

**Connecticut Post-School Outcomes Survey 2011:
2009-2010 School Year Exiters of Special Education Services**

Final Report

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Michael Faggella-Luby, Ph.D.

Principal Investigator

Laura Ruberto

Graduate Assistant

University of Connecticut
Department of Educational Psychology
Neag School of Education
249 Glenbrook Road
Unit 2064
Storrs, CT 06269-2064

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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 2011 census method survey conducted by the University of Connecticut under contract with the CTDOE to determine 2009-2010 school year Exiter data. A description of the research method, results and how each percentage was calculated follows.

In 2010, 5,251 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 16, 2011, 5,251 of these individuals were mailed a survey sponsored by the CTDOE 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 fourth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010). 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 CTDOE. Minor revisions of survey questions were made in 2011 in consultation with the CTDOE. Revisions included adding the options of “No, Didn’t want to use services” and “Services in College or University” to Question 6 based on results from the 2010 survey. Additionally, the option of “Deaf/Blind” was added back into the survey after an absence of one year based on Connecticut Department of Education guidance (see Appendix A).

Three waves of mailings were conducted, one each on June 16, August 4, and October 4. In total, 873 surveys were received with responses. Among these, 49 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 824. Additionally, a total of 906 (17.3%) 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 19.0% ($824 / 4,345 \times 100\%$).

Respondent Characteristics

The largest group of responders was those with learning disabilities (38.8%), followed by those with other health impairment (11.3%), emotional disturbance (11.0%), ADD/ADHD (10.0%), speech and language disorders (7.9%), and autism (7.2%). Approximately sixty-two percent (62.7%) of the respondents were males. Approximately seventy-eight percent were white (78.4%), followed by respondents who were African-American (12.0%) and Hispanic (8.1%). Approximately eighty-nine percent of the respondents had graduated with a diploma (89.1%), followed by those who dropped out of school (5.9%) and those who reached the maximum age for services (4.1%).

Indicator 14 Results

A: Percent enrolled in higher education = 52.5%

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

B: Percent enrolled in higher education or competitively employed within one year of leaving high school = 66.5%

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 = 82.9%

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, 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.

Respondent Indicator 14 Individual Category Data

Category	N	%
Higher Education	433	52.5
Competitively Employed	115	14.0
Some Other Postsecondary Education or Training Program	53	6.4
Some Other Employment	82	10.0
Not Engaged in 1-4 Above	141	17.1
Total	824	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 2011 in consultation with the Connecticut Department of Education. Revisions included adding the options of “No, Didn’t want to use services” and “Services in College or University” to Question 6 based on results from the 2010 survey. Additionally, the option of “Deaf/Blind was added back into the survey after an absence of one year based on Connecticut Department of Education guidance (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 fourth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010). 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 2009-2010 school year Exiter data.

Current Survey Instrument

The current instrument is four 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 approval was received on May 26, 2011 with appropriately authenticated documents.

Subjects

The subjects for this investigation consisted of 5,251 of the individuals who had exited special education during the year 2009-2010 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 5,251 surveys was sent on June 16, 2011. A second wave of 4,250 surveys was mailed on August 4, 2011. Finally, a third wave of 3,838 surveys was mailed on October 4, 2011. Additionally, the 2009-2010 Exit Survey presented the option of taking the survey online for the first time. Both an English and Spanish version of the survey were created using SurveyMonkey™. Exiters received an instruction sheet in the mailed survey that provided Exiters with step-by-step directions to complete the survey online if they chose to do so. A url for the online survey was provided on the instruction sheet as well as a unique identification number. Students were instructed to visit the website and enter the unique identification number to begin the survey.

Appendix C contains the response rates for all LEAs. Across the three waves of mailings, a total of 873 surveys were returned. Additionally, 96 surveys were completed online, with only two completed using the Spanish version. Multiple names ($n = 49$) 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 824 usable surveys. An additional 906 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present

analysis is based upon 4,345 individuals ($n = 4,345$), and a response rate of 19.0% ($824 / 4,345 \times 100\%$). The data collected via the online survey accounted for 2.2% of the overall response rate.

Pilot Study Procedures

As an attempt to increase the response rate of the 2009-2010 Exit Survey, a pilot study was conducted. School personnel from six districts in Connecticut conducted phone calls to former students from their districts. To locate interested school personnel, the UCONN research team contacted the Special Education directors from several districts in Connecticut. In all, 24 teachers from six different districts participated.

Participating school personnel were mailed a list of student names and addresses. Personnel used the resources available to them at their schools or other methods (i.e., whitepages.com, phone book) to collect student phone numbers. After phone numbers were gathered, the teachers called former students to ask them the survey questions. Survey data were either reported on paper and mailed back to the researchers or entered into a second online version of the survey on SurveyMonkey™.

