math and English) when I spoke to the F* counselor, she gave me poor advice! She could care less. Thanks for nothing!</li> </ul>
<ul style="list-style-type: none"> <li>• I needed extra time on one test in college and I had the form filled out that I received it and my teacher told me he would not give me extra time on tests, because I wouldn't get it in real life. I was too scared to fight it. I wish resource room would follow up and ask students and teachers if there is something what they need.</li> </ul>
<ul style="list-style-type: none"> <li>• Students with learning disabilities should not be forced to take the writing portion of the CAPTs test three times in order to graduate.</li> </ul>
<ul style="list-style-type: none"> <li>• I am presently a nursing major at S*. I do not feel high school prepared me well enough for college, because I was a special education student. I feel that less was expected of me (not going to a 4 year college), so I was not eligible for "college prep" coursed in high school.</li> </ul>
<ul style="list-style-type: none"> <li>• Schools do not have the latest technology for LD students. Teachers do not really know how to help a student with disabilities. More training and technology is needed. Self advocacy classes for older student also!</li> </ul>
<ul style="list-style-type: none"> <li>• I would have liked to be admitted to U*!.</li> </ul>
<ul style="list-style-type: none"> <li>• Survey was read to graduate, who complete up to question 8 plus question 10 with no input from parent. Question 9 was answered by parent, after discussion with graduate. The public school system was NO help to my son during the transition process. From the time he was in 6th grade, he was told by numerous school personnel that he was "too disabled" for postsecondary education. We were</li> </ul>

<p>pressured to put him in segregated special education classes even though he had an above average IQ and still hadn't learned to read and write. He had aides who followed him everywhere but didn't help him become more independent. He was repeatedly denied supports that would have helped him to go to regular classes because the school said he was "too disabled" for regular classes. When he said he wanted to go to college, he was told he was not college material. After years of fighting for appropriate transition services, we placed our son in a private school with teachers who believed in his abilities and didn't stomp all over his dreams. His self-esteem and independence soared. He found his own job with no help from anyone even though he is unable to read and write beyond a third grade level. He has worked there for 2 years. He is thriving in a technical school, which the public school would not support because they felt he was "too disabled" for a regular technical school. He chose to graduate 18 and give the possibility of additional services from the school district because he felt that they hindered rather than helped him. He also states that he felt that they "hated" him and hated us, his parents, for fighting for him all the time. He is very bitter about the experience, and so are we. When I asked him to sum up how he felt about the transition services from our school district he said, "they treated me like I was too stupid to do anything and everyone talked to me like I was two years old." That about sums it up. He has achieved what he has in spite of the public schools. It seemed that their mission was to humiliate him and beat him down rather than help him gain the skills he needed to achieve his dreams.</p>
<ul style="list-style-type: none"> <li>• The assistance I received only pushed through high school. It did not prepare for any schools beyond that. Also no assistance received to help with post high school employment or education. I am not impressed with the education system at all.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, my education could have been better if B* Board of Education provided me with more services. I feel I would have been better prepared for college if they made an effort to meet my educational need on an individual basis.</li> </ul>
<ul style="list-style-type: none"> <li>• It would have been helpful to know the scholarships available to me as a person with a learning disability.</li> </ul>
<ul style="list-style-type: none"> <li>• There should be more one-on-one time with the students as needed. More help with job searching.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish that I had more training for a better job.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I am managing just fine and believe high school prepared me enough.</li> </ul>
<ul style="list-style-type: none"> <li>• No. My life is OK since leaving high school.</li> </ul>
<ul style="list-style-type: none"> <li>• Transferring to a four year after 2 years at a community college.</li> </ul>
<ul style="list-style-type: none"> <li>• In high school I did not have the one on one I needed to help compensate for my apd for reading. Very disappointed. I am working very hard at school for reading all the literature. I have a good support group from family.</li> </ul>
<ul style="list-style-type: none"> <li>• I have earned 12 credits at G* and I'm accepted to C* this fall.</li> </ul>
<ul style="list-style-type: none"> <li>• More help in math. It is still very hard for me, and I failed one of my math classes in college.</li> </ul>

<ul style="list-style-type: none"> <li>• I wished that I could have attended W* for a third year. I would like to get a job as a CNA.</li> </ul>
<ul style="list-style-type: none"> <li>• My son doesn't qualify for a lot of services. He is in between a disabled world and a non-disabled world. Work is hard to find even though he was certified in welding.</li> </ul>
<ul style="list-style-type: none"> <li>• The services I received in school never really did anything for me. I was never told exactly what was wrong with me and all they did to help was put me in a study hall I was graded for. I still struggle with writing essays and failed my college English class.</li> </ul>
<ul style="list-style-type: none"> <li>• After receiving services at C*, which were not helpful or accommodating, I transferred to W* which was wonderful. Unfortunately since leaving high school, my health has prevented me from furthering my education. Right now, I do intend to enroll in a state school and hopefully with the help of services from the state, I will graduate with degree.</li> </ul>
<ul style="list-style-type: none"> <li>• Compensatory Education to follow Associate Degree program.</li> </ul>
<ul style="list-style-type: none"> <li>• I am enrolled in a full time cosmetology school and will begin school this June of 2009.</li> </ul>
<ul style="list-style-type: none"> <li>• Left 4 year college before completing one semester, could not work independently. Currently enrolled in community college (6 credits). Working with BRS to find work.</li> </ul>
<ul style="list-style-type: none"> <li>• My son attended an alternative high school. Although I don't believe it contributed to his place in life now, I believe it was the worst decision of mine to allow him to attend that school. He learned absolutely nothing, was not challenged in the least and was, in my opinion, just there to get him through. In 11th and 12th grade, his school work was equivalent to that of a 7th grader at best. I don't feel he was adequately prepared for life.</li> </ul>
<ul style="list-style-type: none"> <li>• Should have received more guidance. Don't know what to do. Require constant parental guidance. Would like some assistance.</li> </ul>
<ul style="list-style-type: none"> <li>• Economy needs to improve. No jobs that are full time available for someone with learning disabilities. I only have a job because of family connections. I'm lucky to be able to still live home because I couldn't afford to live on my own.</li> </ul>
<ul style="list-style-type: none"> <li>• That the guidance counselors be more serious and help students get their application done for college as soon as they entered the 11th grade so when they get to be a senior they don't even have to worry about it, and just give them the help and support that they need in life.</li> </ul>
<ul style="list-style-type: none"> <li>• All special needs students should have a one on one so that they can learn better. Being in a classroom without enough help holds them back from learning properly.</li> </ul>
<ul style="list-style-type: none"> <li>• Better integration into regular classrooms and activities. Better support towards participation in special interest classes and extracurricular activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Life just gets harder after leaving high school. Wish never left high school.</li> </ul>
<ul style="list-style-type: none"> <li>• No, I've been homeless ever since I left high school.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like help from high school GED. But it is hard for me because of my disability.</li> </ul>
<ul style="list-style-type: none"> <li>• I like that I know how to do my own laundry now. I miss my friends.</li> </ul>

