

**Connecticut Post-School Outcomes Survey:
2008-2009 School Year Exiters of Special Education Services**

Final Report

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EXECUTIVE SUMMARY

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 2010 census method survey conducted by the University of Connecticut under contract with the CTDOE to determine 2008-2009 school year Exiter data. A description of the research method, results and how each percentage was calculated follows.

In 2009, 4,678 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 on June 18, 2010, 4,678 of these individuals were mailed a survey sponsored by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes at least one year after exiting public school. The survey included items in three broad categories: 1) *Postsecondary Education and Training Status*; 2) *Employment Status*; and 3) *Additional Information*.

Although similar surveys have been used with previous cohorts of Exiters, this is only the third consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008, 2008-2009). Prior surveys had been conducted in non-consecutive years after leaving (i.e., cohorts 2001-2002; 2003-2004; 2005-2006). Additionally, minor revisions of survey questions were made in 2010 in consultation with the Connecticut Department of Education. Revisions included reordering prior survey questions and responses to reflect Indicator 14 priority for postsecondary education and for sensitivity in student response. Finally, the additional information section was rewritten to clarify the content of school instruction (see survey question #9).

Three waves of mailings were conducted, one each on June 18, August 18, and October 6. In total, 853 surveys were received with responses. Among these, 66 surveys were returned but not useable because they were either returned blank, indicated an alternative exit year, or with a note indicating that the person did not wish to complete the survey. This brought the total of valid responses to 787. Additionally, a total of 922 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 22.7%.

Respondent Characteristics

The largest group of responders was those with learning disabilities (38.6%), followed by those with emotional disturbance (12.2%), ADD/ADHD (11.7%), other health impairment (9.8%), speech and language disorders (8.5%), and intellectual disabilities (5.7%). Approximately sixty-seven percent (66.6%) of the respondents were males. Approximately seventy-eight percent were white (77.5%), followed by respondents who were African-American (11.1%) and Hispanic (9.5%). Approximately eighty-eight percent of the respondents had graduated with a diploma (88.3%), followed by those who dropped out of school (6.2%) and those who reached the maximum age for services (4.3%).

Indicator 14 Results

A: Percent enrolled in higher education = 46.3%

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 = 61.2%

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 = 78.7

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.

Indicator 14 Individual Category Data

Category	N	%
Higher Education	364	46.3
Competitively Employed	117	14.9
Some Other Postsecondary Education or Training Program	57	7.2
Some Other Employment	81	10.3
Not Engaged in 1-4 Above	168	21.3
Total	787	100.0

Methodology

Survey Development

The instrument used in this investigation was based upon the Post School Survey instrument originally used in the 2007, and revised after 2008. Minor revisions of survey questions were made in 2010 in consultation with the Connecticut Department of Education. Revisions included reordering prior survey questions and responses to reflect Indicator 14 priority for postsecondary education and for sensitivity in student response. Finally, the additional information section was rewritten to clarify the content of school instruction (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 third consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008, 2008-2009). Prior surveys had been conducted in non-consecutive years after leaving (i.e., cohorts 2001-2002; 2003-2004; 2005-2006). Results and a description of how each

percentage was calculated are presented below for the 2008-2009 school year
Exit data.

Current Survey Instrument

The current instrument is two pages long and consists of twelve items (see Appendix A). The 12 items on the instrument covered three main categories: (a) *Postsecondary Education* (2 questions); (b) *Employment Status* (3 questions); and (c) *Additional Information* (7 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 and another included a list of skills that the respondents may have learned during their schooling. The final three items on the survey were open-ended and offered the respondent an opportunity to provide suggestions for individuals currently in the process of transitioning from high school, 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 4,678 of the individuals who had exited special education during the year 2008-2009 from each of the 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 by the State Department of Education to the PI in the Spring of each survey year via a password protected file.

Data Collection

The initial mailing of 4,678 surveys was sent on June 18, 2010. A second wave of 3,494 surveys was mailed on August 18, 2010. Finally, a third wave of 3,126 surveys was mailed on October 6, 2010. Appendix C contains the response rates for all LEAs. Across the three waves of mailings, a total of 853 surveys were returned. Multiple names ($n = 66$) were removed from the analysis for one of the following reasons: 1) they were either returned blank, 2) indicated an alternative exit year, or 3) with a note indicating that the person did not wish to complete the survey. This left a total of 787 usable surveys. An additional 922 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 3,756 individuals ($n = 3,756$), and a response rate of 22.7% ($853 / 3,756 \times 100\%$).

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 note 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 787 respondents, 77.5% were "White", followed by "Black" (11.1%) and "Hispanic" (9.5). The Exiters ranged in age from 16 ($n = 8$; 1.0%) to 22 ($n = 2$; 0.3%), with a mean age of 18.38 years ($SD = 1.23$). There were more than twice as many male respondents (66.6%) as female respondents (33.3%). For additional information see Tables B3-4 in Appendix B.

Disability type. The most common exceptionality of the respondents was learning disabilities (38.6%), followed by those with emotional disturbance (12.2%), ADD/ADHD (11.7%), other health impairment (9.8%), speech and language disorders (8.5%), and intellectual disabilities (5.7%). For additional information see Table B1 below.

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	42	5.3
ADD/ADHD	92	11.7
Emotional Disturbance	96	12.2
Hearing Impairment	11	1.4
Intellectual Disability/MR	45	5.7
Learning Disability	304	38.6
Multiple Disabilities	43	5.5
Orthopedic Impairment	1	.1
Other Health Impairment	77	9.8
Speech/Language Impairment	67	8.5
TBI	2	.3
Visual Impairment	7	.9
Total	787	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (88.3%), followed by those who dropped out (6.2%) and those who reached the maximum age for services (4.3%). Chi-square analyses were conducted between Exit reason and ethnicity, age, gender, and disability type. Chi-square results indicated significant differences in the exit reasons are related to age (χ^2 (18, N=787) = 428.3, $p < .001$; Cramér's $V = 0.426$) and disability type (χ^2 (33, N=787) = 161.7, $p < .001$; Cramér's $V = 0.262$). For additional information see table B2 below.

Table B2
Reason for Exit

Year	N	%
Graduated with Standard HS Diploma	695	88.3
Certificate of Completion	9	1.1
Dropped Out	49	6.2
Reached Maximum Age	34	4.3
Total	787	100.0

Comparison of the Sample to the Population

Tables B3 – B6 present data comparing the respondents ($n = 787$) to the total population of Exiters of special education in 2009 ($n = 4,678$). Representativeness data was examined using the National Post-School Outcomes Center Response Calculator (www.psocenter.org). Results indicated that minority Exiters were underrepresented in the final sample (15% lower than representation in total population), as were Exiters who dropped out of school (12.6% lower than representation in total population) and respondents with emotional disabilities (5.5% lower than representation in total population). Total respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented (6% above representation in total population). Differences by gender were not significant (within 2% of expected representation in total population). This is the second year in a row for these trends of over and under representation. 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	263	33.4	1472	31.5
Male	524	66.6	3206	68.5
Total	787	100.0	4678	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	14	1.8	53	1.1
Black	87	11.1	861	18.4
Hispanic	75	9.5	827	17.7
Native American	1	.1	15	0.3
White	610	77.5	2922	62.5
Total	787	100.0	4678	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	42	5.3	159	3.4
ADD/ADHD	92	11.7	539	11.5
Emotional Disturbance	96	12.2	830	17.7
Hearing Impairment	11	1.4	51	1.1
Intellectual Disability/MR	45	5.7	238	5.1
Learning Disability	304	38.6	1856	39.7
Multiple Disabilities	43	5.5	159	3.4
Orthopedic Impairment	1	.1	10	.2
Other Health Impairment	77	9.8	483	10.4
Speech/Language Impairment	67	8.5	319	6.8
TBI	2	.3	13	.3

Visual Impairment	7	.9	21	.4
Total	787	100.0	4678	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	695	88.3	3556	76.0
Graduated with Certificate	9	1.1	95	2.0
Dropped Out	49	6.2	879	18.8
Maximum Age	34	4.3	148	3.2
Total	787	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?” Twelve percent (11.8%) indicated that they had been employed full-time (35 hours or more per week), 18.3% reported being employed part-time and working between twenty and thirty-four hours a week, and 22.6% responded that they worked part time, but for less than twenty hours per week. An additional 13.8% reported that they had been employed, but for less than three months, and 33.5% reported that they had never been employed since leaving high school. For additional information, see Table B7 below.

Table B7

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)?

Category	<u>N</u>	<u>%</u>
Yes, Full-time (35 hours or more, per week)	92	11.8
Yes, Part-Time (20 - 34 hours per week)	142	18.3
Yes, Part-Time (less than 20 hours per week)	176	22.6

Yes, but less than three months	107	13.8
No, I have not been employed	261	33.5
Total	778	100.0

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, disability, and exit age. However, only the effect sizes for disability (χ^2 (88, N=785) = 309.98, $p < .001$; Cramér's $V = .222$) and exit age (χ^2 (48, N=785) = 219.97, $p < 0.00$; Cramér's $V = .216$) were large enough to report. For additional information, see Table B8 below.

Table B8

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	365	69.7
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	10	1.9
Self-employed	9	1.7
In your family's business (e.g., a farm, store, fishing, ranching, catering)	19	3.6
In supported employment (paid work with services and wage support to the employer)	40	7.6
In sheltered employment (where most workers have disabilities)	16	3.1
Employed while in jail or prison	3	0.6
Other	62	11.8
Total	524	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, 86.4% of the respondents selected earning at or above the minimum wage (\$8.25 per hour in 2010). Of this group, 52.4% reported earning above minimum wage, and 34% 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 all categories. However, only disability type results indicated a significant difference with a reportable effect size (χ^2 (33, N=784) = 160.3, $p < .001$, Cramér's V = .261). For additional information, see Table B9 below

Table B9
If yes to Question 3, how much did you earn at your most recent job?

Category	N	%
Below Minimum Wage (less than \$8.25/hour)	69	13.6
Minimum Wage (\$8.25/hour)	172	34.0
Above Minimum Wage (more than \$8.25/hour)	265	52.4
Total	506	100.0

Postsecondary Education and Training

The survey asked the respondents “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-sessions, summer or online)?” Four options were provided (Yes, I am a full-time student; Yes, I am a part-time student; Yes, I enrolled but did not complete a full semester, and; No, I have never enrolled on

postsecondary education or a training program). Respondents were instructed to select only one. Approximately Sixty-eight percent (67.5%) reported some degree of postsecondary engagement. Specifically, 43.8% reported being a full-time student (carrying 12 or more credits per semester), and 14.9% reported being a part-time student. An additional 8.8% indicated “I enrolled but did not complete a semester.” Thirty-three percent (32.5%) of the respondents were never enrolled in postsecondary education or a training program. For additional information, see Table B10 below

Table B10

In the 12 months since 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)?

Category	N	%
Yes, I am a full-time student	340	43.8
Yes, I am a part-time student	116	14.9
Yes, I enrolled but did not complete a full semester	68	8.8
No, I have never enrolled in postsecondary education or a training program	252	32.5
Total	776	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 all categories except gender. However, only disability type ($\chi^2 (77, N=783) = 211.8, p<.001$; Cramér’s $V= 0.197$) and exit reason ($\chi^2 (21, N=783) = 201.6, p<.001$; Cramér’s $V= 0.293$) results indicated a significant difference with reportable effect sizes.

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- or more year college or university” (42.2%) was most common, followed by “two-year community college (35.2%), and “vocational/technical school” (11.4%). All other responses were below 5% and are reported in Table B11 below.

Table B11

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

Category	N	%
Four or more year college or university	211	42.2
Two year community college	176	35.2
Vocational/ Tech School	57	11.4
Adult Education	13	2.6
Postgraduate or College Prep	4	0.8
Short-term education or employment program	15	3.0
Other	24	4.8
Total	500	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 fifty two people responded to this item. Of those who responded, 23% have participated in an adult day service program, 11.2% in an independent living skills program, 25% in volunteer/community service programs, and 13.8% in adult day vocational programs. An additional 27% selected “other.” For additional information, see Table B12 below.