In total, the teachers collected 72 completed surveys. Fifty-eight were filled out on paper and mailed back to the researchers and 14 were entered online. The survey data collected via the pilot study accounted for approximately 1.7% of the total response rate. A major challenge for the teachers was locating accurate student phone numbers. Most teachers made multiple attempts at calling former students; however, the numbers were often inaccurate or out of service.

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 824 respondents, about seventy-eight percent (78.4%) were "White", followed by "Black" (12.0%) and "Hispanic" (8.1%). The Exiters ranged in age from 15 ($n = 11$; 1.3%) to 21 ($n = 19$; 2.3%), with a mean age of 17.56 years ($SD = 1.24$). There were nearly twice as many male respondents (62.7%) as female respondents (37.3%). For additional information see Tables B3-4 in Appendix B.

Disability type. The most common exceptionality of the respondents was learning disabilities (38.8%), followed by those with other health impairment (11.3%), followed by those with emotional disturbance (11.0%), ADD/ADHD (10.0%), speech and language disorders (7.9%), and autism (7.2%). For additional information see Table B1 below.

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	59	7.2
ADD/ADHD	82	10.0
Deaf/Blindness	1	0.1
Emotional Disturbance	91	11.0
Hearing Impairment	16	1.9
Intellectual Disability/MR	44	5.3
Learning Disability	320	38.8
Multiple Disabilities	47	5.7
Orthopedic Impairment	1	0.1
Other Health Impairment	93	11.3
Speech/Language Impairment	65	7.9
TBI	1	0.1
Visual Impairment	4	0.5
Total	824	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (89.1%), followed by those who dropped out (5.9%) and those who reached the maximum age for services (4.1%). 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=824) = 273.8, $p < .001$; Cramér's V= 0.333) and disability type (χ^2 (36, N=824) = 176.1, $p < .001$; Cramér's V= 0.267). For additional information see table B2 below.

Table B2
Reason for Exit

Year	N	%
Graduated with Standard HS Diploma	734	89.1
Certificate of Completion	7	0.8
Dropped Out	49	5.9
Reached Maximum Age	34	4.1
Total	824	100.0

Comparison of the Sample to the Population

Tables B3 – B6 present data comparing the respondents ($n = 824$) to the total population of Exiters of special education in 2010 ($n = 5,251$). 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 (17.4% lower than representation in total population), as were Exiters who dropped out of school (10.8% lower than representation in total population) and respondents with emotional disabilities (6.2% lower than representation in total population). Total respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented (7.4% above representation in total population). Females were slightly overrepresented in the final sample (4.1% above representation in total population). Other than the overrepresentation of females, this is the third 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	307	37.3	1742	33.2
Male	517	62.7	3509	66.8
Total	824	100.0	5251	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	10	1.2	59	1.1
Black	99	12.0	969	18.5
Hispanic	67	8.1	1001	19.1
Native American	2	0.2	18	0.3
White	646	78.4	3204	61.0
Total	824	100.0	5251	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	59	7.2	211	4.0
ADD/ADHD	82	10.0	633	12.1
Deaf/Blindness	1	0.1	4	0.1
Emotional Disturbance	91	11.0	904	17.2
Hearing Impairment	16	1.9	60	1.1
Intellectual Disability/MR	44	5.3	247	4.7
Learning Disability	320	38.8	2137	40.7
Multiple Disabilities	47	5.7	202	3.8
Orthopedic Impairment	1	0.1	6	0.1
Other Health Impairment	93	11.3	497	9.5
Speech/Language Impairment	65	7.9	317	6.0
TBI	1	0.1	11	0.2
Visual Impairment	4	0.5	22	0.4
Total	824	100.0	5251	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	734	89.1	4166	79.3
Graduated with Certificate	7	0.8	70	1.3
Dropped Out	49	5.9	877	16.7
Maximum Age	34	4.1	138	2.6
Total	824	100.0	5251	100.0

Representativeness by Region

Representativeness data were also examined for six geographical regions of Connecticut (Northwest, North Central, Northeast, Southwest, South Central, and Southeast). Respondent characteristics from each region were compared to characteristics from the total number of Exiters from that region using the National Post-School Outcomes Center Response Calculator. Minority Exiters and Exiters who dropped out of school were underrepresented in all regions. For minority Exiters, the percent of underrepresentation ranged from 8.8% to 23.5%, with an average of 13.8%. The percent of underrepresentation for Exiters who dropped out ranged from 5.0% to 11.0% with an average of 8.7%. Respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented in all but one region (Southwest). The overrepresentation in the remaining five regions ranged from 6.2% to 16.8% with an average of 9.4%. ED was underrepresented in all but 2 regions (Southeast; Southwest). In the remaining four regions, ED was underrepresented between 3.5% and 12.0% with an average of 7.3%. LD was overrepresented in the South Central region by 4.1% and underrepresented in three regions (Southeast; Northeast; Northwest). The underrepresentation of LD in these three regions ranged

from 3.1% to 12.2% with an average of 7.4%. Finally, female Exiters were overrepresented in 4 of the 6 regions (Northeast; Southwest; South Central; Southeast). The overrepresentation of female Exiters in these four regions ranged from 5.3% to 9.9% with an average of 7.4%.