<ul style="list-style-type: none"> <li>• I can't pass a basic math test, can't get anywhere for education. No money.</li> </ul>
<ul style="list-style-type: none"> <li>• I ended up in prison.</li> </ul>
<ul style="list-style-type: none"> <li>• Our family has gone through hell since our daughter left school at 21. She had the assistance of a private care one on one since middle school. She was unable to work more than 1-2 hours a day. We went through 2 programs - sharp training and sean aid, both good programs if suited to certain children. DDS fought tooth and nail with us about placing her in a program that suited her needs (too much money) as a result, her behavior escalated and she ended up out of any program for 5 months. DDS must change its policy on transitioning for behaviorally challenged clients and provide more adequate housing opportunities. The case managers are wonderful, but the staff above that level is totally out of touch with the needs of every child.</li> </ul>
<ul style="list-style-type: none"> <li>• DDS dances provide social outlet, without them, T* would be quite isolated.</li> </ul>
<ul style="list-style-type: none"> <li>• It's hard getting a job. I wish I would have taken harder classes that might have helped me get into college.</li> </ul>
<ul style="list-style-type: none"> <li>• I took a year off to work so that I would be able to start school in 2009 without having to take on any loans. My time in the N* would have been a lot more effective, if kids who did not want to learn weren't expected to go to school, too. They wasted time and resources.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I could read better and understand what I'm reading.</li> </ul>
<ul style="list-style-type: none"> <li>• Taught how to fill out application for a job. Would like to receive better help in reading.</li> </ul>
<ul style="list-style-type: none"> <li>• No. My education was great. I can't wait to further my education.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to be working more hours at B*. Right now, I only work 6 hours a week. (BY MOM) J* has many talents, including very good computer skills. These talents are not being used in a work situation. He works in a supermarket bakery on a very part-time basis, plating and traying cookies and breads. We continue to work with the K* to find him competitive work.</li> </ul>
<ul style="list-style-type: none"> <li>• High school was great but left with few options often. Programs were not adequate to fulfill needs of my daughter, little help available to assist me with finding appropriate placement.</li> </ul>
<ul style="list-style-type: none"> <li>• Needed more functional skills in real life situations. Money management/understanding; Safety - street smarts - what to do in case of emergency, meal planning/shopping.</li> </ul>
<ul style="list-style-type: none"> <li>• I have learned that I need to work towards a college degree or attend a technical school to improve my life. I have enrolled in B* - post graduate program.</li> </ul>
<ul style="list-style-type: none"> <li>• People (teachers) should have noticed I needed help with reading and writing! I don't know how to read, and write either. No Children left behind? Just pushed through without skills - (reading and writing). -- This is done by step-mother.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish they had helped me with trying to go to some kind of training for work or at least helped with my future.</li> </ul>
<ul style="list-style-type: none"> <li>• When I left high school, I went into the work field and have been so happy. I now</li> </ul>

<p>have a 10-day old daughter. She was born April 9th, 2009. I am great with my life and glad I graduated.</p>
<ul style="list-style-type: none"> <li>• Always more life skills - I think schools like V*, L* should be more available and are more needed. Sometimes regular school is just for social if you can social. Regular school cannot help.</li> </ul>
<ul style="list-style-type: none"> <li>• My son would try to sign up for construction classes which he loved, could never get in. Same for sheet metal, no opportunity for him. He was placed in classes with children who had more severe disabilities. He just needed more one on one. That's all I asked for, but advised this awful education instead.</li> </ul>
<ul style="list-style-type: none"> <li>• Not enough money for new books, desks, etc. Boring.</li> </ul>
<ul style="list-style-type: none"> <li>• Need help getting a job.</li> </ul>
<ul style="list-style-type: none"> <li>• Hard finding work these days</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I would have still kept on with school next step college that would have been my big time education.</li> </ul>
<ul style="list-style-type: none"> <li>• Too many rules to follow in school. Schools should teach the way children learn and learn to bend the rules.</li> </ul>
<ul style="list-style-type: none"> <li>• I was graduated from high school last year. I was going to college first year. I will be going to college for the second year. I am still living with my parents. I haven't got a job and car. I need money for car and an apartment.</li> </ul>
<ul style="list-style-type: none"> <li>• I am enjoying the education I'm receiving. I would love for the college. I'm attending to have some sports.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to find a job. English should have had more exposure in classes to MLA writing format.</li> </ul>
<ul style="list-style-type: none"> <li>• My athletic abilities helped me get admitted to college. But I am managing my academics well. I am now able to study and learn independently at college.</li> </ul>
<ul style="list-style-type: none"> <li>• More life skills training.</li> </ul>
<ul style="list-style-type: none"> <li>• The help M* received in G* was extremely helpful. There could have been more money for laptops in the resource room.</li> </ul>
<ul style="list-style-type: none"> <li>• My IEP should have been followed better. I didn't leave high school prepared for college work. High school saved me from my work but didn't help me learn to do it.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I could find a part time job.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't qualify for services, so it's been hard going on interviews. I'm not getting jobs due to my language disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Get rid of SAT and ACT. One 6 hours test does not show you what kind of student you are!</li> </ul>
<ul style="list-style-type: none"> <li>• I finished my prep year and started a 4 year college the next year.</li> </ul>
<ul style="list-style-type: none"> <li>• I was unable to handle full time college, I am not in college right now. I plan to try taking one course over the summer at community college.</li> </ul>
<ul style="list-style-type: none"> <li>• I attend a small college (less than 1,000 students) who has services available to help with writing, math, etc. The school recognizes ADHD as a disability and follows recommendations set forth by my high school.</li> </ul>