Table B12

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	35	23.0
Adult Day Vocational Programs	21	13.8
Independent Living Skills Program	17	11.2
Volunteer Work/Community Service	38	25.0
Other	41	27.0
Total	152	100.0

Contact with Agencies and Services

An additional question that goes beyond the requirements of Indicator 14 has been part of recent Connecticut Postschool survey. 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” (48.6%), followed by “No help received; did not know that any agencies were available (22.7%)”. The most commonly selected agencies were the Bureau of Rehabilitation Services (11.7%) followed by the Department of Developmental Services (8.3%) and followed by the Social Security Administration (8.0%). For additional information see Table B13 below.

Table B13

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

Category	N	%
Bureau of Rehabilitation Services	92	11.7
Department of Developmental Services	65	8.3
Department of Mental Health and Addiction Services	13	1.7
Board of Education and Services for the Blind	10	1.3
Department of Public Health	0	0
Department of Social Services	57	7.2
DOL	8	1.0
Social Security Administration	63	8.0
Other Agencies	38	4.8
No Help Necessary	369	48.6
Did Not Know Help was Available	172	22.7

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 = 3.4; SD = 1.37). Sixty percent of the respondents selected Agree or Strongly Agree, while 24.6% selected Disagree or Strongly Disagree. Additionally, chi-square test results and the effect size analysis results (χ^2 (20, N=767) = 141.7, $p < .001$, Cramér’s $V = .215$) suggest that Exiters’ satisfaction is significantly affected by the different level of Exiter’s current status within the federal Indicator 14 categories with

greater satisfaction for those in postsecondary education and competitively employed.

For additional information see Table B14 below.

Table B14

Please check the box that best describes your agreement with this statement:
“I am satisfied with my life since leaving high school.”

Category	N	%
Strongly Disagree	89	11.6
Disagree	100	13.0
Unsure	116	15.1
Agree	286	37.1
Strongly Agree	179	23.2
Total	770	100.0

Teaching Content

The respondents were asked to indicate the skill areas obtained during high school from a provided list. Eight choices were provided, along with a box marked “none” if the individual did not feel as if they obtained any of the skills on the list during high school, as well an option to mark “other” where the respondent could write in skill areas obtained other than the ones provided. They were asked to check all options that applied. For additional information, please see Table B15 below:

Table B15

What skills areas did your high school help you gain? (*Check any that apply*)

Category	N	%
Social Skills	378	48.0
Self-Advocacy	242	30.7
Technology Skills	197	25.0
Money Management	110	14.0
Study Skills/ Learning Strategies	380	28.3
Work Experience	208	26.4
Independent Living Skills	130	16.5
Time Management/ Organizational Skills	283	36.0
None	114	14.5
Other	14	1.8

Open Ended Questions

Appendices E, F and G contain responses from three open-ended questions: (a) “What was the most helpful part of your high school education?”, (b) “What services, assistance, or activities would you recommend for high school students working on transition plans now?”, and (c) “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, as well as district names included in responses, were truncated to one letter to preserve anonymity. These examples are indicated with an asterisk (*). For more information and examples, see Appendices E, F, and G 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 second year of the revised Indicator 14 and the third year that Connecticut has collected data on respondents who are in their first year after high school exit. Analyses of the Indicator 14 data and a comparison between 2008 and 2009 Exiter data are presented below.

Indicator 14. As indicated previously, the revised Indicator 14 reflects the critical importance of postsecondary education on quality of life after leaving school. Results of the 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 2009 is 46.3% (364 youth enrolled divided by 787, 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 2009 is 61.2% (364+117 youth competitively employed within one year of leaving high school divided by 787). 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 2009 is 78.7% (481+57 youth in some other postsecondary education or training program +81 youth in “some other employment” divided by 787). Consequently, this data also indicate that 21.3% of respondents are not experiencing education or employment of any kind in their postsecondary lives. Stated differently, 1 out of 5 students with disabilities is not engaged in postsecondary life as measured by Indicator 14 criteria.

Comparison of 2008 and 2009 Exiters.

Similarity between the 2008 and 2009 survey instruments, data collection procedures, and the consecutive years of data collection allow for post-school experience comparison between groups.

The response rate of the last two studies has been consistent (22.7% for the 2009 Exiters; 21% for the 2008 Exiters). In fact, response rates from the previous five Exit Surveys continue to range from 21-23%. Among the 2009 Exiters, 66.5% reported some level of employment since high school exit, an increase of 4.1% over the 2008 Exiters (62.4%). Though this number represents an improvement, it is possible that the 2009 results continue to be low as a direct result of the economic downturn that has characterized the last two years with a significant unemployment rate both locally and nationally (as evidenced by an employment rate of 71.5% in 2007 Exiter Survey data). Moreover, this number of 2009 Exiters includes the 13.8% of respondents who were

employed but for less than the required three months (such data were not available in 2008 but will be henceforth). When comparing the types of work from 2008 to 2009, the most significant shift is a drop of 15% between the 84.7% of 2008 Exiters working for pay and the 69.7% of 2009 Exiters. Additionally, results related to earnings have gone down almost 5% over the past year in regard to Exiters earning at or above minimum wage (86.4% of the 2009 Exiters; 91% of the 2008 Exiters). As above, such a drop may be related to the current economic climate as well as an increase in minimum wage from \$8.00 to \$8.25 dollars during the past year.

Economic factors may also help to explain the lower number of students experiencing postsecondary education. Though still above the 54.7% of 2007 Exiters, 2009 Exit Survey data indicate a decrease in the total number of respondents enrolled as either full-time or part-time postsecondary students (58.7% of the 2009 Exiters; 60.8% of the 2008 Exiters). Both full-time (more than 12 credits) and part-time enrollment decreased over the last two years dropped from 45.6% of full-time students in 2008 to 43.8% in 2009 and from 15.2% of part-time students in 2008 to 14.9% in 2009. Of potentially significant importance is that the number of students enrolled in higher education but did not complete at least one semester increased by 83% from 4.8% of the 2008 Exiters to 8.8% of the 2009 Exiters.

Enrollment in a Community or two-year college has also decreased during the past year (35.2% of the 2009 Exiters; 41% of the 2008 Exiters). Enrollment in a Four-year college or university has increased slightly for the second straight year (42.2% of the 2009 Exiters; 41.2% of the 2008 Exiters).

Limitations

One of the most significant limitations to these results is the overall low response rate of 22.7%. Though this rate is typical of surveys conducted over the past five years (ranging from 21-23%), a significant number of student voices are not being heard. In part this is due to the 922 (or $[922/4678]*100=19.7\%$) returned envelopes with incorrect or “bad” addresses that never reached potential study subjects.

Consequently, caution should also be taken in regard to the data presented here as some groups of students are under- or over-represented in the sample. Specifically, Exiters previously diagnosed with emotional disabilities, minority respondents, and Exiters who dropped out of school were underrepresented in the final sample. Conversely, respondents with disabilities other than LD, ID, and ED were overrepresented in the final sample. No significant differences were noted for gender. Such trends are not uncommon over the last three years.

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 multiple-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 students¹.

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

¹ Current outreach efforts include a partnership with Project ACTS: Advancing Connecticut Transition Services part of the statewide Connect-Ability funding. For more, go to: www.acts.uconn.edu

disabilities who are one year out of high school after exiting during school year 2008-2009. This is only the third 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. Finally, 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

IMPORTANT DOCUMENT

Code # _____
(Responses will not be linked to your name)

Part III: Additional Information

6. Have you received services through any of these agencies since leaving high school?
 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.
 (Check any that apply)
 No, Services were not necessary
 No, I did not know that any services were available
 Yes (Please check all services that apply below)

BESB (Bd. of Education/Services for the Blind)	DOL (Dept. of Labor One-Stop Centers)
DDS (Dept. of Developmental Services)	DPH (Dept. of Public Health)
DMHAS (Dept. of Mental Health/Addiction)	DSS (Dept. of Social Services)
Other – please specify: _____	SSA (Social Security Administration)

7. If you are not employed, or are not enrolled in postsecondary school, are you participating in any of the following?
 No, I have never enrolled in postsecondary education or a training program (go to question #3)
 Yes, I was enrolled, but did not complete one full term (go to question #3)
 Yes, part-time student (less than 12 credits per semester)
 Yes, full-time student (12 or more credits per semester)

8. Check the box that best describes your agreement with this statement.
 Other – Please specify: "I am satisfied with my life since leaving high school"

Strongly Disagree Disagree Unsure Agree Strongly Agree

Part II: Employment Status (Check only one)

3. Why? 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)?

9. What skill areas did your high school help you gain? (Check all that apply)
 No, I have not been employed (go to question #6)
 Yes, I have been employed, but for less than 3 months
 Yes, Part-time (less than an average of 20 hours per week)
 Yes, Part-time (average 20-34 hours per week)
 Yes, Full-time (average 35 hours or more, per week)

<input type="checkbox"/> Social Skills	<input type="checkbox"/> Self-Advocacy	<input type="checkbox"/> Technology Skills	<input type="checkbox"/> Money Management	<input type="checkbox"/> Study Skills/Learning Strategies
<input type="checkbox"/> Work/Job Skills	<input type="checkbox"/> Organizational Skills	<input type="checkbox"/> None	Other: _____	

10. What was the most helpful part of your high school education?
4. If yes to Question 3, how much did you earn at your most recent job?

Below minimum wage (less than \$8.25/hr.)
Minimum wage (\$8.25/hr.)
Above minimum wage (greater than \$8.25/hr.)

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

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

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

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

Please continue on the other side . . .

Appendix B

Frequencies for Respondents

 $n = 787$

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	42	5.3
ADD/ADHD	92	11.7
Emotional Disturbance	96	12.2
Hearing Impairment	11	1.4
Intellectual Disability/MR	45	5.7
Learning Disability	304	38.6
Multiple Disabilities	43	5.5
Orthopedic Impairment	1	.1
Other Health Impairment	77	9.8
Speech/Language Impairment	67	8.5
TBI	2	.3
Visual Impairment	7	.9
Total	787	100.0

Table B2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	695	88.3
Certificate of Completion	9	1.1
Dropped Out	49	6.2
Reached Maximum Age	34	4.3
Total	787	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	263	33.4	1472	31.5
Male	524	66.6	3206	68.5
Total	787	100.0	4678	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	14	1.8	53	1.1
Black	87	11.1	861	18.4
Hispanic	75	9.5	827	17.7
Native American	1	.1	15	0.3
White	610	77.5	2922	62.5
Total	787	100.0	4678	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	42	5.3	159	3.4
ADD/ADHD	92	11.7	539	11.5
Emotional Disturbance	96	12.2	830	17.7
Hearing Impairment	11	1.4	51	1.1
Intellectual Disability/MR	45	5.7	238	5.1
Learning Disability	304	38.6	1856	39.7
Multiple Disabilities	43	5.5	159	3.4
Orthopedic Impairment	1	.1	10	.2
Other Health Impairment	77	9.8	483	10.4
Speech/Language Impairment	67	8.5	319	6.8
TBI	2	.3	13	.3
Visual Impairment	7	.9	21	.4
Total	787	100.0	4678	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	695	88.3	3556	76.0
Graduated with Certificate	9	1.1	95	2.0
Dropped Out	49	6.2	879	18.8
Maximum Age	34	4.3	148	3.2
Total	787	100.0	4716	100.0

Table B7
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)?

Category	<u>N</u>	<u>%</u>
Yes, Full-time (35 hours or more, per week)	92	11.8
Yes, Part-Time (20 - 34 hours per week)	142	18.3
Yes, Part-Time (less than 20 hours per week)	176	22.6
Yes, but less than three months	107	13.8
No, I have not been employed	261	33.5
Total	778	100.0

Table B8

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	365	69.7
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	10	1.9
Self-employed	9	1.7
In your family's business (e.g., a farm, store, fishing, ranching, catering)	19	3.6
In supported employment (paid work with services and wage support to the employer)	40	7.6
In sheltered employment (where most workers have disabilities)	16	3.1
Employed while in jail or prison	3	0.6
Other	62	11.8
Total	524	100.0

Table B9

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

Category	N	%
Below Minimum Wage (less than \$8.25/hour)	69	13.6
Minimum Wage (\$8.25/hour)	172	34.0
Above Minimum Wage (more than \$8.25/hour)	265	52.4
Total	506	100.0

Table B10

In the 12 months since 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)?