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-five percent (64.5%) reported some degree of postsecondary engagement. Specifically, 50.9% reported being a full-time student (carrying 12 or more credits per semester), and 13.6% reported being a part-time student. An additional 4.2% indicated “I enrolled but did not complete a semester.” Thirty-one percent (31.3%) of the respondents were never enrolled in postsecondary education or a training program. For additional information, see Table B7 below

Table B7

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	414	50.9
Yes, I am a part-time student	111	13.6
Yes, I enrolled but did not complete a full semester	34	4.2
No, I have never enrolled in postsecondary education or a training program	255	31.3
Total	814	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 no significant differences reported between postsecondary attendance and all categories indicating that there was no significant relationship between variables.

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” (44.6%) was most common, followed by “two-year community college (34.0%), and “vocational/technical school” (8.8%). All other responses, besides the “Other” category, were below 5% and are reported in Table B8 below.

Table B8

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

Category	N	%
Four or more year college or university	252	44.6
Two year community college	192	34.0
Vocational/ Tech School	50	8.8
Adult Education	17	3.0
Postgraduate or College Prep	3	0.5
Short-term education or employment program	12	2.1
Other	39	6.9
Total	565	100.0

Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Fourteen percent (13.5%) indicated that they had been employed full-time (35 hours or more per week), 21.4% reported being employed part-time and working between twenty and thirty-four hours a week, and 23.2% responded that they worked part time,

but for less than twenty hours per week. An additional 10.0% reported that they had been employed, but for less than three months, and 31.9% reported that they had never been employed since leaving high school. For additional information, see Table B9 below.

Table B9

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	N	%
Yes, Full-time (35 hours or more, per week)	110	13.5
Yes, Part-Time (20 - 34 hours per week)	174	21.4
Yes, Part-Time (less than 20 hours per week)	189	23.2
Yes, but less than three months	81	10.0
No, I have not been employed	259	31.9
Total	813	100.0

Differences in employment level.

Chi-square analyses were conducted between employment level and ethnicity, gender, disability type, and exit reason. Results indicated no significant differences reported between employment level and all categories indicating that there was no significant relationship between variables.

For additional information, see Table B10 below.

Table B10

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)	313	62.0
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	10	2.0
Self-employed	15	3.0
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	5.0
In supported employment (paid work with services and wage support to the employer)	35	6.9
In sheltered employment (where most workers have disabilities)	15	3.0
Employed while in jail or prison	5	1.0
Other	87	17.2
Total	505	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, 86.2% of the respondents selected earning at or above the minimum wage (\$8.25 per hour in 2011). Of this group, 52.8% reported earning above minimum wage, and 33.4% 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 only a significant difference for reported salary level and disability type. However, the effect size was not large enough to be reportable. For additional information, see Table B11 below

Table B11
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	13.8
Minimum Wage (\$8.25/hour)	167	33.4
Above Minimum Wage (more than \$8.25/hour)	264	52.8
Total	500	100.0

Adult Participation

Because some of the respondents were neither in postsecondary education nor employed, 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. Two hundred and forty six people responded to this item. Of those who responded, 51.5% have participated in volunteer/community service programs, 19.1% have participated in an adult day service program, 10.6% in adult day vocational programs , and 8.9% in an independent living skills program. An additional 22.8% selected “other.” Some respondents selected multiple options, making the total percentage above 100. 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	47	19.1
Adult Day Vocational Programs	26	10.6
Independent Living Skills Program	22	8.9
Volunteer Work/Community Service	126	51.2
Other	56	22.8