<ul style="list-style-type: none"> <li>Public high school special education services in town of M* are deplorable. I was prepared for nothing at all and certainly unprepared for college. I am attending a college prep school in CT as a repeat 12th grader at a fee of \$50,000. I have learned more in 8 months here than 4 years of public high school education. Wake up, Connecticut!</li> </ul>
<ul style="list-style-type: none"> <li>Not prepared for stress of college and planning for homework and projects.</li> </ul>
<ul style="list-style-type: none"> <li>The education I received at A* was better than I imagined. I transferred to the high school from a private all girls school and received a much better education at the public school. They were very informed and prepared for the special education program.</li> </ul>
<ul style="list-style-type: none"> <li>I have been working full time for above minimum wage, but have not yet worked for 3 months.</li> </ul>
<ul style="list-style-type: none"> <li>I would have liked to have had the needed reading and writing skills for college. My special education program did not prepare me for my life beyond high school.</li> </ul>
<ul style="list-style-type: none"> <li>Sometimes in high school I was put in classes with kids who had behavior problems and it made things difficult.</li> </ul>
<ul style="list-style-type: none"> <li>I have a 3.19 grade average in college. I love it! I'm in B* and was a walk-on on the basketball team with the highest % of 3 pointers in the N* 3rd division. I am returning for my sophomore year as well.</li> </ul>
<ul style="list-style-type: none"> <li>I felt I had not enough help in middle nor high school to use voice activated typing (Dragon Natural Speaking), or other assisted technology program.</li> </ul>
<ul style="list-style-type: none"> <li>Needed more help in math.</li> </ul>
<ul style="list-style-type: none"> <li>Can't seem to find a job. I have no medical/dental insurance. My medical insurance that I had when my parents supported me may not pay for the accident I had back then, so I stuck with big medical bill with no job to help me pay for it.</li> </ul>
<ul style="list-style-type: none"> <li>I miss my friends, everyone is far away. I'm so busy with school.</li> </ul>
<ul style="list-style-type: none"> <li>Since leaving high school, I have learned a lot to prepare me for next level of education. It was an adjustment when I entered college but able to learn the process.</li> </ul>
<ul style="list-style-type: none"> <li>Flourishing in college.</li> </ul>
<ul style="list-style-type: none"> <li>I had special needs. I felt as an outcast at C* and high school. The school didn't care this. I wasn't given homework to help me make up my deliates, the others were given homework. I did well after school due to my parents.</li> </ul>
<ul style="list-style-type: none"> <li>I am on the Dean's list at a 4 year liberal arts college. I am studying hard and hope to become a sports journalist.</li> </ul>
<ul style="list-style-type: none"> <li>I will be pursuing classes (training) to become a firefighter locally. I found that college wasn't for me. So decided to leave before the end of my freshman year.</li> </ul>
<ul style="list-style-type: none"> <li>The office of Accessibility Services at W* has been very helpful, arranging for special accommodations and offering advice about living in a dorm one day.</li> </ul>
<ul style="list-style-type: none"> <li>College has become worry, too competitive, services are limited due to budget cut backs, especially on branch schools where there's a lot of neglect and under-funding to maintain facilities.</li> </ul>

<ul style="list-style-type: none"> <li>• I am part of a small group who has not gotten transition skills training as much as now is done.</li> </ul>
<ul style="list-style-type: none"> <li>• M* has been doing well in college, and has made the Dean's list, and had a 3.5 GPA last semester. He actually is enjoying his life thus far at college (from M*'s mom).</li> </ul>
<ul style="list-style-type: none"> <li>• College is more demanding and competitive than expected. Independence was a difficult adjustment.</li> </ul>
<ul style="list-style-type: none"> <li>• It could have prepared me for college better since I have special needs through high school and could have prepare me better for college.</li> </ul>
<ul style="list-style-type: none"> <li>• I am attending an art and design college. The art education I received at W* was of a very high standard.</li> </ul>
<ul style="list-style-type: none"> <li>• After I left high school, I realized that it costs a lot of money to go to school. It seems like all the bills add up all at once. I keep on needing more money than I ever needed before.</li> </ul>
<ul style="list-style-type: none"> <li>• It's time for teacher professional days to include workshop on how to use variety technology methods to reach special education students. If teachers could have demonstrated more flexibility in teaching style (as requested by Special Education Department), a much better teacher-student relationship would have evolved, and less expenditure on private tutors would have been needed.</li> </ul>
<ul style="list-style-type: none"> <li>• It needs to get better soon. Special education in high school was a joke.</li> </ul>
<ul style="list-style-type: none"> <li>• More attention should be given to students with learning disabilities.</li> </ul>
<ul style="list-style-type: none"> <li>• Spent one semester at C* and decided to leave to stay at home and commute to H*. I needed the support of my family and living at home to focus on school. The dorm was too distracting and I wasn't prepared to live on my own.</li> </ul>
<ul style="list-style-type: none"> <li>• I got academic suspension after fall quarter done and it is because I wasn't ready for college. But now I'm following up the requirements. I'm able to return to college in this fall 2009. For that, it has taught me to be prepared for college and I have learned my lessons, for better.</li> </ul>
<ul style="list-style-type: none"> <li>• College prep classes either in school or available as an outside activity with minimum fee, if any, I went to college and financing it or getting prep of the life, book, etc, was a revelation.</li> </ul>
<ul style="list-style-type: none"> <li>• I feel the high schools could better prepare me and my parents on the type of help or lack of help higher education gives to incoming students. Any help I'm receiving was through learning on my own, my first semester in college. Better communication between the schools and parents is a must.</li> </ul>
<ul style="list-style-type: none"> <li>• I feel that by taking notes with a computer they would appear more clear and understandable. Also, typing notes is faster than writing notes for me.</li> </ul>
<ul style="list-style-type: none"> <li>• Guidance should be more informed about programs with the one I am in my mother did all the work.</li> </ul>
<ul style="list-style-type: none"> <li>• Let the kids wear non-offensive hats. A bad hair day can really suck. Thanks about it.</li> </ul>
<ul style="list-style-type: none"> <li>• I must clarify, my school district (M*) did not educate me. After 7th grade, I could barely read and write, my parents (with a lawyer) asked the school to place me out of district at the B* where I learned to read, write, and so math. I finished high</li> </ul>