Category	N	%
Yes, I am a full-time student	340	43.8
Yes, I am a part-time student	116	14.9
Yes, I enrolled but did not complete a full semester	68	8.8
No, I have never enrolled in postsecondary education or a training program	252	32.5
Total	776	100.0

Table B11

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

Category	N	%
Four or more year college or university	211	42.2
Two year community college	176	35.2
Vocational/ Tech School	57	11.4
Adult Education	13	2.6
Postgraduate or College Prep	4	0.8
Short-term education or employment program	15	3.0
Other	24	4.8
Total	500	100.0

Table B12

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	35	23.0
Adult Day Vocational Programs	21	13.8
Independent Living Skills Program	17	11.2
Volunteer Work/Community Service	38	25.0
Other	41	27.0
Total	152	100.0

Table B13

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

Category	N	%
Bureau of Rehabilitation Services	92	11.7
Department of Developmental Services	65	8.3
Department of Mental Health and Addiction Services	13	1.7
Board of Education and Services for the Blind	10	1.3
Department of Public Health	0	0
Department of Social Services	57	7.2
DOL	8	1.0
Social Security Administration	63	8.0
Other Agencies	38	4.8
No Help Necessary	369	48.6
Did Not Know Help was Available	172	22.7

Table B14

Please check the box that best describes your agreement with this statement:

“I am satisfied with my life since leaving high school.”

Category	N	%
Strongly Disagree	89	11.6
Disagree	100	13.0
Unsure	116	15.1
Agree	286	37.1
Strongly Agree	179	23.2
Total	770	100.0

Table B15

What skills areas did your high school help you gain? (*Check any that apply*)

Category	N	%
Social Skills	378	48.0
Self-Advocacy	242	30.7
Technology Skills	197	25.0
Money Management	110	14.0
Study Skills/ Learning Strategies	380	28.3
Work Experience	208	26.4
Independent Living Skills	130	16.5
Time Management/ Organizational Skills	283	36.0
None	114	14.5
Other	14	1.8

Appendix C

Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	21	0	0.0%
Avon	14	3	21.43%
Berlin	28	9	32.14%
Bethel	21	5	23.81%
Bloomfield	22	2	9.09%
Bolton	5	1	20.0%
Bozrah	3	0	0.0%
Branford	31	7	22.58%
Bridgeport	133	10	7.52%
Bristol	84	15	17.86%
Brookfield	34	10	29.41%
Brooklyn	3	0	0.0%
Canterbury	3	2	66.67%
Canton	22	3	13.64%
Cheshire	33	8	24.24%
Clinton	31	5	16.13%
Colchester	45	7	15.56%
Columbia	5	1	20.0%
Coventry	17	0	0.0%
Cromwell	14	1	7.14%
Danbury	37	6	16.22%
Darien	33	11	33.33%
Derby	11	0	0.0%
Eastford	3	1	33.33%
East Granby	12	2	16.67%
East Haddam	14	5	35.71%
East Hampton	12	3	25.0%
East Hartford	77	13	16.89%
East Haven	26	1	3.85%
East Lyme	26	4	15.38%
East Windsor	16	1	6.25%
Ellington	19	5	26.32%
Enfield	48	10	20.83%
Fairfield	67	13	19.40%
Farmington	49	8	16.33%
Franklin	2	1	50.0%
Glastonbury	82	20	24.39%
Granby	10	3	30.0%
Greenwich	92	24	26.09%
Griswold	25	2	8.0%
Groton	24	4	16.67%

Guilford	59	13	22.03%
Hamden	44	12	27.27%
Hartford	212	15	7.08%
Hartland	3	0	0.0%
Killingly	20	5	25.0%
Lebanon	9	1	11.11%
Ledyard	27	7	25.93%
Lisbon	2	1	50.0%
Litchfield	8	0	0.0%
Madison	29	6	20.69%
Manchester	62	9	14.52%
Meriden	74	15	20.27%
Middletown	22	4	18.18%
Milford	70	9	12.86%
Monroe	24	6	25.0%
Montville	20	2	10.0%
Naugatuck	65	12	18.46%
New Britain	112	10	8.93%
New Canaan	23	10	43.48%
New Fairfield	21	5	23.81%
New Haven	134	10	7.46%
Newington	26	5	19.23%
New London	21	5	23.81%
New Milford	28	5	17.86%
Newtown	23	2	8.7%
North Branford	22	7	31.82%
North Haven	23	4	17.39%
North Stonington	2	0	0.0%
Norwalk	88	15	17.05%
Norwich	69	3	4.35%
Old Saybrook	6	3	50.0%
Oxford	13	5	38.46%
Plainfield	24	1	4.17%
Plainville	12	4	33.33%
Plymouth	23	4	17.39%
Pomfret	2	1	50.0%
Portland	5	1	20.0%
Preston	9	2	22.22%
Putnam	12	2	16.67%
Ridgefield	51	8	15.69%
Rocky Hill	19	5	26.32%
Salem	9	4	44.44%
Seymour	16	2	12.5%

Shelton	23	5	21.74%
Sherman	3	0	0.0%
Simsbury	27	6	22.22%
Somers	12	3	25.0%
Southington	60	15	25.0%
South Windsor	37	9	24.32%
Sprague	5	0	0.0%
Stafford	8	2	25.0%
Stamford	116	21	18.1%
Sterling	4	2	50.0%
Stonington	25	3	12.0%
Stratford	70	14	20.0%
Suffield	9	1	11.11%
Thomaston	13	4	30.77%
Thompson	5	1	20.0%
Tolland	2	1	50.0%
Torrington	43	4	9.3%
Trumbull	34	8	23.53%
Union	0	0	0.0%
Vernon	28	8	28.57%
Voluntown	6	1	16.67%
Wallingford	10	1	10.0%
Waterbury	137	10	7.3%
Waterford	20	6	30.0%
Watertown	19	2	10.53%
Westbrook	15	2	13.33%
West Hartford	76	14	18.42%
West Haven	38	2	5.26%
Weston	8	6	75.0%
Westport	41	6	14.63%
Wethersfield	19	3	15.79%
Wilton	27	6	22.22%
Winchester	17	1	5.88%
Windham	45	4	8.89%
Windsor	52	7	13.46%
Windsor Locks	14	5	35.71%
Wolcott	25	6	24.0%
Woodstock	4	2	50.0%
Regional SD#1	11	3	27.27%
Regional SD#4	14	1	7.14%
Regional SD#5	48	15	31.25%
Regional SD#6	4	0	0.0%
Regional SD#7	15	3	20.0%

Regional SD#8	36	12	33.33%
Regional SD#9	29	10	34.48%
Regional SD#10	25	4	16.0%
Regional SD#11	20	2	10.0%
Regional SD#12	15	3	20.0%
Regional SD#13	6	1	16.67%
Regional SD#14	16	6	37.5%
Regional SD#15	33	6	18.18%
Regional SD#16	8	1	12.5%
Regional SD#17	18	4	22.22%
Regional SD#18	6	2	3.33%
Regional SD#19	45	12	26.67%
Corrections	298	18	6.04%
DCF	6	0	0%
Vocational-Tech	131	27	20.61%
Total	4678	787	16.82%

Appendix D

2008-2009 Exit Survey Data Comparison

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

Gender	2008				2009			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	269	31.7	1514	32.1	263	33.4	1472	31.5
Male	579	68.3	3202	67.9	524	66.6	3206	68.5
Total	848	100.0	4716	100.0	787	100.0	4678	100.0

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

Ethnicity	2008				2009			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Asian/Pacific Islander	11	1.3	60	1.3	14	1.8	53	1.1
Black	102	12.0	793	16.8	87	11.1	861	18.4
Hispanic	82	9.6	861	18.3	75	9.5	827	17.7
Native American	4	.5	22	.5	1	.1	15	0.3
White	649	76.5	2980	63.2	610	77.5	2922	62.5
Total	848	100.0	4716	100.0	787	100.0	4678	100.0

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

Disability Type	2008				2009			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Autism	44	5.2	117	2.5	42	5.3	159	3.4
ADD/ADHD	N/A	N/A	N/A	N/A	92	11.7	539	11.5
Deaf/Blind	1	.1	2	.0	N/A	N/A	N/A	N/A
ED	81	9.6	794	16.8	96	12.2	830	17.7
Hearing Impairment	13	1.5	54	1.1	11	1.4	51	1.1
Intellectual Disability	52	6.1	243	5.2	45	5.7	238	5.1
Learning Disability	367	43.3	2033	43.1	304	38.6	1856	39.7
Multiple Disability	36	4.2	139	2.9	43	5.5	159	3.4
Orthopedic	7	.8	41	.9	1	.1	10	.2
Other Health Impaired	169	19.9	922	19.6	77	9.8	483	10.4
Speech	71	8.4	326	6.9	67	8.5	319	6.8
TBI	4	.5	18	.4	2	.3	13	.3
Visual Impairment	3	.4	27	.6	7	.9	21	.4
Total	848	100.0	4716	100.0	787	100.0	4678	100.0

Note: ADD/ADHD was not included as a separate category (but rather as part of Other Health Impaired) in the 2007-2008 Exit Survey. Similarly, Deaf/Blind is no longer a category as of the 2008-2009 Exit Survey.

Table D4

Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	2008				2009			
	Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Graduated with Diploma	760	89.6	3785	80.3	695	88.3	3556	76.0
Graduated with Certificate	8	.9	39	.8	9	1.1	95	2.0
Dropped Out	46	5.4	761	16.1	49	6.2	879	18.8
Maximum Age	34	4.0	131	2.8	34	4.3	148	3.2
Total	848	100.0	4716	100.0	787	100.0	4678	100.0

Table D5

Disability Type

Category	2008		2009	
	<i>N</i>	%	<i>N</i>	%
Autism	44	5.2	42	5.3
ADD/ADHD	N/A	N/A	92	11.7
Deaf/Blind	1	.1	N/A	N/A
ED	81	9.6	96	12.2
Hearing Impairment	13	1.5	11	1.4
Intellectual Disability	52	6.1	45	5.7
Learning Disability	367	43.3	304	38.6
Multiple Disability	36	4.2	43	5.5
Orthopedic	7	.8	1	.1
Other Health Impaired	169	19.9	77	9.8
Speech	71	8.4	67	8.5
TBI	4	.5	2	.3
Visual Impairment	3	.4	7	.9
Total	848	100.0	787	100.0

Note: ADD/ADHD was not included as a separate category (but rather as part of Other Health Impaired) in the 2007-2008 Exit Survey. Similarly, Deaf/Blind is no longer a category as of the 2008-2009 Exit Survey.

Table D6
Gender

Category	2008		2009	
	N	%	N	%
Female	269	31.7	263	33.4
Male	579	68.3	524	66.6
Total	848	100.0	787	100.0

Table D7
Ethnicity

Category	2008		2009	
	N	%	N	%
Asian/Pacific Islander	11	1.3	14	1.8
Black	102	12.0	87	11.1
Hispanic	82	9.6	75	9.5
Native American	4	.5	1	.1
White	649	76.5	610	77.5
Total	848	100.0	787	100.0

Table D8
Age

Category	2008		2007	
	N	%	N	%
14	1	0.1	0	0
15	5	0.6	0	0
16	65	7.7	8	1.0
17	431	50.8	148	18.8
18	195	23.0	392	49.8
19	28	3.3	113	14.4
20	99	11.7	28	3.6
21	24	2.8	96	12.2
22	0	0	2	.3
Total	848	100.0	787	100.0

Table D9

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

Category	2008		2009	
	N	%	N	%
Yes, Full-time (35 hours or more, per week)	122	14.6	92	11.8
Yes, Part-Time (20 - 34 hours per week)	193	23.1	142	18.3
Yes, Part-Time (less than 20 hours per week)	206	24.7	176	22.6
Yes, but less than three months	N/A	N/A	107	13.8
No, I have not been employed	314	37.6	261	33.5
Total	835	100.0	778	100.0

Table D10

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

Category	2008		2009	
	N	%	N	%
Below Minimum Wage (less than \$8.25/hour)	46	9.0	69	13.6
Minimum Wage (\$8.25/hour)	169	33.0	172	34.0
Above Minimum Wage (more than \$8.25/hour)	297	58.0	265	52.4
Total	512	100.0	506	100.0

*2008 minimum wage=\$8.00

Table D11

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

Category	2008		2009	
	N	%	N	%
Work for pay	437	84.7	365	69.7
Self-employed	9	1.7	9	1.7
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	12	2.3	10	1.9
Supported employment (working only with other individuals with disabilities in a work site)	29	5.6	40	7.6
Family business	N/A	N/A	19	3.6
Sheltered employment	N/A	N/A	16	3.1
Employed while in jail or prison	N/A	N/A	3	0.6
Other	29	5.6	62	11.8
Total	516	100.0	524	100.0

Table D12

In the twelve 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)? (*check only one*)

Category	2008		2009	
	N	%	N	%
Yes, I am a full-time student	383	45.6	340	43.8
Yes, I am a part-time student	128	15.2	116	14.9
Yes, I was enrolled but did not complete on full term	40	4.8	68	8.8
No, I have never enrolled in postsecondary education or a training program	289	34.4	252	32.5
Total	840	100.0	776	100.0

Table D13

If yes to Question 1, what type of postsecondary school did you enroll in? (*check only one*)

Category	2008		2009	
	N	%	N	%
Community College or Two-Year College	216	41.0	176	35.2
Four Year College or University	217	41.2	211	42.2
Technical/Trade School	43	8.2	57	11.4
Military Training School or Program	12	2.3	N/A	N/A
Adult Education	7	1.3	13	2.6
College Prep/Postgraduate Program	12	2.3	4	0.8
Other School or Program	20	3.8	24	4.8
Short-term education or employment program	N/A	N/A	15	3.0
Total	527	100.0	500	100.0

Note: As of the 2008-2009 Exit Survey, Military Training School or Program was only designated for Employment.