Respondents by Indicator 14 Category Based on Region

The state of Connecticut is comprised of six geographic regions (Northwest, North Central, Northeast, Southwest, South Central, and Southeast). Potential geographic differences were explored relative to the primary outcome categories of enrolled in higher education, competitively employed, involved in some other post-secondary education or training program, involved in some other employment, and not engaged. Results (See Table B13) indicated that the percentage of respondents in higher education was relatively consistent across all regions, except the Northeast and South Central regions, with percentages ranging from 38.5% (Northeast) to 59.6% (Southwest) across all six regions. Data for competitively employed respondents was consistent across the regions as well, except the Southeast region that was considerably lower (7.9%). The percentages of competitively employed respondents ranged from 7.9% (Southeast) to 17.7% (Northwest). Percentages of respondents who were in some other postsecondary education or training program were somewhat varied and ranged from 1.6% (Northwest) to 10.3% (Northeast). The percentage of respondents in some other employment was consistent across regions ranging from 8.1% (North Central) to 12.0% (Northeast). Finally, the data in the not engaged category ranged from 13.2% (North Central) to 25.6% (Northeast). It is important to

note that these results should be interpreted with caution as the Northeast, Southeast, and Northwest regions may be underrepresented due to a small number of respondents in those regions.

Table B13

Indicator 14 Category		RESC					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	33	150	15	106	50	36
	%	53.2	54.9	38.5	59.6	45.5	57.1
Competitively Employed	N	11	41	5	17	18	5
	%	17.7	15.0	12.8	9.6	16.4	7.9
Some Other PS Ed. or Training Program	N	1	24	4	8	7	3
	%	1.6	8.8	10.3	4.5	6.4	4.8
Some Other Employment	N	6	22	5	16	11	6
	%	9.7	8.1	12.8	9.0	10.0	9.5
Not Engaged	N	11	36	10	31	24	13
	%	17.7	13.2	25.6	17.4	21.8	20.6
Total	N	62	273	39	178	110	63
	%	100.0	100.0	100.0	100.0	100.0	100.0

Contact with Agencies and Services

An additional question that goes beyond the requirements of Indicator 14 has been part of the recent Connecticut Post-School 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,” “No help received; Did not want to use services,” 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” (36.3%), followed by “No help received; did not know that any agencies were available” (14.8%), and “No help received; did not want to use services” (10.5%). The most commonly selected agencies were Services at my College or University (37.0%) followed by the Department of Social Services (28.0%) and followed by the Department of Developmental Services (27.6%). Some respondents selected multiple options, making the total percentage above 100. For additional information see Table B14 below.

Table B14

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

Category	N	%
Bureau of Rehabilitation Services	82	25.5
Department of Developmental Services	89	27.6
Department of Mental Health and Addiction Services	17	5.3
Board of Education and Services for the Blind	6	1.9
Department of Public Health	8	2.5
Department of Social Services	90	28.0
DOL	12	3.7
Social Security Administration	77	23.9
Services at my College or University	119	37.0
Other Agencies	26	8.1
No Help Necessary	290	36.3
Did Not Want to Use Services	84	10.5
Did Not Know Help was Available	118	14.8

Note: The option of “Did Not Want to Use Services” was added as an option on the 2009-2010 survey. Likewise, the choice of “Services at College or University” was also added for the first time on the 2009-2010 survey.

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 Agree; 2 = Agree; 3 = Unsure; 4 = Disagree; 5 = Strongly Disagree) was employed. On average, respondents were between Strongly Agree and Agree (Mean = 2.5; SD = 1.3). Fifty-seven percent of the respondents selected Agree or Strongly Agree, while 25.9% selected Disagree or Strongly Disagree. Additionally, chi-square test results and the effect size (small) analysis results ($\chi^2 (20, N=824) = 95.1, p<.001, \text{Cramér's } V=.170$) suggest that Exiter's satisfaction is significantly affected by the different level of Exiter's current status within the federal Indicator 14 categories though the effect size was small. For additional information see Table B15 below.

Table B15

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 Agree	211	26.2
Agree	250	31.1
Unsure	135	16.8
Disagree	123	15.3
Strongly Disagree	85	10.6
Total	804	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. Some respondents selected multiple options, making the total percentage above 100. For additional information, please see Table B16 below.

Table B16

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

Category	N	%
Social Skills	461	57.5
Self-Advocacy	408	50.9
Technology Skills	365	45.5
Money Management	205	25.6
Study Skills/ Learning Strategies	399	49.8
Work Experience	261	32.5
Independent Living Skills	262	32.7
Time Management/ Organizational Skills	366	45.6
None	86	10.7
Other	69	8.6

Open Ended Questions

Appendices E, F and G contain responses from three open-ended questions: (Question 10) “What part of your high school education most helpful in getting you ready for life after you left high school?”; (Question 11) “What services, assistance, or activities would you recommend for high school students working on transition plans now?”; and (Question 12) “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. 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 fourth year of the revised Indicator 14 and the fifth 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, 2009, and 2010 Exiter data are presented below (see Appendix D).