<p>school at the W*. They have a tutoring program and prepare me well for college. Public school special education did nothing for me except torture me and deprive me of friends. I am able to perform well at M* because they do have a good tutoring program also! Many of us may not respond to your survey, because we still resent the lack of education we got at our public schools. I hope you can do something to change the tutoring of teachers and administrators. Good Luck!</p>
<ul style="list-style-type: none"> <li>• Though it is difficult I am working hard to be successful in college. I attend state university with excellent services so far!</li> </ul>
<ul style="list-style-type: none"> <li>• I went back to school on Job Corps and there I take a chef training.</li> </ul>
<ul style="list-style-type: none"> <li>• I enjoy college and was well prepared for it. I appreciate the extended time I receive for testing. This is very helpful and I will continue to use it until I graduate.</li> </ul>
<ul style="list-style-type: none"> <li>• I am so glad to be out of high school. College is great!</li> </ul>
<ul style="list-style-type: none"> <li>• I would have preferred to go to a community college right away then go to a college with a dorm.</li> </ul>
<ul style="list-style-type: none"> <li>• Helping your child choose the right college or job is very important for their chances of success.</li> </ul>
<ul style="list-style-type: none"> <li>• More skills for independent living.</li> </ul>
<ul style="list-style-type: none"> <li>• I don't feel that my dyspraxia is being addressed. I would be doing better in my life if it were.</li> </ul>
<ul style="list-style-type: none"> <li>• Gap year went to Israel, needs to get paperwork</li> </ul>
<ul style="list-style-type: none"> <li>• Education from H* prepared him</li> </ul>
<ul style="list-style-type: none"> <li>• I am completing this survey on behalf of my son who is attending a "normal" college but through a supportive program overlay. It was a challenge to research, identify and select from the offerings available to find this program and some guidance and information to know, this area would be useful to future families.</li> </ul>
<ul style="list-style-type: none"> <li>• School is hard. I enjoy the social</li> </ul>
<ul style="list-style-type: none"> <li>• Less harassment in high school - happier in college and in the adult world.</li> </ul>
<ul style="list-style-type: none"> <li>• Currently looking for p/t work. W/drew from 4-year college b/c grades. Attending M* now.</li> </ul>
<ul style="list-style-type: none"> <li>• Very satisfied</li> </ul>
<ul style="list-style-type: none"> <li>• Work hard/ take thing seriously</li> </ul>
<ul style="list-style-type: none"> <li>• Should have been prepared more for college. I needed more help with English grammar, writing. HS focus was on reading.</li> </ul>
<ul style="list-style-type: none"> <li>• My education could have been better if from the beginning of my high school career I was placed in smaller classes where the teachers were able to offer more one on one instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• My high school needed better staff.</li> </ul>
<ul style="list-style-type: none"> <li>• Could have used more help in finding a job suitable for me with my needs.</li> </ul>

<ul style="list-style-type: none"> <li>• I am struggling with college, but am determined to get a degree.</li> </ul>
<ul style="list-style-type: none"> <li>• More job available for new workers.</li> </ul>
<ul style="list-style-type: none"> <li>• I have found it hard to keep up with my college classes, I feel high school did not fully prepare me for schooling after I left.</li> </ul>
<ul style="list-style-type: none"> <li>• I have completed a Culinary Arts training certificate program 3 months ago and am unable to find a job.</li> </ul>
<ul style="list-style-type: none"> <li>• I think that if a student is out placed to another school program, they should know their rights regarding a graduation. It took my family almost an entire school year to get the principal of my LEA to agree to let me participate in the graduation ceremony.</li> </ul>
<ul style="list-style-type: none"> <li>• The BRS program is not good. I have been with them since finishing high school and they give you a lot of appointment and I'm still waiting for them to help me.</li> </ul>
<ul style="list-style-type: none"> <li>• That statement above doesn't pertain to me? Meaning I have been in jail for the last 3 years at my life. I got my high school diploma in jail, because I only had to do a few credits. But like I said I'm a failure at life, people like me don't get second chances.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I could get a job. I also wish someone could help me at school.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I enrolled in a four year college. I wish I was in smaller classes, I would have learned more.</li> </ul>
<ul style="list-style-type: none"> <li>• I know if I would have stayed in school my education level would have been higher. If I would had just handled my business I could have been a college graduate by this time in my life. Is there anything or anyway I can take classes where you are? I received my GED and have a few credits for macroeconomics.</li> </ul>
<ul style="list-style-type: none"> <li>• My education didn't give me job skills to help me get a job.</li> </ul>
<ul style="list-style-type: none"> <li>• I am diagnosed with autism and I am attending college part time. I have not learned to drive and I have no interest in doing so. My mom drives me to school and I hope to use my ride at some point. I will be applying to the autism pilot program in the near future.</li> </ul>
<ul style="list-style-type: none"> <li>• Doing applications, hard to get work at this time</li> </ul>
<ul style="list-style-type: none"> <li>• Poorly prepared for the real world. Pushed through HS without consideration for capability.</li> </ul>
<ul style="list-style-type: none"> <li>• I think I've learned more about real life situations from moving than I did in school.</li> </ul>
<ul style="list-style-type: none"> <li>• School expulsion policies allowed school to basically keep many schoolmates from completing school or activity participating. Policies actually encouraged students to be out of school from extended periods.</li> </ul>
<ul style="list-style-type: none"> <li>• I am filling this out for my 19 year old daughter who graduated with good grades, but has a 4th grade level of education. She tried college and dropped out 2 times, because she is very discouraged, they passed my daughter with no life skills and sent her on her way! She is having a hard time adjusting to society and cannot get a job, her spelling and handwriting is like a child in kindergarten.</li> </ul>
<ul style="list-style-type: none"> <li>• Ever since leaving high school I was going to a community college until a car accident happened and I withdrew from it. I would also like to become of an art</li> </ul>