Table D15

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

Category	2008		2009	
	N	%	N	%
Bureau of Rehabilitation Services	105	12.8	92	11.7
Department of Developmental Services	87	10.6	65	8.3
Department of Mental Health and Addiction Services	14	1.7	13	1.7
Board of Education and Services for the Blind	8	1.0	10	1.3
Department of Public Health	2	.2	0	0
Department of Social Services	112	13.7	57	7.2
One Stop Centers	14	1.7	8	1.0
Social Security Administration	99	12.1	63	8.0
Other Agencies	42	5.1	38	4.8
No Help Necessary	370	46.1	369	48.6
Did Not Know Help was Available	193	24.0	172	22.7

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		2009	
	N	%	N	%
Adult Day Services	32	24.2	35	23.0
Adult Day Vocational Programs	14	10.6	21	13.8
Independent Living Skills Program	12	9.1	17	11.2
Volunteer Work/Community Service	35	26.5	38	25.0
Other	46	34.8	41	27.0

Appendix E

Open-Ended Responses to Question #10: High School Experience

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

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 (*).

- Special Education Program, Mr. D* in particular. He is a savior to many and deserves recognition for his hard work.
- I taught myself the majority of my high school curriculum.
- Having more time with projects and tests.
- Being with normal teenagers.
- The social part
- The teachers.
- Identifying my disability.
- Working and jobs, friends
- Taking college serious and make sure you don't be behind on your work.
- Work experiences.
- Social skill.
- Social skills.
- My teachers they really help me
- When I decided to leave my "regular school" and go to a technical school for my junior and senior years.
- The teachers helped me a lot.
- Being mainstreamed from special education classes.
- Going to the technical high school
- I get to learn a bunch of things I can use in real life.
- The teachers taking the time to help me understand the materials.
- Learning how to advocate myself when needed.
- Math classes were the most helpful.
- Join a sports team, be your own advocate, and be active in a club or organization.
- Being regimented and consistent; Being busy and with others.
- Getting a degree.
- Life skills and jobs.
- Resource time - one on one help, oral testing, extended time, quiet study place.
- Public speaking and DECA
- (least) Having students with needs and trying to mold them to an everyday student.
- The teachers and the special ed. Teachers at Woodstock.
- Math and auto.
- Group time; C* High - Mrs. W*, Mrs. H*, Mrs. S*
- Learning what I needed to be enlisted.
- Work experience, social skills.
- Job experience.

- Becoming involved and perfecting social skills, also charisma, public speaking, etc.
- Working one on one with a teacher.
- My parents - high school just pushed me through. I never was able to get any better at reading cause I didn't get extra help or summer services I needed, when I was younger - high school is too late.
- Math.
- Good guidance counseling and accommodating teachers.
- My mom fighting for a reading program.
- Receiving diploma.
- Transition skills, self-advocacy skills especially when dealing with professors.
- Knowing that I could get help, and also that I am not the only one out there.
- I learned how to work with and overcome my learning disabilities. I learned study skills and learning techniques, and felt I am very successful.
- Good relationships with staff.
- Having a great teacher for my 4 years in student skills management classes.
- Competition/motivation from other students, 504 plan.
- Going into the CORE special ed program when my depression got severe took a lot of stress off of me.
- Advanced Classes
- Classes were really easy, but now I am paying for it at college.
- Special ed support but most of all the positive feedback from teachers. When he realized they liked him and were enthusiastic about his progress he blossomed.
- Having a good reading and study skills teacher and she was not even part of special education which was a waste of time.
- Accommodating/hands-on training/repeated verbal instruction
- The extra time allotted to complete assignment/testing. The individual one on one attention.
- Independent living skills.
- Learning social skills and work experience.
- Special education services
- The most helpful part of my education would be having a special education teacher.
- Education teacher - again, too little, too late.
- Graduating.
- Some social, some work experience
- Development of social skills and transitional experience with future employer.
- Being with other people and extracurricular activities
- Most helpful part was to learn how to use study skills to help me get my work done.
- Reading, writing, and transition to work.
- Being able to learn different software on the computer.
- Work experiences - help me to have working skills so when I do work, I will

- know what to do at work.
- Resource class and having an aide in my core classes that were not special education.
 - They genuinely care about their students needs, help them set and reach attainable goals, self-advocate, transition, and plan beyond high school
 - Special education staff at E* high school, they are great!
 - Receiving support.
 - Everything.
 - The teacher that I talked to that talked to me like a person and didn't talk down to me.
 - Math classes.
 - The teacher was the most helpful part of my education
 - Speech classes.
 - The help that I received from the special ed. Teachers prepared me for college.
 - Study skills
 - Joining teams and clubs and make friends.
 - Private special education elementary (Eagle Hill) gave me the skills I needed to survive their program.
 - I received special services that allowed extended time for tests and homework. It allowed for organization skills and strategies.
 - Ms. B* at F* high school helped me to do my best.
 - Not sure.
 - Learning to ask for help when needed.
 - Self-advocacy
 - The real world experience with peers and teachers.
 - Work study
 - Special ed environment.
 - Learning new things everyday.
 - Test-taking skill
 - Special education teachers always helped me when I needed assistance.
 - The relationships I established.
 - Socialization
 - The senior year course titles Current Issues.
 - Being on a college campus in high school taught me to be more independent.
 - Independent living skills, work experience.
 - F* Academy,
 - Being in extracurricular activities helped me become more independent. This taught me how to balance my school work with after school clubs.
 - Consistent attention from social worker.
 - Learning how to advocate for myself.
 - Getting a diploma.
 - Time management.
 - My resource room teachers checking up on me on a regular basis, keeping me on track, and being there when I needed them.

- Self directed classes.
- The teachers.
- Music, chorus, and orchestra, working
- Learning to be my own advocate.
- Permitting me to the honors and AP classes even though I started out in lower-level classes. Double time accommodations on tests and permitting me to take tests in the resource room were also crucial.
- Resource room with its staff.
- Resource room.
- Learning to manage time and get work done.
- My parents, guidance counselor, and teachers. All are working together, each holding me to a higher standard than the standard I set myself.
- Learning social skills.
- Extra help.
- Tech classes, computer, etc.
- Having learning center available every day.
- Extra time getting projects and tests done.
- Bond that formed in a small and alternative high school program.
- Getting one on one help
- One on one attention from teachers.
- Connection with teachers and their teaching styles.
- Everyone cared about me and helping me better myself not only as a person, but a human being.
- Getting my GED.
- Studying and making many friends.
- The most helpful part of my school was how to stay in my study than socializing with others.
- My helpful part of high school was my teachers.
- Getting through the 4 years
- They would recommend services. They did not help me a lot. It took years to get the right diagnoses.
- Was that I had someone to help me with my math.
- Anatomy.
- Knowing I could do anything I set my mind to.
- I learned how to read and some math.
- Good teachers and strong family support.
- Social skill building.
- Would not have graduated without special education program.
- Independent living.
- Agricultural science
- The study and organizational skills I learned.
- Community experience: taking the bus, going to library, restaurants, pet store, grocery shopping, Wal-Mart, etc.
- Learning about myself and who I am as a person.

- I have a diploma.
- Learn how to read and write.
- The classes and the people who you meet,
- Having someone to help me when it came to study for my tests and quizzes.
- Everyone needs a HS diploma in order to get any type of work. I also need it if I choose to go further in school.
- Learning strategies
- One on one teachers.
- It gave me the skills to live my life.
- The week (studying) needs to get done.
- No answer.
- Learning how to survive on my own without having to rely on other people.
- Knowing that my resource teacher would be there for me if I needed help in a class.
- Two years in Rise Program.
- The most helpful part of my high school education was time management and organization skills.
- Resource when needed.
- Study skills courses, technology education for self esteem, excelled in technology education.
- Paula bell: teacher of the deaf. Ross is a hearing impaired student took sign language all through school.
- Sign language, social skills, work experience, other communication skills.
- Not from N* high school.
- Able to preview different programs for after high school.
- Nothing really, no real world experience training. You know shakespeare, but that won't help you with a job at walmart, or everything by myself.
- Learning new stuff
- Having friends and teachers as friends, I became more independent also responsible.
- Help her to get back into living again.
- C.N.A. class. Also teachers that were willing to help me. Some were very good and others were terrible. Too many teachers at N* were out of the building at the end of the day.
- Getting the help I needed from teachers.
- Study skills, on things I want to say is that kids with ADD get put in with kids with more problem. I hated to be labeled special education just to get the help I need.
- The only helpful part of my time at high school was class with my SPED teacher.
- Mr. William T*, special services teacher at N* HS, worked with me on learning strategies, organizational skills, and teaching skills.
- Resource room.
- The special education teachers.

- It was P.E. because it kept me active. Also, biology helped me understand life.
- Study assistance.
- It kept me safe.
- Getting my diploma.
- Social skills and independent living.
- The support from the special education teachers.
- There were social whit him, he's happy now, because he has a good job and can hang out.
- Not helpful
- Keep up with a good education and find the consistency which it were the most helpful parts.
- Learning skills.
- Being able to work through school.
- Being in the community, having relationships learning some vocational skills, reading.
- Social work, extended time on tests in resource room. I did not find resource room helpful. It feels like a study hall.
- Taking a math and English class, senior year, it helped me remember a lot that I needed to know for college.
- Writing papers
- Learning to organize.
- Showing me what life has in store once I got out of school.
- NHS did not teach anything. My son is dyslexia and NHS doesn't have special education services for this LD. He learned some algebra.
- Teachers were very helpful
- Teacher was very helpful.
- Money management, social skills, technology skills.
- Services were available but did not help, school too big. Not individual enough, had only one teacher and one social worker who gave a darn.
- The co-taught classes were very helpful.
- Just getting a high school diploma.
- My friends
- Interaction with other students my own age.
- Machine shop.
- Interesting hands on learning opportunities
- Math
- The special education department was awesome, and because of them I had a good high school experience with all the support and guidance I needed.
- Work interview training, using fake job applications.
- N* BESB teacher support.
- Having one on one time with somebody that can help me understand skills in different ways.
- Being in the life program in high school.
- Being able to socialize daily, getting healthy education.