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 2010 is 52.5% (433 youth enrolled divided by 824, 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 2010 is 66.5% (433+115 youth competitively employed within one year of leaving high school divided by 824). 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 2010 is 82.9% (548+53 youth in some other postsecondary education or training program +82 youth in “some other employment” divided by 824). Consequently, this data also indicate that 17.1% of respondents are not experiencing education or employment of any kind in their postsecondary lives. Stated differently, approximately 1 out of 6 students with disabilities is not engaged in postsecondary life as measured by Indicator 14 criteria one year after exiting the Connecticut school system.

Comparison of 2008, 2009 & 2010 Exiters.

Similarity between the 2008, 2009, and 2010 survey instruments, data collection procedures, and the consecutive years of data collection allow for post-school experience comparison between groups.

The response rate for the current survey is the lowest during the last four years of consecutive Post-School Outcomes data collection. While the last two studies had been consistent (21% for both the 2009 and 2008 Exiters), the response rates from the previous Exit Surveys ranged from 21 to a high of 23%. Among the 2010 Exiters, 68.1% reported some level of employment since high school exit, an increase of 1.6% over the 2009 Exiters (66.5%) and 5.7% over the 2008 Exiters (62.4%). Though this number represents an improvement, it is possible that the 2010 results continue to be low as a direct result of the economic downturn that has characterized the last three 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 2010 Exiters includes the 10.0% 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 2010, the most significant shift is a consecutive drop in Exiters working for pay (84.7% of 2008 Exiters; 69.7% of 2009 Exiters; and 62.0% of 2010 Exiters). Additionally, results related to earnings have gone down almost 5% over the past two years in regard to Exiters earning at or above minimum wage (86.2% of the 2010 Exiters; 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 two years.

Similarly to employment rates, 2010 Exit Survey data also indicate an increase in the total number of respondents enrolled as either full-time or part-time postsecondary students (64.5% of the 2010 Exiters). This is a 5.8% increase over the 2009 data (58.7% of Exiters) and a 3.7% increase over the 2008 data (60.8% of Exiters). While the decreasing trend remained for part-time enrollment in the 2010 survey (15.2% of Exiters in 2008; 14.9% of Exiters in 2009; and 13.6% of Exiters in 2010), full-time (more than 12 credits) enrollment increased by over 5% since the 2008 survey (45.6% of Exiters in 2008; 43.8% of Exiters in 2009; and 50.6% of Exiters in 2010). While 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, the numbers for the 2010 survey have decreased again to reflect similar data to the 2008 survey with only 4.2% of Exiters.

Enrollment in a Community or two-year college has also decreased for the third consecutive year (34.0% of the 2010 Exiters; 35.2% of the 2009 Exiters; 41% of the 2008

Exiters). Enrollment in a Four-year college or university has increased slightly for the third straight year (44.6% of the 2010 Exiters; 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 19%. This rate is slightly lower than past years (ranging from 21-23%). This is important because a significant number of student voices are not being heard. In part this is due to the 906 (or $[906/5251]*100=17.3\%$) 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. Only respondents with LD and ID were accurately represented in the current data. Female Exiters were slightly overrepresented in the respondent data. 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. However, outreach activities are only expected to impact

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

survey results starting in 2012 as Exiter data collection for students impacted by professionals attending the trainings have only just exited school during the 2010-2011. In the current survey, efforts were made to provide both paper and online versions of the survey. Additionally, the online survey provided two language options (English and Spanish).

Additionally, while it is important to examine the representativeness data by region (see page 18) in comparison to statewide data trends, it may be beneficial to analyze representative data at an even more specific level in the future. Specifically, future analyses should examine the representativeness of respondents by individual District Reference Groups (DRG's).

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year out of high school after exiting during school year 2009-2010. This is only the fourth 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

Responses will NOT be linked to your name.

This is just so we don't send you another survey in the mail this year.

2011 Survey of Graduates or Exiters of Connecticut High Schools

This survey asks questions about what you have been doing since you left high school. Your former school will NOT know the names of the students who respond. We will combine your answers with the answers from your classmates to let your school know how well they prepared you for your future. Your school will use this as a way to grade themselves on how well they are preparing students for life after high school.

Please complete the survey and return to us in the enclosed, pre-paid envelope. Someone who knows you well can help you complete it. Fill in the circle next to your answer.

1. Since leaving high school, have you enrolled in any type of school for at least one term (including a quarter, semester, inter-session, summer or online)?

- No. [**Go to next page**]
- No, I enrolled but I did not complete one full term. [**Go to next page**]
- Yes, part-time student (less than 12 credits per semester)
- Yes, full-time student (12 or more credits per semester)

2. What type of school did you attend?

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

3. Since leaving high school, have you been employed for at least 3 months?

(it does not have to be in a row)

- No, I have not been employed. [**Go to next page**]
- No. I have been employed, but for less than 3 months. [**Go to next page**]
- 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)

4. 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.)