school sooner or later.
<ul style="list-style-type: none"> <li>• I feel bad for leaving school. I wish I was still in school. I don't like being out of school. But I need to talk to me about why I left school.</li> </ul>
<ul style="list-style-type: none"> <li>• J* and I were told at last his PPT that he was totally ready for college. He was passed onto BRS who did testing and showed he was not ready and as a single mom, and I am also disabled, and cannot afford college. It was even suggested he take one college course to see how he does.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I learned to read better.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I had focused and paid more attention to my school work when I hadn't.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish someone would have told me about all these services that I have access to. Should have been taught more life skills. Should send info on these services to kids that graduate.</li> </ul>
<ul style="list-style-type: none"> <li>• If I would have just stayed in school, my education would have been a lot better.</li> </ul>
<ul style="list-style-type: none"> <li>• There should be follow up after completing high school for special education students. My son has not been able to find a job, and do not know where to turn to. He has been denied social security benefits because he worked part time during shop class which he was laid off as soon as school ended.</li> </ul>
<ul style="list-style-type: none"> <li>• No meaningful academic support between 18 and 21, very little, non-academic support between 18 and 21.</li> </ul>
<ul style="list-style-type: none"> <li>• I would love to tell you guy's that I would love to have a group of teen's of ages 12 to 17 years old so I can talk and preach to them because I'm good at talking to teenage girls. I would like to make a movie about my life and stuff I've been through with my family, friends. Because I want everybody to know how I feel and for everybody to know about my life.</li> </ul>
<ul style="list-style-type: none"> <li>• I think somebody could have helped me to find a job before and exited my work-school program.</li> </ul>
<ul style="list-style-type: none"> <li>• More help with job training, filling application/resume, interview strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I had got more help.</li> </ul>
<ul style="list-style-type: none"> <li>• Wish I had better education so I could go to college - (R*?) NTID.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, more hands on.</li> </ul>
<ul style="list-style-type: none"> <li>• I think school should teach us how to read a recipe, balance check books, compare prices and things we need to know for everyday life, I can't find a job.</li> </ul>
<ul style="list-style-type: none"> <li>• All the time he spent in school, he was never given a one-on-one treatment. Now that he goes to M*, he has been told that a one-on-one is necessary for his daily care. Why was none provided back when he could have been taught more, i.e., how to spell, write, and so on?</li> </ul>
<ul style="list-style-type: none"> <li>• Better preparation for college.</li> </ul>
<ul style="list-style-type: none"> <li>• I personally think the state should end special education. I think it made my life worse having to explain the help I was receiving to other students and faculty members. I felt I wasn't pushed to accomplish something great. My family and</li> </ul>

<p>friends lost respect for being in these programs. Even though I was in special education and believe it was necessary for others, I think there is room for improvement.</p>
<ul style="list-style-type: none"> <li>• I was made a lot of empty promises and lied to about getting another 2 years of schooling. The program I was supposed to be in at a Tech school was dropped. Also most of high school teachers don't care about disabled children. They just pass them along from year to year.</li> </ul>
<ul style="list-style-type: none"> <li>• Ever since I left high school, my life just went down the drain coming in and out of jail, so I just got enough of this mess. I want out of this mess and would like to pick up a trade in life.</li> </ul>
<ul style="list-style-type: none"> <li>• I should have participated better.</li> </ul>
<ul style="list-style-type: none"> <li>• Could have been more forward finishing.</li> </ul>
<ul style="list-style-type: none"> <li>• I did not learn enough.</li> </ul>
<ul style="list-style-type: none"> <li>• Due to the poor economy, there are no jobs available.</li> </ul>
<ul style="list-style-type: none"> <li>• There needs to be a better connection between programs and HS. HS is only interested in their mandates. School resources during HS for identified students are lacking.</li> </ul>
<ul style="list-style-type: none"> <li>• I would have been great to have parent seminars 2 years on transitioning opportunity fairs, ways to know about all the things you can do as a young adult with special needs.</li> </ul>
<ul style="list-style-type: none"> <li>• J* was denied to go to the ACES - which helped him. The A* was not the right program. James does not have the ability to seek a bed. James is on SSD which because of A* Board of Education is not having him in the right program. J* may be on SSD. For life, when you do not implement the right system in Special Education, you ruin a child's life. Special Education is important to be denied the right system is to ruin a person's life. The school System failed!!! Special Education is equal opportunity! Without a basic education other systems don't work.</li> </ul>
<ul style="list-style-type: none"> <li>• Not of the least.</li> </ul>
<ul style="list-style-type: none"> <li>• I want to get educated and try to get more education and afterwards find a job to do better for my life.</li> </ul>
<ul style="list-style-type: none"> <li>• They should have more programs and people who care about teaching.</li> </ul>
<ul style="list-style-type: none"> <li>• I volunteer occasionally at the Q* and was active in an inclusive Boy Scout troop and became an Eagle Scout. I would like to have more chances to be independent and to have more friends for social activities, and take some non-credit courses in college (like acting). (From parents) B* would have liked to have more independence in school and it would be good if school personnel would be able to find more jobs that could be paid jobs after graduation instead of being only temporary job experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• I'm getting my GED right now.</li> </ul>
<ul style="list-style-type: none"> <li>• There is very little transition from school to work/day programs that are similar to the support received from school district. More needs to be done!</li> </ul>

<ul style="list-style-type: none"> <li>• Well, I am about to start college in O* at the S*.</li> </ul>
<ul style="list-style-type: none"> <li>• School did not prepare for real life, unable to find a job, secondary to employers not willing to work with, difficulty filling out applications, did not receive the education needed to be successful in community work place. School just pushed him through, didn't care if he was successful. Unfortunately T* was not clear until Junior year of high school secondary to school system unwilling to do proper testing, therefore he was not prepared for employment or feel positive about his education! It is unfortunate and unfair that the system is allowed to leave these children behind as if they are not as important as the others.</li> </ul>
<ul style="list-style-type: none"> <li>• Education transition from high school to adult day services went very well with support of personal assistant and safety teaching and education specialists, state approval to attend did not approve until March 2009. Lapse in time has created sleep/wake cycle problem. A complete change in staff members who do not understand my condition and safety issues. My education services provided were excellent (through my town honoring the IDEA laws), state needs to help adult day service programs to hire more workers/aids for assistance and safety of clients.</li> </ul>
<ul style="list-style-type: none"> <li>• The special education program did not help me at all. I would have done just as poorly in English if hadn't been a part of it. They only babied me through everything instead of teaching me the skills I needed to overcome my disability.</li> </ul>
<ul style="list-style-type: none"> <li>• I am doing special Olympics now and I am looking for a job.</li> </ul>
<ul style="list-style-type: none"> <li>• My education could have been better because they should have had a life skills class to teach us about the real world.</li> </ul>
<ul style="list-style-type: none"> <li>• Student: I want very much to work but have not found a job. Parents: The system has failed</li> </ul>
<ul style="list-style-type: none"> <li>• I need more learning skills to help me find a job. It is very hard. I haven't worked since I finished high school.</li> </ul>
<ul style="list-style-type: none"> <li>• I would just like to get my GED, and try to find a good job.</li> </ul>
<ul style="list-style-type: none"> <li>• This is N/A to my son who is retarded and autistic.</li> </ul>
<ul style="list-style-type: none"> <li>• I miss L* school because I have a lot of work to do at A* of M* and I really miss Mrs. O*, Mrs. W*, Mr. C*, Mrs. C*. Mrs. F*, Mrs. C*, Mrs. S*,</li> </ul>
<ul style="list-style-type: none"> <li>• When I initially began my freshmen year, my location was wrong!</li> </ul>
<ul style="list-style-type: none"> <li>• I would like a job I can do with the problems I have more activities I can do to keep me busy even though I fish and skateboard.</li> </ul>
<ul style="list-style-type: none"> <li>• I am this person's mother filling out form because he is really not capable of understanding this survey totally. He is happy in his current program at A*. The program at G* could have been better.</li> </ul>
<ul style="list-style-type: none"> <li>• I think my education would have been better if I had help with certain subjects</li> </ul>
<ul style="list-style-type: none"> <li>• Due to lack of transportation in my area, difficult to find employment. Need individual program which is expensive because it includes transportation so only get 12-15 hours a week.</li> </ul>
<ul style="list-style-type: none"> <li>• If I stayed in school, I will not be in jail.</li> </ul>