- Learning I could do it myself without extra help or medication thanks to the special education department.
- My goal is to finish 4 year college so high school education may be helpful to me.
- I received services from special education department and that made my life easier than being in a regular class room at a fast pace.
- Having a resource room.
- My resource teacher was the most helpful thing.
- Mechanic shop technology
- Besides the academics, I was involved in sports which helped me with my social life.
- The most helpful part was taking the class job skills with Mr. E.
- The support I had from the teachers when the special ed department denied me accommodations.
- Music, studying
- Some social skills. Participating in drama music and cooking classes.
- I was loved and cared for by all my teachers and aides.
- The teachers.
- Independent living skills and money management.
- Freshman academy for extra help after school.
- Getting me ready for college class.
- Reading strategies.
- It helped me to learn how to choose electives, and I received good grades from my high school education, which helped me to enter my post-secondary school.
- Academics, built my competence and my self-reliance significantly.
- Learning to be independent from parents
- All the support by faculty.
- I was really connected to my resource teacher. I had her for the four years of high school. She was a great "go to" person when I became frustrated. I also took honors English classes. This was really helpful in college.
- That they have more programs for Asperger kids and have summer programs for college freshman for skills.
- Interaction with others prepared me for interacting with others at school and work.
- Didn't find much of high school helpful.
- Support from teachers and the special education program that was provided for me
- Sport was the medium that carried him through high school. It was most likely the only reason he stayed.
- Extended time on tests, resource teacher.
- Resource and sports
- Loving teachers, strong administrative support.
- Resource department

- The extra help with classes.
- Time management, organizational skills.
- Being with other kids with same disability and deaf teachers.
- High school was the best learning experience I had throughout all of my schooling. My IEP team was very supportive for me.
- Interacting with kids and getting off the coach.
- Definitely my teachers, all my classes, and their own experiences.
- Getting the services to be able to succeed.
- Part time job.
- Supportive help and BRS.
- Music, English, and Art classes
- Receiving my diploma.
- I didn't learn any every time I want education. Something I got put off until I forget about it, or very little.
- Work experience in the high school café.
- This survey has been completed by the parent. Once he reach 17, the school decided it was not necessary for me to be involved since "He must take responsibility" that was said to me by the assistant principal. Now, I have a son at home that doesn't have the skills to get a job nor does he has the ability to enter into a training program but with big dreams. In other words, what I try for so long not to happen, it did anyways! He fell through the cracks of a system that does nothing for a parent to help their children, but is quick in taking the parents rights away. Thanks.
- The constant attention of wonderful teachers. The daily and weekly structure. Fun with non-cognitively disabled peers.
- Math, because it helps me calculate my hours for my landscaping job. It helps with my checking account, and helps me when shopping.
- Vo-Ag program for hands on experience
- Being able to take extra time for my exams and getting help as needed.
- The timing being able to go at night and work full time during the day.
- I never clicked with anyone, teachers - bored.
- Having a diploma.
- The preparations for college and the differences between high school and college.
- Study skills/ sense of accomplishment
- You can't get good grades without studying.
- Achieving the high school diploma due to mental illness.
- Being part of the community and finding the right work for him.
- My most helpful part was my research class and speech.
- My helpful thing in school were my teachers.
- Reading, speech, math, history.
- I work at the school for an hour while I was there.
- The W* program class that re-taught me how to read and understand the English language.

- Study skills class.
- 4 years, Woods helped me get health insurance, a different high school gave me an agriculture class (I loved it).
- English classes and sharp training.
- Get through hard stuff and I got help from special education if needed.
- Money management, I learned how to arrange money to an extent.
- The staff dedication of support, they didn't let my daughter fail - understood her needs.
- I learned a great deal about politics, and life science which are the two main fields I'm interested in.
- Currently out of state with the Marine.
- Support from special education teachers.
- Everything.
- Parents, special education teachers,
- Extra help that I received from teacher helped me a lot through high school.
- There was nothing helpful about my high school education.
- Being involved with my peers in the community.
- Art program.
- Support teachers that assisted with my class assignments.
- Teachers.
- Athletics.
- Vocational teachers.
- The transition planning
- My special ed teacher, Mrs. K* of W*
- Extra help, training, time on tests.
- The teachers understood what needed to be done for me to learn properly.
- Hands on experiences.
- Structure.
- Ms. B*.
- The most helpful part was the way the teachers helped me when I was stuck on something.
- Having a case manager that cares
- The most helpful part of my high school education was the study skills, learning strategies.
- A* college welding program.
- My advocate, which we had to pay for because no one cares.
- Getting assistance with difficult subjects.
- Having one teacher believing in him.
- Organization skills.
- Math and getting work done.
- Getting along with others and how to handle change.
- The work study programs available.
- Being organized, teaching me how to be organized.
- The fact that I knew I was better than everyone else. I am just not at spelling

with.

- Resource class and social groups.
- Taking Art, History, and Latin.
- My VO-A6 program. Dedicated teachers and hands-on experiences.
- Music teachers and programs.
- Having people want to find ways to help me graduate.
- Technology education.
- Study skills and time management.
- Social skills.
- Lunch.
- Work program, exposure to different environments, and basic living skills.
- Learning to help with self care.
- Internship.
- Hands-on learning at a technical high school.
- They taught me how to be responsible.
- Teachers.
- Anatomy.
- I completed a full college preparation degree. I received accommodations such as "extra time for tests and exams" and "no spelling penalty".
- The extra help I received in special education for my ADD.
- Was in resource (special ed). Poor on helping gain independence in work.
- Working with and being accepted by peers without disabilities. All the skills obtained in #9 have been utilized since leaving high school.
- Gi Dahce Department
- Social and extracurricular opportunities
- Special education department - sports
- The math classes for helping me realize that I want to pursue my career on the math field.
- Academic learning. Tolerance to others with disabilities.
- Instill self-confidence, learning to ask for help.
- Consumer math, C.W.E.
- Graduating because without that where can you work?
- Bart was in a four block system throughout high school. He had 90 minutes in SPED class each day.
- School psychiatrist with social issues.
- My diploma to get a job.
- My special education teacher was the only one that was helpful. Counselors are not helpful.
- Social skills/work experience/independent living skills, and academics.
- The teachers.
- Work experience
- Due to chronic illness I was allowed an extra period of study hall.
- Creative people created a program that focused on meaningful activities, built a sense of purpose to each day.

- Don't remember and my mother can't possibly know nothing.
- Math.
- Learning just the basic skills because they really helped me for everyday living.
- To stay focused and study, mathematics, writing, science. Participating in school activities.
- Social skills, study skills, and independent living.
- Money.
- Everything.
- It helped me to be around people I know! Meaning the education helped me to help others and understand them.
- Resource classes.
- Reading.
- The most helpful part of my high school education was... all of it! The experience of growing and learning.
- The special education classes gave me the extra help I needed to graduate.
- Learning how to be ready for college and life after high school.
- Probably the technology program.
- Taking a trade and being able to gain work experience. In my trade while attending high school.
- Learning a trade.
- Learned a lot of electrical skills through Robotics.
- Learning a trade.
- Everything! Involved in school activities, held office, school events, track MVP coach awards (won) with my brother,
- Everything, I was involved in everything! Did track for four years and received the MVP coach award. Graduated with honors. I was involved in school offices and was in charge of school events.
- One on one with various teachers and/or administrators. Very thorough documentation by E*, and her support (quarterbacking) of services and communications.
- My training in electric-mechanical technology that helped me get my job.
- Doing all work, working hard
- Learning to do everything on my own.
- Teachers that were willing to make me work to my highest ability. Some teachers wanted to make it easy so I could just pass.
- Teachers when studying for a test and the different tests given out.
- Not to tell my boss off when I really like to.
- Football.
- Being able to be social, talk to people and being able to deal with their problems.
- Making friends.
- Going to school everyday and getting the help I needed in my classes.
- All I needed was extra time, did not get anything else.

- Study skills.
- Be able to have extra time on tests and having an aide with me for class.
- My resource teacher was always there for me.
- The soar program at my school which was separate from mainstream class.
- I learned those things at the A*
- My resource teacher was helpful. She taught time management/organizational skills and self-advocacy.
- Special education help.
- Social skills, work experience.
- The support of the staff.
- Special education teachers who actually helped my special education class was a joke... did nothing for me.
- Interacting with non-disabled students.
- Having teachers that will stay after class to help me with my work.
- Learning to be self-advocate.
- Understanding teachers. Choices in some elective areas where I found my niche - technical theater.
- Being able to help my mother and how to learn.
- Mrs. S*. She was the best teacher I've ever had, she understood me and my personal struggles. She deserves more than she makes.
- Zero need to teach at an independent level because some of the children need real life thing. Learning math/reading simple thing like art appreciation.
- Help with social skills.
- Life skills.
- Learning to get along in a group.
- Getting out and away from the negative forces.
- Growing up in a less than perfect school system because it exposed me to all of the problems in society and motivated me to get out of my hometown and make a difference in the world.
- Machine technology classes.
- Resource room help.
- Resource room, job studies class (resumes, interviews, etc.), consumer math.
- Help managing my work and organizing.
- Time management.
- Making friends, and enemies.
- The help I got throughout high school (special services for learning disability).
- Learn reading strategies, improve spelling.
- My teacher.
- Having caring people to help me and learning self-advocacy and leadership.
- Special education office.
- Regular classes. Special Ed. Gave little to no help after elementary school. Repeatedly asked for help with organizational skills and got nothing despite this being an identified area of need.
- My high school experience failed to prepare me for adult life with disabilities.

- They helped with math and taught me how to work in a kitchen.
- Small groups/ study guides/ support.
- Having an aide, would not recommend BRS.
- The structure it provided.
- Special aide classes.
- Self-advocacy.
- Using the school's equipment
- Meeting some true friends. Taking things I've learned and bring it to M*. (child development/child care).
- To learn to be my self-advocate with persistent questions.
- Picking what college to go to. Getting everything that I needed ready for the colleges.
- The IEP/PPT annual meetings between me, my parents, and school staff to go over strategies and to assess progress.
- Special education program plan (PPT)
- The special education teachers.
- My reading teacher was fantastic. My private tutor was fantastic.
- Modified curriculum, extended time.
- The most helpful part was being able to help with homework.
- Learning time management and study strategies..
- Learning Strategies.
- Study sills/ learning strategies, social skills.
- Special education teachers.
- I don't feel that I'm using anything that I learned in high school.
- Internships in the community and assistance through K* training.
- Placing me out of district away from all of the bullies at my school, there I could get daily therapy.
- My son disliked school - wanted no part of academics - just wanted to work.
- Academics challenging - remediation and accommodation in specific areas to allow success.
- Shuttle pick up and drop off (27 miles each way). Tailored approach to learning, accommodated learning disability.
- Resource teacher was most supportive and gave more guidance than guidance counselor.
- Shop Class (HVAC)
- Resource lab.
- The Technical high School Shop/ Academic Split Time. Really got me prepared for the real world but not the poor job market.
- The most helpful part was manufacturing technology to prepare me for work.
- We had to fight for the little services that we got. Did not help for the real world.
- Connect with BRS.
- I got the needed help that I should have had from grades K-9 and did not.
- My vocational mentor.

- Prepare for college.
- Being included in extra-curricular activities and community activities.
- Social skills and organizational skills.
- Study skills, time management.
- Being more independent - teachers did not do for her as they did in middle school. Gained a lot more confidence as the years went on - high school was a great time for my daughter.
- Helping me become a self-advocate.
- Learning to deal with people.
- Learning organizational skills and learning writing strategies.
- Tutoring and extended time.
- I enjoyed high school a lot. What was very helpful was that I learned a lot of the above.
- They help me look for a job.
- The most helpful part of my high school education was vocab. In English and art skills later on.
- Extracurricular activities.
- Learning better social skills.
- Having all the teachers help, and patience.
- Auto powertrans.
- The teachers help, the special education help.
- They helped me develop social skills and time management skills.
- Working with guidance department, being very persistent because it's hard to find things out.
- Reading, writing, and just math were very important in moving ahead.
- Everything that I learned was helpful for me.
- Project Lead the Way - engineering classes at N*.
- Work experience, social skills.
- Reading.
- The counselor found a plan that worked for me, not the masses.
- Diversity.
- Town of O* board of education Mrs. B* should be recognized.
- Graduating.
- Helping me focus.
- P* was not very helpful. They pretty much forced me to drop out of high school.
- Learning how to prepare for life.
- Academic support with Mrs. A* at S*
- Support by a special education English teacher - she believed him capable - and worked hard with him for four years - and he learned he was capable.
- Social skills and study skills.
- Study halls.
- Having an IEP, then a 504 plan, having accommodations in school was very helpful, especially extended time on tests.