5. Please select the best description of your most recent job.

- For an employer (in a company 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 wage support to the employer)
- In sheltered employment (where most workers have disabilities)
- Employed while in jail or prison
- Other – Please specify: _____

6. Have you used any of these agencies since leaving high school?

- Yes (*Please check all services that apply below*)
- Board of Education/Services for the Blind (BESB)
 - Bureau of Rehabilitation Services (BRS)
 - Department of Developmental Services (DDS)
 - Department of Mental Health & Addiction Services (DMHAS)
 - Department of Labor One-Stop Centers (DOL)
 - Department of Public Health (DPH)
 - Department of Social Services (DSS)
 - Social Security Administration (SSA)
 - Services at my college or university for students with disabilities
 - Other: _____
- No; Services were not necessary
- No; Did not want to use any services
- No; Did not know any services were available

7. Are you taking part in any of the following?

- Adult day service programs
- Adult day vocational programs
- Independent living skills programs
- Volunteer work or community service
- Other: _____

8. How much do you agree with this: *“I am satisfied with my life since leaving high school”*

- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree

Why? _____

9. What skills did your high school teach you? (Check all that apply)

- Social Skills (getting along with others)
- Self-Advocacy (ability to know what you need and ask for it)
- Independent Living Skills (running a household, using transportation, taking care of your health and hygiene, managing your money)
- Technology Skills (ability to use computers or other assistive tools)
- Time Management/Organizational Skills
- Money Management Skills
- Study Skills/Learning Strategies
- Work Experience
- None
- Other: _____

10. What part of your high school education was most helpful in getting you ready for life after you left high school?

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

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

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

Appendix B

Frequencies for Respondents

 $n = 824$

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	59	7.2
ADD/ADHD	82	10.0
Deaf/Blindness	1	0.1
Emotional Disturbance	91	11.0
Hearing Impairment	16	1.9
Intellectual Disability/MR	44	5.3
Learning Disability	320	38.8
Multiple Disabilities	47	5.7
Orthopedic Impairment	1	0.1
Other Health Impairment	93	11.3
Speech/Language Impairment	65	7.9
TBI	1	0.1
Visual Impairment	4	0.5
Total	824	100.0

Table B2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	734	89.1
Certificate of Completion	7	0.8
Dropped Out	49	5.9
Reached Maximum Age	34	4.1
Total	824	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	307	37.3	1742	33.2
Male	517	62.7	3509	66.8
Total	824	100.0	5251	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	10	1.2	59	1.1
Black	99	12.0	969	18.5
Hispanic	67	8.1	1001	19.1
Native American	2	0.2	18	0.3
White	646	78.4	3204	61.0
Total	824	100.0	5251	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	59	7.2	211	4.0
ADD/ADHD	82	10.0	633	12.1
Deaf/Blindness	1	0.1	4	0.1
Emotional Disturbance	91	11.0	904	17.2
Hearing Impairment	16	1.9	60	1.1
Intellectual Disability/MR	44	5.3	247	4.7
Learning Disability	320	38.8	2137	40.7
Multiple Disabilities	47	5.7	202	3.8
Orthopedic Impairment	1	0.1	6	0.1
Other Health Impairment	93	11.3	497	9.5
Speech/Language Impairment	65	7.9	317	6.0
TBI	1	0.1	11	0.2
Visual Impairment	4	0.5	22	0.4
Total	824	100.0	5251	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	734	89.1	4166	79.3
Graduated with Certificate	7	0.8	70	1.3
Dropped Out	49	5.9	877	16.7
Maximum Age	34	4.1	138	2.6
Total	824	100.0	5251	100.0

Table B7

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	<u>N</u>	<u>%</u>
Yes, I am a full-time student	414	50.9
Yes, I am a part-time student	111	13.6
Yes, I enrolled but did not complete a full semester	34	4.2
No, I have never enrolled in postsecondary education or a training program	255	31.3
Total	814	100.0

Table B8

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

Category	<u>N</u>	<u>%</u>
Four or more year college or university	252	44.6
Two year community college	192	34.0
Vocational/ Tech School	50	8.8
Adult Education	17	3.0
Postgraduate or College Prep	3	0.5
Short-term education or employment program	12	2.1
Other	39	6.9
Total	565	100.0

Table B9

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	N	%
Yes, Full-time (35 hours or more, per week)	110	13.5
Yes, Part-Time (20 - 34 hours per week)	174	21.4
Yes, Part-Time (less than 20 hours per week)	189	23.2
Yes, but less than three months	81	10.0
No, I have not been employed	259	31.9
Total	813	100.0