<ul style="list-style-type: none"> <li>• I did not attend school because what I had a lot of things on my plate and I was young, but I'm ready to do this different.</li> </ul>
<ul style="list-style-type: none"> <li>• Programs are limited for special education students who are multi-handicapped. Transportation is a big issue. For group home clients more services are available post graduation.</li> </ul>
<ul style="list-style-type: none"> <li>• I was not offered any job or given any helping training or anything with my trade. No chance given to me.</li> </ul>
<ul style="list-style-type: none"> <li>• I realize now I should have stayed in school.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, I found out I was pregnant, and I had beautiful baby boy on March the 3rd.</li> </ul>
<ul style="list-style-type: none"> <li>• No, not at all.</li> </ul>
<ul style="list-style-type: none"> <li>• Well, I feel good about everything that I learn in school and I feel happy now that I am not in school, not because I am going to be a mother, but because I know that after my pregnancy, I'm going to college.</li> </ul>
<ul style="list-style-type: none"> <li>• During my last year of school I had a wonderful teacher that helped me to learn to read better than anyone or program I ever had. I feel very strongly that if I had such help all along, I would be able to read past a grade 1 level.</li> </ul>
<ul style="list-style-type: none"> <li>• Better job training and better job skills in different job so I would have more experiences in jobs.</li> </ul>
<ul style="list-style-type: none"> <li>• After learning a residential school at age 16, E* has had few opportunities to interact with peers to participate in her community, or to be employed despite the advocacy of her guardians. We believe this is because her disability is not well understood.</li> </ul>
<ul style="list-style-type: none"> <li>• I want very much to work but have not been able to get a job. BRS and the Pilot program are trying to help me but so far, nothing is available and this is very upsetting.</li> </ul>
<ul style="list-style-type: none"> <li>• I was not prepared for no or few jobs, need more preparation for today's job market (or lack of).</li> </ul>
<ul style="list-style-type: none"> <li>• BRS is presently helping my son find suitable employment. It has been a long process. We are hoping that he will be placed soon.</li> </ul>
<ul style="list-style-type: none"> <li>• My son passed away Sept 2008. (Multi-handicapped) unexpectedly. He received excellent services through Region 15 schools, including transition to an adult day program, CRI.</li> </ul>
<ul style="list-style-type: none"> <li>• No. Better teachers with concern for child's learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Opportunity for post high school was limited and not very close to home.</li> </ul>
<ul style="list-style-type: none"> <li>• I need a school to study, that meet my needs. I think I cannot survive in college. I don't find a job. I'd like to find a vocational school. I want to study sometimes. I like working with my hands. I'm very handy man. Like to do stuff but I need help to guide me.</li> </ul>
<ul style="list-style-type: none"> <li>• Education would have been better if there were fewer kids in the classroom.</li> </ul>
<ul style="list-style-type: none"> <li>• Obtained a career. I'm more knowledgeable.</li> </ul>

<ul style="list-style-type: none"> <li>• No = not happy for living high school.</li> </ul>
<ul style="list-style-type: none"> <li>• Well, I needed more encouragement. My family put me out of the house, so I did what I now not.</li> </ul>
<ul style="list-style-type: none"> <li>• I felt that once you leave high school, there were no support groups. I did not get any information on any programs. Since my parents' income has been decreased, I felt I cannot get to secondary school. Also every place I have applied has not hired me. I feel like special education was a waste.</li> </ul>
<ul style="list-style-type: none"> <li>• My life has been good, since I have left school.</li> </ul>
<ul style="list-style-type: none"> <li>• They just label you and help who they want some special education children are used just for funds. Everyone act like they don't know programs that will help. But has been working for years!</li> </ul>
<ul style="list-style-type: none"> <li>• I was in a special education school and I dropped out due to my dad and ADHD. They sat us students in a small room for the whole day. We never switched rooms for classes and it drove me to not even want to go to school. (D*, N*, CT). And we couldn't attend prom or be on sports teams for N* or nothing. That's not fair. That's every girl's high school dream (prom).</li> </ul>
<ul style="list-style-type: none"> <li>• Due to medical issues</li> </ul>
<ul style="list-style-type: none"> <li>• It's hard to find a job even with a high school diploma if you really only have about an 8th grade education. They need to stop pushing kids through when they are not learning anything.</li> </ul>
<ul style="list-style-type: none"> <li>• The transition from high school was horrible! There are no good day programs anywhere! Cannot even get (P.T) in home (due to insurance). It was an absolute nightmare into the adult services! My daughter is an angel in a wheelchair, has seizures, non-verbal, cannot feed herself, and is legally blind. I am appalled that there are no day programs available that are safe, clean and decent! I would not even leave my dog at these programs! We are doing a grave disservice to our adult special needs populations!</li> </ul>
<ul style="list-style-type: none"> <li>• I got my GED, looking forward to furthering my education.</li> </ul>
<ul style="list-style-type: none"> <li>• Yes, when I get out of jail, I feel like I am going to go to college and better myself and start a family.</li> </ul>
<ul style="list-style-type: none"> <li>• I want to find a job. I want work. I'm bored at home, nothing to do and I think I should have gone to W* after I graduated from middle school. I would have had a better education.</li> </ul>
<ul style="list-style-type: none"> <li>• Everyone needs to fell useful and have so kind of job. There weren't enough training opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• High school did what it needed to do - just taking time to find out what I want in life</li> </ul>
<ul style="list-style-type: none"> <li>• Family has no money and home to live in... or transportation. Son is stuck...</li> </ul>
<ul style="list-style-type: none"> <li>• More active in HS, not as much in her program, PP not very good, more hands on in school</li> </ul>
<ul style="list-style-type: none"> <li>• F* completely failed my son, I am bitter. Impaired his abilities to function in life, I would sue if I could. They did not care about him then, why would they care now?</li> </ul>