- High school helped me being more social around others and that helps a lot in college.
- Getting a degree so it looked like I finished something.
- Girls group (for sharing, venting, etc.)
- The extra help that was offered to me.
- Learning not to quit and finished what I've started.
- The support system within the school system that is not readily available in post-secondary systems.
- When it was over.
- Perform basic day-to-day living skills. Perform simple skills, such as sorting objects, etc.
- Graduating.
- Learning to work with ADD and dyslexia for optimum success.
- Developing work/independent skills.
- On 9th and 10th grade was on regular classes, after that I needed more help, school did not provide, to help me on test and task. That was the reason that I quietly ... I did not want to be in self-contained room.
- Music, hands on performance.
- Preparing me for college.
- Introduction to work environments, socialization.
- The support system in the special education department.
- The process of organization.
- College Prep Classes and appreciating everyone.
- Studying HVAC.
- My technology was information systems technology, and I learned a lot about computers.
- Learning a trade.
- Autobody.
- Developing Social Skills.
- My parents. I was forced into being part of special ed which I didn't need and hurt more than helped.
- Integrating with other students who are not in special education.
- Help with math.
- Learning art and writing, reading and giving advice.
- Learning English and History together help me to be successful.
- Study skills/organizational skills.
- My speech and language teachers.
- The folks at W*. E* was horrible, have scarred me for life.
- Learning all the studies and becoming more social.
- The most helpful part for me in high school was study skills/learning strategies.
- The advisors that help me with the college process.
- The self advocacy skill.
- Study Skills.

- Inclusion.
- Participating in after school activities and being involved with school events.
- Realizing that high school is not forever.
- Resource class and teacher.
- Extra help opportunity.
- Respectful teachers.
- Resource room.
- Having resource room and great teacher there.
- Guidance counselor/resource room.
- Independent living skills.
- Getting the help I needed from teachers/ paraprofessionals.
- Trying to learn, that was very hard for me.
- The encouragement and validation I got from a few excellent teachers. Mr A* in particular.
- Working with larger numbers of people
- I learned more outside of school than in it.
- Computer classes.
- Resource support.
- The option to take a college credit class.
- All of it.
- Graduating.
- Airforce Jr. ROTC.
- The one or two teachers who actually read my IEP. Then it was possible to implement my IEP.
- Learning about technology skills.
- New study skills.
- History.
- Social skills. Time/organizational skills.
- Having teachers that cared and helped me to succeed.
- Shop classes.
- Learning new things.
- My resource teacher.
- Math was my most helpful because you need it in life.
- Special education.
- Special education class to help me pass.
- Getting a high school diploma.
- My teacher, especially my inclusion teach Miss P*. She was always there for me and the other kids with special needs.
- Supportive art teacher and special education teacher.
- Social.
- Graduating, and being allowed to give speeches to classmates younger than me on bullying... giving my story.
- Teachers.
- The agriculture science program.

- IED classes.
- Learning about social skills.
- Teachers tried hard to get me to graduate.
- Being involved in sports.
- Meeting with school psychologist and my English classes.
- Having my guidance counselor for advice.
- My classes and after school activities.
- That my high school got me ready for college.
- Graduation.
- Resource room.
- My study skills class.
- Speech therapy.
- Self-advocacy skills - when I follow through I probably needed more of this, maybe I had too much help - I became dependent.
- Tutoring.
- Learning the different skills that I need for life.
- I think social studies and reading comprehension.
- Technical high school - plumbing shop experience. The rest was not relevant.
- English is the most helpful.
- The teachers that helped me.
- Time management.

Appendix F

Open-Ended Responses to Question #11: Transition Advice

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

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 (*).

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Author's Note: In the event that a qualitative answer was determined to belong in multiple categories, the answer was placed under each applicable heading. The answer was then broken down into segments pertaining to each category. The segment(s) of the answers that did not belong within each category were edited by using the strikethrough font feature.

Pre-Transition

School

Academics

- Writing lab to help with any papers a student has to write.
- More writing classes, review basic writing for all special education students.
- I think English classes need to teach better what to evaluate when you are reading.
- I recommend them gym and health.
- The fine arts.
- Learn assistive technology, ie: Dragon Naturally Speaking, Kurzweil.
- More computer skills.
- Work on getting technology skills.
- Computer technology.
- The Tech Ed classes were interesting.
- Work on developing technology skills especially reading programs.
- A* college welding program.
- I would have to go with computer ed! Because the world is run by computers. So you need to know this skill.
- Where there is a writing assignment and access to a writing center, go to that writing center. Improvements are guaranteed.
- More writing and reading skills.
- Academic program support, clubs
- More on organization and college writing.
- The senior year of high school have classes work and scheduled like college.
- Study skills.
- I think I really needed to learn study skills and organization.
- Realizing that time management/organizational skills are important after high school.
- Special education in classroom.
- Study skills ~~and join activities.~~
- ~~Get involved with social groups and or special Olympics widens your social base and makes transitioning from school easier.~~ Keep up with the academics - reading, writing, and math.
- Class (Transitions 12), academic assistance class, ~~students should consider being involved in some clubs (debate, sports), etc...~~
- ~~Social skills, self-advocacy, technology skills, money management,~~ study skills/ learning strategies, ~~work experience, independent living skills, time management/organizational skills.~~
- ~~Stay in school, learn that you can.~~ Math, learning, any selections.

Accommodations

- Extended time on exams, books on CD. Seems to depend on the school and the disability of the students.
- Extra time on tests.
- Get untimed testing, for SAT's got a reader, have a class with someone who can help answer questions.
- They would plan the activities more, students need one on one help.

Mentor/Tutor

- Mentors, group activities... get out there and don't be afraid of the word "no."
- Have a mentor.
- If necessary, a mentor between student - parents - teachers to make sure student is successful.
- Therapeutic mentors.
- Take resource classes all four years and take advantage of tutoring.
- If you are having trouble getting tutoring.
- To have a one-on-one mentor in your field of study to help from your freshman year.
- Get help from a compatible tutor if you need
- Get a tutor to improve your grades, ~~learn how to study for college and be your best advocate~~
- Mentoring, ~~job placement, on a temporary level, so that students can "figure out" a future direction for a successful employment future of independence~~

Personnel Related

- Some teachers should not overlook the kids with special needs.
- Go to guidance department to see what is available.
- The resource teachers.
- More active support from guidance and counseling staff.
- Talking with your parents and teachers that helped you through high school.
- G* School does a great job with teaching and support with students and parents
- Go to resource have a connection with that person and be involved with sports (builds great self esteem).
- Talk with your counselor.
- High school staff - guidance counselor and special education teacher helping
- Guidance counselor.
- Have college counselors (guidance counselors) familiar with disability services and other aspects of colleges that concern students with special needs.
- Use the guidance counselors for assistance.
- I am forever in M*'s debt.
- Talk to guidance counselors and teachers as soon as possible to figure out after high school plans.
- I think it would be helpful if a guidance counselor experienced in helping special needs kids was assigned to the student.
- Talk to your guidance counselor.

- The same as question 10. Also, a handful of teachers/admin became mentors, references, role models. The "packet" put together by E* was key to gain the services/strategies necessary to succeed at college.
- Working with the same, resource teacher for all four years of high school.
- Request same counselor and special education advisor for every year, changing every year made it difficult.
- I recommend that students working on transition plans should see their guidance counselors (Mine helped me in these circumstances).
- Stay in close contact with your teachers and counselors. Never give up and always try your best to pursue your dreams.
- Early interactions with guidance counselors.
- If the students and parents could have more communication with school staff - insists that IEPs are followed.
- That guidance counselors take on extra interest in students with needs, especially because we need extra guidance in applying for higher education.
- Keep in contact with your guidance counselor and try and find a job that you know you will feel comfortable working in.
- Find someone for assistance that understand your individual issues.
- Academic support with Mrs. A* at S*
- Work with guidance counselors

Preparation

Begin Early

- Transition should begin prior to high school. Students with special needs shall have more information early on about services (educational) available to them.
- Start early.
- Help them as soon as possible so that they don't leave high school with everything up in the air.
- Make some kind of plan, ask for help from your school's guidance services, well before senior year or transition time.
- High school is too late, social skills and reading and independent living skills need to be emphasized in preschool and elementary school. High school should concentrate on being/working in the community.
- Start figuring out what you want to do early in high school so you have time to get everything in place before high school programs end
- Do everything early, don't wait till last minute like me.
- Start early.
- Sooner take help, sooner improve weakness.
- Do not wait until last minute to plan and do what you feel is right.
- More concentrated effort on transitioning during last year. This was not provided to my son last year.
- A good guidance counselor, and maybe go more often to setup plans earlier than regular student.
- Get services earlier. It took years before school helped even with evidence of

reading disabilities. All documentation from kindergarten on. But services did not happen until middle school. It could have been better and I would be more successful.

- Programs for more independent living skills and to gain work experience. The programs should start at least on year earlier before leaving school.
- Do transition sooner than senior year. Start either freshman or sophomore year

Plan Based on Goals/Interests

- I am not sure, perhaps more individual planning.
- Path planning done correctly.
- If going to college and after the second semester, if you don't want to do it, have a back up plan.
- Helping students figure out what their talents and interests are.
- Have some type of plan set up for after high school whether it's schooling or work.
- Figure out your goal and use the services provided to further your goal or job
- Know what you want to do, have a plan so when you go to college you already know what you want to do.
- Think about what they will do after high school
- Really start thinking about what you want to do with your life. Pick a direction and go.
- That they know what they are going to do once they finish or graduate high school.
- To plan early, make sure you know what you are ready for.
- Pursue what you love - college is not for everyone!
- Go talk with counselor and find their liking of majors.
- Learn as much as you can while you are in school. ~~Ask for help if you need it. Try to get a job doing something you like.~~
- To have a goal and to pursue all angles of which one wants to go. Such as, educational services, programs, financial assisting, art and ideas, etc.
- Stick to strategic plan.
- Make sure that your vision/plans for the future are in line with the very limited options after graduation (for severely limited individuals)
- I would just tell them to make good goals and try to achieve them.
- Take a lot of classes to find out what you like. You'll always change your mind.
- Give them as many options as possible and help them find out what it is they would like to do.
- ~~Try your best in school, manage your money right~~ always think about your future, ~~life goes on you still have more to learn.~~
- Pay attention to the classes you need and get them out of the way first.
- ~~Keep in contact with your guidance counselor and~~ try and find a job that you know you will feel comfortable working in.
- Focus on a personal goal and strive towards it. ~~Use any resources available to reach success. Self advocate!~~

Preparation for College

- Going to see the different college to see what they would like.
- Plan for college look into academic support services.
- Take college course so you can be ready for college.
- Look into small school for continuing education, make sure the school fits your needs.
- Planning college classes to take while in high school.
- Take college courses, Take SAT to get best score, apply to many college so that you have choices especially if financial problems arise. Look for scholarships.
- It was very helpful getting a college counselor to help me pick a school that had some accommodations.
- Get into a good post-graduate program.
- Programs to inform students of college options where needs are best fit i.e. R*
- How important it is to take classes that will be able to get into college. I was not prepared properly.
- Teach them more about college applications and enrolling in college.
- Go to the transition to college workshop.
- Auditing a college class in the field they wish to work in.
- Taking trips to more two and four year colleges and universities.
- Visit college.
- Assistance choosing the right college and career planning.
- Help with how to apply to further schools.
- I would just recommend that they make sure they are thinking about going to college so they can make money doing what they love.
- To transition to college to make college preparation classes to prepare for college.
- That the staff continue to aid and support students in college preparation, in financial aid, applications, etc.
- Community college before university
- Most special needs kids need structure and guidance. There should be a course and time lined completion tables offered so they can actually do their college research or career plans so they are prepared right out of school.
- If I understand the question, should be more helpful with getting ready for college scholarship, help with forms.
- There is a college for everyone - even students with disabilities. But the cost was more expensive, there was no help for me.
- Staff needs to recognize students with college plans. SAT prep from 7th grade to 12th. School class grades were 82+ and no four year college would accept me due to low SAT scores.
- Visit as many colleges as you can with your interests. It is all about the right fit. I have a 3.5 cum. Avg entering into my sophomore year. The right school and the right environment is very important.
- One on one help with FAFSA and entering college such as placement testing

applications.