Table B10

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)	313	62.0
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	10	2.0
Self-employed	15	3.0
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	5.0
In supported employment (paid work with services and wage support to the employer)	35	6.9
In sheltered employment (where most workers have disabilities)	15	3.0
Employed while in jail or prison	5	1.0
Other	87	17.2
Total	505	100.0

Table B11

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	13.8
Minimum Wage (\$8.25/hour)	167	33.4
Above Minimum Wage (more than \$8.25/hour)	264	52.8
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	47	19.1
Adult Day Vocational Programs	26	10.6
Independent Living Skills Program	22	8.9
Volunteer Work/Community Service	126	51.2
Other	56	22.8

Table B13

Indicator 14 Category		RESC					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	33	150	15	106	50	36
	%	53.2	54.9	38.5	59.6	45.5	57.1
Competitively Employed	N	11	41	5	17	18	5
	%	17.7	15.0	12.8	9.6	16.4	7.9
Some Other PS Ed. or Training Program	N	1	24	4	8	7	3
	%	1.6	8.8	10.3	4.5	6.4	4.8
Some Other Employment	N	6	22	5	16	11	6
	%	9.7	8.1	12.8	9.0	10.0	9.5
Not Engaged	N	11	36	10	31	24	13
	%	17.7	13.2	25.6	17.4	21.8	20.6
Total	N	62	273	39	178	110	63
	%	100.0	100.0	100.0	100.0	100.0	100.0

Table B14

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

Category	N	%
Bureau of Rehabilitation Services	82	25.5
Department of Developmental Services	89	27.6
Department of Mental Health and Addiction Services	17	5.3
Board of Education and Services for the Blind	6	1.9
Department of Public Health	8	2.5
Department of Social Services	90	28.0
DOL	12	3.7
Social Security Administration	77	23.9
Services at my College or University	119	37.0
Other Agencies	26	8.1
No Help Necessary	290	36.3
Did Not Want to Use Services	84	10.5

Did Not Know Help was Available	118	14.8
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Note: The option of “Did Not Want to Use Services” was added as an option on the 2009-2010 survey. Likewise, the choice of “Services at College or University” was also added for the first time on the 2009-2010 survey.

Table B15

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 Agree	211	26.2
Agree	250	31.1
Unsure	135	16.8
Disagree	123	15.3
Strongly Disagree	85	10.6
Total	804	100.0

Table B16

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

Category	N	%
Social Skills	461	57.5
Self-Advocacy	408	50.9
Technology Skills	365	45.5
Money Management	205	25.6
Study Skills/ Learning Strategies	399	49.8
Work Experience	261	32.5
Independent Living Skills	262	32.7
Time Management/ Organizational Skills	366	45.6
None	86	10.7
Other	69	8.6

Appendix C
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	19	1	5.3%
Avon	26	4	15.4%
Berlin	35	8	22.9%
Bethel	22	4	18.2%
Bloomfield	22	2	9.1%
Bolton	6	2	33.3%
Bozrah	1	0	0.0%
Branford	33	7	21.2%
Bridgeport	170	15	8.8%
Bristol	79	9	11.4%
Brookfield	13	6	46.2%
Brooklyn	11	1	9.1%
Canterbury	7	1	14.3%
Canton	18	3	16.7%
Cheshire	41	10	24.4%
Clinton	21	4	19.0%
Colchester	23	4	17.4%
Columbia	2	0	0.0%
Coventry	26	3	11.5%
Cromwell	21	3	14.3%
Danbury	61	9	14.8%
Darien	41	7	17.1%
Derby	7	0	0.0%
Eastford	1	0	0.0%
East Granby	7	1	14.3%
East Haddam	15	1	6.7%
East Hampton	15	1	6.7%
East Hartford	74	5	6.8%
East Haven	32	6	18.8%
East Lyme	41	8	19.5%
East Windsor	17	4	23.5%
Ellington	17	6	35.3%
Enfield	50	6	12.0%
Fairfield	66	31	47.0%
Farmington	52	6	11.5%
Franklin	1	0	0.0%
Glastonbury	97	20	20.6%
Granby	19	9	47.4%
Greenwich	115	29	25.2%
Griswold	19	3	15.8%