<ul style="list-style-type: none"> <li>• I would like to do something more with my learning. Like learning a skill on trade. Is it too late to apply to B*?</li> </ul>
<ul style="list-style-type: none"> <li>• I should have stayed in school, at least tried to pass all my grades. But they said it was no way, so I dropped out. But now I wish I would have stayed in High school. GED is harder.</li> </ul>
<ul style="list-style-type: none"> <li>• I got my GED in jail at C* when I go home, I do plan on going to college for small business.</li> </ul>
<ul style="list-style-type: none"> <li>• As I stated in the last survey, I was hoping to get some kind of information in the mail. As I said before I needed information and contact person.</li> </ul>
<ul style="list-style-type: none"> <li>• Special Education Services in high school did not help me. I am autistic and need living and social skills. Nobody cared in high school. Now I am doing nothing. Please help special education students when they are in high school so that they can be productive individuals when they graduate.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowing that I had Aspergers earlier and helping others to understand it. I was not diagnosed until 10th grade. I am concerned about employment and if employers will understand me.</li> </ul>
<ul style="list-style-type: none"> <li>• I didn't receive proper training to help with dyslexia until late junior year. Still having a terrible time with reading and it is making a successful college education very difficult if not impossible.</li> </ul>
<ul style="list-style-type: none"> <li>• I wish I was more advised during my school years and what classes to take to go to college. I think it was just assumed that I would not attend a 4 year college.</li> </ul>
<ul style="list-style-type: none"> <li>• Was not prepared for college and should have been.</li> </ul>
<ul style="list-style-type: none"> <li>• I am an intern 1 day a week at a Vet Clinic. I have Aspergers Syndrome, and I wish there were more training and opportunities for jobs, health care, and affordable housing for people like me! I wish that more vet clinics would let me volunteer and eventually pay me for my work.</li> </ul>
<ul style="list-style-type: none"> <li>• There is not enough in place for special education students who are highly intelligent in most of areas - exceptional writer and thinker. Combine this with the idea of entering a workforce (entry level) that is not nurturing. Even after it was clear she could not grasp algebra – N* still required it, so do colleges, it keeps many of us from earning degrees. My daughter has very low self-esteem, because of CT education. She is so disenchanted that she has left the state, and is living in NY hostels, and will probably be homeless soon. You cannot begin to understand the anguish I have endured over the years and what it is like now to know she is on the streets of N*.</li> </ul>
<ul style="list-style-type: none"> <li>• If records show my grandson graduated, they are wrong. But if you have a diploma, he will take it. He has been home school by me, because of his school experience, he won't go!!</li> </ul>
<ul style="list-style-type: none"> <li>• I don't remember much I graduated in 2007.</li> </ul>
<ul style="list-style-type: none"> <li>• I would like to have more hours of work. I do volunteer at the hospital.</li> </ul>
<ul style="list-style-type: none"> <li>• Graduated in 2007 not 2008, entering Army in May 2009.</li> </ul>

Appendix F

Open-Ended Responses: Question #10

***Was there anything confusing or unclear about this survey?***

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

<ul style="list-style-type: none"> <li>• It does not address all possibilities.</li> </ul>
<ul style="list-style-type: none"> <li>• No, everything is clear. If any other help that I can apply for, because I do not want to make student loans.</li> </ul>
<ul style="list-style-type: none"> <li>• You did not consider military training as post secondary education. I am receiving a lot of practical life skill and technical training in the military.</li> </ul>
<ul style="list-style-type: none"> <li>• No, besides that it is very random to get a survey.</li> </ul>
<ul style="list-style-type: none"> <li>• How long do you intend to follow me?</li> </ul>
<ul style="list-style-type: none"> <li>• Question #2 not necessary = Personal.</li> </ul>
<ul style="list-style-type: none"> <li>• Will the survey, Will it affect my life in positive way to offer me a program to get a degree. None or no programs were offered to assist me.</li> </ul>
<ul style="list-style-type: none"> <li>• #8 was not specific enough, This survey does not measure if special education really helped me succeed in the future.</li> </ul>
<ul style="list-style-type: none"> <li>• No, but the recipient did not partake, only his mom!</li> </ul>
<ul style="list-style-type: none"> <li>• No, I really liked it cause it just made me think about what I did after graduating from high school, and how much IK have matured.</li> </ul>
<ul style="list-style-type: none"> <li>• Question # 4 should have a box for training program. They do not use a credit program, and therefore students are not full time or part time.</li> </ul>
<ul style="list-style-type: none"> <li>• Mostly that I'm unsure why I was given it. I was in resource up until my senior year and I did very well in my classes.</li> </ul>
<ul style="list-style-type: none"> <li>• Wish we could say more, speak with my mother at 5*.</li> </ul>
<ul style="list-style-type: none"> <li>• Question # 7.</li> </ul>
<ul style="list-style-type: none"> <li>• See where indicated - in a couple of cases, it was difficult to pick a single answer-Q1.</li> </ul>
<ul style="list-style-type: none"> <li>• No, the survey is fine. It's just that the longer you go without learning the basics, the harder it is. I'm going to community college now and I am struggling more than I would have if I had gotten the right support in high schools.</li> </ul>
<ul style="list-style-type: none"> <li>• No. (Completed by mom)</li> </ul>
<ul style="list-style-type: none"> <li>• No. Can you send me info about which college to go or better for me? Thanks. I'm going to N*.</li> </ul>
<ul style="list-style-type: none"> <li>• Although received many services do not test and retain well so placement testing resulting in taking 2 English classes before a college level English class and 1 math class prior to college level math, still struggling with working.</li> </ul>
<ul style="list-style-type: none"> <li>• Didn't apply to special needs adults who can't fill it out by themselves. Sort of pointless.</li> </ul>