- You should ask your counselor for advice on college, and be open to all available fields. Make sure you pick fields that interest you.
- Try and get into a program where the student can take college level courses.
- Help getting into 4-year college.
- College plans.
- A real plan - help with application, places to apply. A visit to various colleges. Something that helps gives a direction to follow.
- Better view of CT state universities via the counseling department.
- Open houses meet with other students from the colleges who are still attending.
- More skills that prepare you for college - to be independent. I wasn't ready for college or to be on my own.
- I would encourage them to get into contact with colleges, technical schools, any and everything that they would want to follow.
- I recommend that there is an introduction to various career fields, and also High school students visit area university and have students talk about college life.
- College fairs.
- Do not take 200 level classes if you want to go to college
- Sharp training, college fairs.
- More stringent courses
- ~~That guidance counselors take on extra interest in students with needs~~, especially because we need extra guidance in applying for higher education.
- ~~Walk students through the process of growing up, college applications, job applications, real life situations.~~
- Workshops for filling out college applications.
- ~~Get a tutor to improve your grades, learn how to study for college and be your best advocate~~
- Better college prep, better programs for ADHD children.

Real World

Effort

- To never give up and always follow your dreams.
- Message from Ross is: You can do it. Pay attention - listen and enjoy your high school years as Ross did.
- Stay in school.
- To study hard and do not leave school or drop out.
- Keep your grades up and do not slack off.
- To study for tests and focus on school work, no playing around.
- To pay attention and to learn everything that the teacher is trying to teach.
- I would advise them to pay attention in school because even little things can be helpful.
- To work as hard as they can and pay a lot of attention to the teachers.
- Study hard and don't let your social life take over.
- Don't give up. Get all the help you can to help you get through high school. Find

out what your strengths are and pursue that.

- Study hard.
- To do the same thing as I did and study hard and pay attention.
- Take it seriously.
- Try your best in school, ~~manage your money right always think about your future, life goes on you still have more to learn.~~
- High School kids need to care more about their work ethic and less about their social lives.
- I will ask the student to keep going to school.
- Stick to resource and always ask for help, never miss class and always study harder than other normal students do.
- Go to school and work hard ~~and if you need assistance, take it~~

Experiential

- Summer job in Hartford, it help learn more experience in my life style.
- Volunteering, money management, etc... real world lessons.
- Expand opportunities such as the A* school.
- Guidance department was no help whatsoever. They need to be more interested in guiding the "at-risk" kids and helping them find their options for success in the real world and follow through.
- Volunteer work.
- Volunteer to help others, children especially. Try to get exercise.
- Participation in similar programs like Rise.
- Getting involved with help others.
- Try volunteering in the field you wish to pursue, take one step at a time, start early with your ideas.
- Youth works at Career Resources, visit community college. Learn to use the bus (get a handicap bus pass).
- I think there needs to be more real life situations talked about/studied... while history is great to know, we need to talk about the future.
- Taking the city bus.
- D.E.P., ROTC.
- Teaching them what it is like in the real world and how important learning is for them.
- Try to work somewhere like McDonalds.
- More job shadowing opportunities, to know what I was interested in. Good parental support.
- More hands on job training.
- Work Studies.

Independence

- They should learn how to do things on their own without any help.
- Independent living skills.
- A class called "Independent Living" (high school course I took, it has helped a

lot)

- Independent living skills and money management.
- Try to be more independent, especially away from your parents.
- Independent travel seminars.
- Independent skills, self-advocacy
- Better help with assuming responsibilities on my own. Better understanding of college red tape and processes. How to manage on my own.
- Skills on being independent and confident and happy with your everyday life.
- Be independent, develop study skills, and learn how and when to ask for help.
- Being independent is very important for you.
- Independence, self-advocacy.
- ~~Social skills, self-advocacy, technology skills, money management, study skills/ learning strategies, work experience~~, independent living skills, ~~time management/organizational skills~~.
- ~~Mentoring, job placement, on a temporary level~~, so that students can "figure out" a future direction for a successful employment future of independence
- If a student has learning disabilities the counselor and school psychologist should take more interest in the student's well-being after high school to make or get some kind of transition of independency.

Life Skills

- Get real life skills for students that are not at T*. No tech was available to me.
- Managing money.
- Get skills like using a checkbook, paying bills, etc.
- Social interaction, physical education.
- Work, life skills, independent living.
- More social skills training.
- I would recommend that high school students do as much as they can to get ready for real life, so whatever is offered.
- ~~Social skills, self-advocacy, technology skills, money management, study skills/ learning strategies, work experience~~, independent living skills, time management/organizational skills.
- Money management, independent living and social skills
- Time management.
- Money management.
- First find a passion. Then gain as many self-advocacy skills/ management skills as possible.
- Money management/Time management/Organizational skills.
- Time management, study skills, respect, and manners.
- Peer groups, transportation training.
- Social skills needs to be more than a group lesson given once a week, because we need help generalizing this info. I need social skills to make and keep friends, get hired, and avoid getting fired.
- Big lack of comprehensive social skills program. This was filled out by mom, as he is autistic/MR and cannot read or write.

- Need more money management skills, social skills. The management opportunities skills taught. I need more help in my spelling words correctly.
- How to count money, people skills.
- Organization, time management.
- More information about how to have a bank, an apartment, a job, a school.
- More study skills, and writing skills.
- Have your license and be able to drive yourself and manage your life with money, etc.
- Understanding work and study habits and skills, managing finance.
- Push living skills and money skills more.
- Basic personal finance and accounting. This basic skill is necessary for everyone.
- Time management.
- Organizational skill development and money management skills.
- Independent living skills, working skills, social skills, and places to go with other students like myself.
- Life skills such as banking, online bill pay, how to interview for a job.
- All mentioned above.
- I believe anyone in SPED needs life skills, work experience, they should know how to write resumes.
- More assistance in receiving driver's license and any state or federal assistance available to me.
- Life skills training - how to get a job, write a resume, balance a check book, balance a budget, budget planning
- Banking, job applications, what to ask, transportation suitable clothing, budgeting/allowance, food.
- Life skill programs and jobs.
- Get study help
- Budget your time and don't be afraid to ask for help if you need it.
- Something to help them plan their time with allowance for obstacles. Help with being organized. Something to help with self-esteem.
- ~~Try your best in school, manage your money right always think about your future, life goes on you still have more to learn.~~
- ~~Living skill programs, work training programs, 1 on 1 assistance, exit ppt on services that are available.~~
- ~~Self-advocacy, work experiences, social skills, independent living. Having choices to continue in some educational afterschool, help with paying job.~~
- More mobility and independent living skills and study skills.
- Things that focus on independent living ~~and employment/work environment.~~
- Help in applying for social security and food stamps. ~~Assignment of a job coach before leaving high school. Help in applying for a special program at a local college.~~
- Time management, organization, technology skills.
- Study skills and time management.
- Work on independent skills.

- ~~Walk students through the process of growing up, college applications, job applications, real life situations.~~
- More transportation skills.
- Study skills and time management

Vocation/Trade Experience

- Get a job while in school, save up, have a supporting family to help you. I am all alone paying and it's the hardest thing ever
- Work experience
- Work part time in a field (career) you are looking to do to get experience
- More school to job transition help
- Go to a trade H.S.
- Actual work experience, ~~self-advocacy, how to mediate and deescalate with people~~
- Job skills
- Start a day program six months before out, so in place.
- He also started working on weekends and occasionally after school for rugby which was also very good for his self-esteem.
- Actual work experience to ease transition
- Develop work skills if not going to college and lay off the heavy book work.
- Get a job before leaving high school. ~~Waiting for BRS to help is very frustrating and their time schedule is quite drawn out and frustrating~~
- Work experiences
- Programs for more independent living skills and to gain work experience. ~~The programs should start at least one year earlier before leaving school~~
- Have the school give a choice of employment while attending school
- More work related experiences
- Learning responsibility and learning job skills
- The thing I recommend is that you get some work experience and skills before coming out of high school right away
- Put students in school based work to see how well they can do. If they do well, put them in community based jobs
- Guide them in how to get a job
- More vocationally oriented with follow-up post graduation
- Vocation training.
- Job training, ~~self-advocacy~~, and real world experience
- Taking the job skills class it really does help you with being confident in yourself and learning how to do things in the working field.
- Internships to gain experience (work experience).
- Job shadowing to see what the work place is like and be exposed to different jobs.
- Job training and any certificate program available get assistance from teacher to

- pass.
- To get a lot of study skills work experience and social skills
 - Job training skills
 - Trade school
 - Go to tech school during high school
 - Try to find a trade if you don't want to go to college
 - Learn everything you can - typing, computer, or a trade will help you with various opportunities
 - Jobs, career counseling
 - Work programs while in school to prepare students more
 - Look at technical schools as an option to a four year liberal arts college.
 - Exposure to more and more challenging vocational places. Longer duration work opportunity (more hrs/day).
 - Work experience
 - ~~Social skills, self-advocacy, technology skills, money management, study skills/ learning strategies, work experience, independent living skills, time management/organizational skills.~~

Post-Transition

Work/Real World

Post-School Job Help

- Get real life skills for students that are not at T*. No tech was available to me.
- Managing money.
- Get skills like using a checkbook, paying bills, etc.
- Social interaction, physical education.
- Work, life skills, independent living.
- More social skills training.
- I would recommend that high school students do as much as they can to get ready for real life, so whatever is offered.
- Social skills, ~~self-advocacy~~, technology skills, money management, ~~study skills/learning strategies~~, ~~work experience~~, independent living skills, time management/organizational skills.
- Money management, independent living and social skills
- Time management.
- Money management.
- First find a passion. Then gain as many self-advocacy skills/ management skills as possible.
- Money management/Time management/Organizational skills.
- Time management, study skills, respect, and manners.
- Peer groups, transportation training.
- Social skills needs to be more than a group lesson given once a week, because we need help generalizing this info. I need social skills to make and keep friends, get hired, and avoid getting fired.
- Big lack of comprehensive social skills program. This was filled out by mom, as he is autistic/MR and cannot read or write.
- Need more money management skills, social skills. The management opportunities skills taught. I need more help in my spelling words correctly.
- How to count money, people skills.
- Organization, time management.
- More information about how to have a bank, an apartment, a job, a school.
- More study skills, and writing skills.
- Have your license and be able to drive yourself and manage your life with money, etc.
- Understanding work and study habits and skills, managing finance.
- Push living skills and money skills more.
- Basic personal finance and accounting. This basic skill is necessary for everyone.
- Time management.
- Organizational skill development and money management skills.
- Independent living skills, working skills, social skills, and places to go with other students like myself.
- Life skills such as banking, online bill pay, how to interview for a job.

- All mentioned above.
- I believe anyone in SPED needs life skills, work experience, they should know how to write resumes.
- More assistance in receiving driver's license and any state or federal assistance available to me.
- Life skills training - how to get a job, write a resume, balance a check book, balance a budget, budget planning
- Banking, job applications, what to ask, transportation suitable clothing, budgeting/allowance, food.
- Life skill programs and jobs.
- Get study help
- Budget your time and don't be afraid to ask for help if you need it.
- Something to help them plan their time with allowance for obstacles. Help with being organized. Something to help with self-esteem.
- ~~Try your best in school, manage your money right always think about your future, life goes on you still have more to learn.~~
- ~~Living skill programs, work training programs, 1 on 1 assistance, exit ppt on services that are available.~~
- ~~Self advocacy, work experiences, social skills, independent living. Having choices to continue in some educational afterschool, help with paying job.~~
- More mobility and independent living skills and study skills.
- Things that focus on independent living ~~and employment/work environment.~~
- Help in applying for social security and food stamps. ~~Assignment of a job coach before leaving high school. Help in applying for a special program at a local college.~~
- Time management, organization, technology skills.
- Study skills and time management.
- Work on independent skills.
- ~~Walk students through the process of growing up, college applications, job applications, real life situations.~~
- More transportation skills.
- Study skills and time management

Post-School Services

- DDS, recreational provided by state, social security, DDS.
- BESB and BRS
- Using resource.
- Work with various agencies before choosing transportation training.
- There are not many available. BRS does not like to assist in helping with furthering the education if you are capable - my parents were strong advocates and spoke up when I needed help. I also had to advocate for myself and some teachers got very angry about this. Being in the C* program at C* helped me out.
- Sign up with BRS, have access to vocational training program in high school beginning freshman year.
- Help them understand agencies that could help them.