<ul style="list-style-type: none"> <li>• Not at all. Question 6 was a bit. I am identified, so I wondered if I qualified for any help in that degree.</li> </ul>
<ul style="list-style-type: none"> <li>• Suggestion. When N* representatives come to visit CT public high schools to give presentations , a segment should be added to address special education support and services at the college. As a student with modifications and special education needs. I would have benefited from information and an explanation of how the special education and support services work at the college.</li> </ul>
<ul style="list-style-type: none"> <li>• The point.</li> </ul>
<ul style="list-style-type: none"> <li>• No, survey was a bit basic. You should ask more questions about how special education helped me in High school. Also, you should have had a sheet explaining those services I might be eligible for, i.e. in Question # 6.</li> </ul>
<ul style="list-style-type: none"> <li>• I think that the survey was good, and I am OK for now.</li> </ul>
<ul style="list-style-type: none"> <li>• Q 6. I didn't know what most of them were, but I might have had some services through them.</li> </ul>
<ul style="list-style-type: none"> <li>• Please leave space under each question, so I can give explanation.</li> </ul>
<ul style="list-style-type: none"> <li>• Income Tax</li> </ul>
<ul style="list-style-type: none"> <li>• This survey should focus more on our future, like for example going to college and trying to get a job, and getting help from teachers even though you still graduated, they still can help you no matter what even though its advise, I'd rather have that and more support than nothing.</li> </ul>
<ul style="list-style-type: none"> <li>• Don't understand the purpose of it. Special education is the most important class and is always the first area to cut when budgets can't be met. The no child left behind law is the worst thing they ever did. These kids are not learning anything by getting put into regular education classes. You're hurting them more than helping.</li> </ul>
<ul style="list-style-type: none"> <li>• I was able to complete with help from my mother. She helped me with the reading and writing.</li> </ul>
<ul style="list-style-type: none"> <li>• No, but I was never told I was in the special education class because that makes me feel like I am mentally slow or unable to do much in future. To better my life they (school) only said it would be better for me because it was smaller classes and would help me better, but was never told it was special education.</li> </ul>
<ul style="list-style-type: none"> <li>• Would really like opportunity for better vocational schools.</li> </ul>
<ul style="list-style-type: none"> <li>• I did not receive DSS services, #6 was made by mistake.</li> </ul>
<ul style="list-style-type: none"> <li>• Will this help me in way?</li> </ul>
<ul style="list-style-type: none"> <li>• Questions are too general. Ignores large group that needs more life training and employment/job training after high school.</li> </ul>
<ul style="list-style-type: none"> <li>• No, except I am wondering why you do not want to know what my disability is as part of survey.</li> </ul>
<ul style="list-style-type: none"> <li>• No. I think that the special education the school offer to any people got problem with learning is the best thing is help me a lot to get what I want. Thanks a lot.</li> </ul>
<ul style="list-style-type: none"> <li>• If you sent me this survey is because you want to know if the program is working, I can tell you "NO". They never call back on follow up. I have to call my worker all</li> </ul>

<p>the time and they never help me. Please find out why things are not working . If you sent me this survey, help me. My name is R*Tel - 8* W*. I'm looking for work.</p>
<ul style="list-style-type: none"> <li>• It was confusing to me where this survey came from. And it doesn't apply to me. Anything to better my education I'll do it right now.</li> </ul>
<ul style="list-style-type: none"> <li>• Number 7, I have not joined any programs.</li> </ul>
<ul style="list-style-type: none"> <li>• Survey is fine. I will try to contact you. I think this matter should be investigated to prevent from happening again. In case I cannot contact you, my name is D*, I am J*'s mom and our number is 2*.</li> </ul>
<ul style="list-style-type: none"> <li>• No, the survey was fine, but it could have been a little better than that. This survey needs to be at least 2 or 3 pages long. These are very good questions. Have a bless day, sir/maam!</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't address the real truth, poor education for the deaf.</li> </ul>
<ul style="list-style-type: none"> <li>• A little bit but I read it over a couple of times, there were no problem so everything went well. Thank you.</li> </ul>
<ul style="list-style-type: none"> <li>• Nicholas is unable to fill out, Mom did it.</li> </ul>
<ul style="list-style-type: none"> <li>• This survey would never been able to be understood by a special needs - cognitively limited person.</li> </ul>
<ul style="list-style-type: none"> <li>• Bear in mind, many people with special needs need help reading/writing. Perhaps develop an online version or acknowledge their guardian who probably will fill this out for them.</li> </ul>
<ul style="list-style-type: none"> <li>• There was no question about your experiences in the special education program. Now can you expect to improve the program without input about the program? To be honest, none of these questions really apply to special education. They just apply to life after school.</li> </ul>
<ul style="list-style-type: none"> <li>• No, but by completing this survey, will they help me find employment?</li> </ul>
<ul style="list-style-type: none"> <li>• Question 6, I didn't know there were other things out there for me to go up for. Question 7 - I did not understand it at all. Question 4 - I did not understand it a little bit.</li> </ul>
<ul style="list-style-type: none"> <li>• Doesn't pertain to him at all.</li> </ul>
<ul style="list-style-type: none"> <li>• I was not sure what was the different between adult day services program and adult day vocational programs. This survey was completed by E*'s legal grandma.</li> </ul>
<ul style="list-style-type: none"> <li>• My mother tried to get transition services for me, but the school was not helpful. I need a job coach and I do not know how to get other help. Make sure other kids get the services, they need and deserve before leaving high school.</li> </ul>
<ul style="list-style-type: none"> <li>• What is going to change! What really is the purpose?</li> </ul>
<ul style="list-style-type: none"> <li>• My daughter was signed up for the K* day program. She was scheduled to begin in July 1st 2008. The money was in place, but they didn't have staff coverage. She began Oct 12th, 2008, spent 4 days with me. I then pulled her out of the program. It was filthy, and she was neglected in front of me! I wouldn't send my dog there! She presently has a private hire home health aide. It's doing well. The available programs for adults are disgraceful!</li> </ul>

- Yes, question 6 wasn't really clear to me.
- What is confusing is that I fill out this survey and the last survey and I'm still asking for some kind of help to get me going , so far, there has not been any information sent to my house or a person calling to try to help me. That's what is so confusing. And unhelpful to me. I do not think this program is trying to help people out like me. If you are there the next time I should be getting some kind of information or contact person. This program should look into that person under this code and start helping.