- I am very satisfied with the services I received in high school, but I have not received any help from BRS. I believe that services after high school need to improve to help us get jobs, license, etc.
- More services available.
- Summer transition for Asperger students going into 4 year program. The more independent you make them, the less the state will pay out in the future.
- I would recommend they keep providing these services and special accommodations.
- Support after high school.
- BRS - helped with experience in a work environment, and got me some very needed cash.
- BRS and seabird training.
- For the school to continue with special education services.
- Bureau of Rehab Services very helpful.
- Services that I needed. What worked for me, not others.
- Start earlier, takes a long, long time at BRS
- At county level, please provide service assistance etc. Poor city provides limited services.
- To continue either attending school or a day program which is offered to them.
- Have the BRS help you and go to a community college.
- Find out what services are out there and how to apply for them. If not for my mother, I would not have gotten this far.
- Utilize resources, get help when you can.
- Students need to know why, where, and how to look for and fill out forms for assistance and resources.
- Come up with a plan involving your DDS worker.
- If necessary look at different agencies to help after school, look at different jobs/volunteer activities and build strong relationships with people.
- Aware of all services available after graduation.
- Any that are available to them, use all the resources provided to them.
- Research post-high school placements yourself. I am in an Asperger's program that no one at this.
- BRS has been extremely helpful in many ways.
- More of these services and better communication.
- Make sure they follow through on recommends. They did not have resources to things they set up.
- I say BRS
- Longer day service programs (after 5 PM)
- Centers to help children with disabilities, note takers, etc.
- Involve regional Association for retarded Citizens if available in your area.
- BRS and CT Transit/ ADA Paratransit
- BESB, DDS, DSS
- For students with specific needs - focused support and continued remediation.
- There needs to be a program or plan from after high school to move into the real

world.

- ~~Living skill programs, work training programs, 1 on 1 assistance, exit ppt on services that are available.~~
- ~~Get involved in self-advocacy boosting activities,~~ contact your specific group for your disability services and know your accommodations.
- Assisted living helped.
- Go to the disability office, get signed up, it helps.
- More support in post-secondary education.
- BRS

Vocation/Trade Experience

- Job program
- Start looking now for a job if you need one
- Vocational
- To learn a good trade
- Put students in school based work to see how well they can do. If they do well, put them in community based jobs
- Guide them in how to get a job
- More vocationally oriented with follow-up post graduation
- Vocation training.
- Job training, ~~self-advocacy,~~ and real world experience
- Taking the job skills class it really does help you with being confident in yourself and learning how to do things in the working field.
- Internships to gain experience (work experience).
- Job shadowing to see what the work place is like and be exposed to different jobs.
- Job training and any certificate program available get assistance from teacher to pass.
- Job training skills
- Get on the job training
- Go online to get a job, school was unable to do it
- Trade school
- Look at all possibilities before you choose... Job Corps
- Learn everything you can - typing, computer, or a trade will help you with various opportunities
- Job corps
- ~~Living skill programs, work training programs, 1 on 1 assistance, exit ppt on services that are available~~
- ~~Self-advocacy,~~ work experiences, ~~social skills, independent living. Having choices to continue in some educational afterschool, help with paying job.~~
- ~~Goal on either going to college or training on a job~~
- Get into or work at the trade you want ASAP
- Exposure to more and more challenging vocational places. Longer duration work opportunity (more hrs/day).
- Work experience

- ~~Social skills, self-advocacy, technology skills, money management, study skills/ learning strategies, work experience, independent living skills, time management/organizational skills.~~

College

College as Desired Outcome

- Go to college and get a job to have a better life for you and your family.
- Make sure you go on to further education.
- Going to college.
- Try to go to college.
- Go to college.
- Get help in college for big classes like Bio, etc... it's a lot of work and stuff to remember.
- My advice is that college is a whole different environment, but make sure you enjoy it, also you learn so much.
- Goal on either going to college ~~or training on a job.~~
- Get a college education
- Go to college after school
- Go to college.
- College and career center.
- Go to college

Services in College

- If special services are needed, make sure that school is on top of it.
- Take advantage of services/programs for disabled at the college you enroll in.
- Explain in great detail more services and coaching to be ready for post-secondary school
- Make sure college provided what you need before you apply. College student who's been through it with disabilities.
- Gather as much info as possible in advance and definitely visit the accessibility office and sign up for learning services which will help you to succeed in college.
- Better communications with colleges. I had to spend a lot of time and effort to gain accommodations and even prove I have problems in the first place! They seemed very doubtful because of my high GPA and IQ. That does not mean I do not have a mental illness.
- Work with your special ed. Teachers and guidance counselor to help you find schools that have a "separate" special ed source facility used by the general student body per Amer. With Disabilities Act.
- To utilize any services that are offered in college or secondary learning institutions. They are there to be utilized.
- If you have a disability, make sure that the college or university you chose has special services to help you.

- Be more aggressive on self-advocating and how to get more help in higher education.
- High school students should research which college will provide them with the disability services they need to be successful at college.
- To find out what the schools offer. Do their research!
- To visit programs and schools and talk to people in them.
- High school to college transition, free courses. Need life coaches during college to be mentor, mediator, education supporter.
- Be advocate for yourself. Talk to service counselor at college.
- ~~Help in applying for social security and food stamps. Assignment of a job coach before leaving high school.~~ Help in applying for a special program at a local college

General

Challenging Observations

- Doesn't matter kids won't listen they need to figure it out on their own.
- I wish everyone would leave me alone -- too much.
- Don't go to W*, it was a bad school and some of the teachers don't care.
- Get better teachers that have a lot of patience and like their jobs. Was not happy with the program.
- Get out of K*
- Make sure when you are reading back words in 1st grade, you don't have to fight the school or the services you need since they waited so long. It screwed me up.
- Get out.
- Not to make them wait six months or longer for programs to start.
- Nothing a high school can do or give can prepare you for college or even community college. College don't care once you leave high school, you are on your own.
- At A* the services sucked, It took them 6 years to find out I had a disability because they wouldn't agree to test me. But get involved in something you love.
- Not any college is a waste of money in this failing country.
- Do not be involved in special education services.
- Leave Connecticut.
- True support for disabilities.
- Find a private school!! The public school program guarantees low expectations - proven by these questions.
- Go to a private school. My son went to E* before N*, and It helped him so much, He lost it all at N*.
- %\$@! School, make money
- ~~Get a job before leaving high school.~~ Waiting for BRS to help is very frustrating and their time schedule is quite drawn out and frustrating

Recommendations

- If you are having any trouble where you think you would want to be in special education but think it's embarrassing don't. You will do so much better in school and it's not embarrassing.
- Get into a routine.
- I would suggest an ethics/follow your heart program.
- Scholarships.
- Just about life itself. Cause it is so important. Find if they want to be successful, stay in school.
- When a counselor or social worker suggests SSI Title XIX, state ID, voter registration, don't wait, get it done.
- Financial aid, that helps.
- Be involved, gain study skills now! Be serious with a job you'll need the money. Take class in high school that will help you decide your future. Don't take classes just because your friend is
- Take responsibility for your own work.

- Study basketball or other sports. Try to get in programs they offer you or them. Also allied health.
- Do not get involved in drugs.
- Try to be as self-sufficient your senior year as possible.
- Get as much help as possible.
- Stay in school, learn that you can. ~~Math, learning, any selections.~~
- ~~Go to school and work hard and~~ if you need assistance, take it.

Self-Advocacy

- Self-advocacy - speak for themselves.
- Self-advocacy skills.
- Self-advocacy and where to get help when needed.
- Self-advocacy.
- To learn to self-advocate. The help is there but you need to ask for it. They don't come to you.
- Make schools more responsible for outcasts, pay less attention to your star pupils and more to those who need help. Do not wait for services to be offered, go get them.
- Do not be afraid to ask questions.
- Self-reliance.
- ~~Learn as much as you can while you are in school.~~ Ask for help if you need it. Try to get a job doing something you like.
- Self advocacy/~~how to interview (social skills)~~
- Ask for help.
- Ask questions, to better your future.
- Know your disability and what you need because of it, never take no for an answer.
- Make sure you ask for everything you need, you don't know what you will need in college, it's different.
- Not to be afraid to ask for help
- ~~Actual work experience,~~ self-advocacy, how to mediate and deescalate with people.
- ~~Job training,~~ self-advocacy, and real world experience
- Self-advocacy, ~~work experiences, social skills, independent living. Having choices to continue in some educational afterschool, help with paying job.~~
- Get involved in self-advocacy boosting activities, ~~contact your specific group for your disability services and know your accommodations.~~
- ~~Focus on a personal goal and strive towards it. Use any resources available to reach success.~~ Self advocate!
- ~~Independence,~~ self-advocacy.
- ~~Transition skills,~~ self-advocacy skills especially when dealing with professors.
- ~~Social skills, self-advocacy, technology skills, money management, study skills/ learning strategies, work experience, independent living skills, time management/organizational skills.~~
- Self-advocacy.
- ~~Get a tutor to improve your grades, learn how to study for college and~~ be your best advocate

Appendix G

Open-Ended Responses to Question #12: Survey Clarity

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 (*).

- Just question 7 was confusing to me, but overall I understood everything in this survey.
- Some questions.
- Yes, I do not understand questions 6 and 7.
- Too soon, just graduated.
- J* has had job coaching but is not a full or part time student. That was not asked.
- Too little room to write! Also I babysit sometimes, no place to answer the employment question for that.
- First question left no option for an employment training program (non-credit).
- Yes.
- Question 6. He did need some of these services, but he did not receive them through these department. We were unaware.
- Question 11.
- Yes, under question #4, add a choice for unpaid interns.
- Why I filled it out.
- Student is in the service; filled out by mom.
- I wasn't really sure how to answer "I am satisfied with my life since leaving high school".
- Some of the questions weren't specific.
- Question 7.
- Question 7.
- Why weren't any of the things in Question 9 offered to me?
- Why am I taking this survey?
- Yes.
- The survey did not include students with special needs who did not fit in any of the specific area mentioned above. Non-verbal and total dependent population. Due to my disability I do not qualify for postsecondary school nor a day service program. Family members who have cared for me all along do not qualify to receive assistance to provide my normal services and care.
- Yea that I did not need help in high school, just a life lesson.
- Question needed: if not employed now, what plans do you have for employment in the future.
- Services portion, too confusing and employment through Job Corps.
- Question 11 was vague.
- Number 11.
- #9 - although more than one of these was discussed, I felt I needed more. Rather than just yes/no, a scale would be better.
- Some confusion.
- The first question referenced job training, but doesn't leave an objective afterwards, or at least clearly states it.
- He does not understand it.
- Number 6, SSA vs. SS disability, did you mean "service" or financial benefit?

- The first part of the survey paper.
- Yes there was a confusion in this survey.
- #2 question in first page.
- Question 11 is a little confusing/strange.
- Yes. #11.
- The need for it.
- Working and on a day program, qualifies for both because it is a day program but he gets paid for the work he does while there wasn't sure which one to check.
- Question number 8, not sure I just am.
- Number 7 I did not fill out because I am enrolled in a college.
- Question 11.
- Yes, #7, #8.
- Yes, some of the questions.
- Yes, my mom filled it out.
- Confusing with number eleven, I don't understand.
- I left school due to medical reasons (per advise of my doctors). However, I feel I made the wrong choice and want to graduate. I am limited to what I can do.
- My mom filled out since I can't even write what you need to know. I feel you push kids out and don't care that they survive, that's my mom's job. She does two jobs so I have \$ left since nobody hired someone and college can't do!
- Yes, I do not know how to be honest when I really cannot speak for my daughter.
- This survey was written by my mom. It was difficult for me to understand.
- Well, to a point why didn't it have a part of how to better prepare.
- J* is autistic and cannot complete the survey. Survey completed by father. Unable to answer question 8-11.
- No, it was clear but completed by a parent on behalf of my child. It was difficult to answer #10 and 11.
- Going to school only after 12 months, I am after 12 months.
- I am learning disabled so I needed help to answer these questions.
- Yes.
- I do not know #11.
- Yes, why did you make this survey for the Spanish population?
- Yes the questions were all confusing.
- My mom did it, I did not understand.
- Yes, all the questions were confusing because I can't read and my sister helped me answer them.
- Question #5 is not clear about supported employment. Question #7 needs a null option.
- What is the transition plans (transition from high school to college)?
- Question #7 could have a checkbox for N/A.
- Question 1.
- Question 7.

- Most did not apply to me.
- Your questions have nothing to do with the influence of special education.