Groton	25	6	24.0%
Guilford	32	10	31.3%
Hamden	104	11	10.6%
Hartford	288	17	5.9%
Hartland	3	1	33.3%
Killingly	14	0	0.0%
Lebanon	5	2	40.0%
Ledyard	6	0	0.0%
Lisbon	6	1	16.7%
Litchfield	18	7	38.9%
Madison	39	5	12.8%
Manchester	63	6	9.5%
Meriden	77	5	6.5%
Middletown	19	2	10.5%
Milford	78	10	12.8%
Monroe	50	5	10.0%
Montville	24	5	20.8%
Naugatuck	66	7	10.6%
New Britain	195	10	5.1%
New Canaan	29	4	13.8%
New Fairfield	25	5	20.0%
New Haven	125	11	8.8%
Newington	48	8	16.7%
New London	22	1	4.5%
New Milford	42	8	19.0%
Newtown	31	2	6.5%
North Branford	17	2	11.8%
North Haven	31	5	16.1%
North Stonington	6	1	16.7%
Norwalk	70	14	20.0%
Norwich	70	12	17.1%
Old Saybrook	12	1	8.3%
Oxford	18	1	5.6%
Plainfield	27	3	11.1%
Plainville	27	5	18.5%
Plymouth	10	2	20.0%
Pomfret	3	1	33.3%
Portland	13	1	7.7%
Preston	10	3	30.0%
Putnam	14	4	28.6%
Ridgefield	23	3	13.0%
Rocky Hill	26	7	26.9%
Salem	14	1	7.1%

Seymour	8	2	25.0%
Shelton	42	7	16.7%
Sherman	6	2	33.3%
Simsbury	40	10	25.0%
Somers	15	1	6.7%
Southington	52	10	19.2%
South Windsor	37	5	13.5%
Sprague	5	1	20.0%
Stafford	9	2	22.2%
Stamford	112	41	36.6%
Sterling	10	1	10.0%
Stonington	18	2	11.1%
Stratford	45	18	40.0%
Suffield	17	3	17.6%
Thomaston	16	3	18.8%
Thompson	8	2	25.0%
Tolland	32	8	25.0%
Torrington	44	5	11.4%
Trumbull	38	5	13.2%
Vernon	27	4	14.8%
Voluntown	4	1	25.0%
Wallingford	90	10	11.1%
Waterbury	169	10	5.9%
Waterford	22	2	9.1%
Watertown	29	5	17.2%
Westbrook	7	0	0.0%
West Hartford	107	60	56.1%
West Haven	61	7	11.5%
Weston	13	3	23.1%
Westport	41	11	26.8%
Wethersfield	18	3	16.7%
Wilton	34	7	20.6%
Winchester	33	4	12.1%
Windham	50	4	8.0%
Windsor	39	7	17.9%
Windsor Locks	14	2	14.3%
Wolcott	14	3	21.4%
Woodstock	3	0	0.0%
Regional SD#1	16	4	25.0%
Regional SD#4	15	3	20.0%
Regional SD#5	32	8	25.0%
Regional SD#6	7	4	57.1%
Regional SD#7	28	6	21.4%

Regional SD#8	23	3	13.0%
Regional SD#9	14	5	35.7%
Regional SD#10	19	3	15.8%
Regional SD#11	10	2	20.0%
Regional SD#12	11	1	9.1%
Regional SD#13	14	3	21.4%
Regional SD#14	14	4	28.6%
Regional SD#15	29	6	20.7%
Regional SD#16	21	3	14.3%
Regional SD#17	14	2	14.3%
Regional SD#18	7	1	14.3%
Regional SD#19	32	6	18.8%
Corrections	276	11	4.0%
DMHAS	1	0	0.0%
DCF	13	0	0.0%
Vocational-Tech	158	24	15.2%
Total	5251	824	19.0%

Appendix D

2008, 2009, and 2010 Exit Survey Data Comparison

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

Gender	2008				2009				2010			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<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	307	37.3	1742	33.2
Male	579	68.3	3202	67.9	524	66.6	3206	68.5	517	62.7	3509	66.8
Total	848	100.0	4716	100.0	787	100.0	4678	100.0	824	100.0	5251	100.0

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

Ethnicity	2008				2009				2010			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<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	10	1.2	59	1.1
Black	102	12.0	793	16.8	87	11.1	861	18.4	99	12.0	969	18.5
Hispanic	82	9.6	861	18.3	75	9.5	827	17.7	67	8.1	1001	19.1
Native American	4	.5	22	.5	1	.1	15	0.3	2	0.2	18	0.3
White	649	76.5	2980	63.2	610	77.5	2922	62.5	646	78.4	3204	61.0
Total	848	100.0	4716	100.0	787	100.0	4678	100.0	824	100.0	5251	100.0

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

Disability Type	2008				2009				2010			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<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	59	7.2	211	4.0
ADD/ADHD	N/A	N/A	N/A	N/A	92	11.7	539	11.5	82	10.0	633	12.1
Deaf/Blindness	1	.1	2	.0	N/A	N/A	N/A	N/A	1	0.1	4	0.1
ED	81	9.6	794	16.8	96	12.2	830	17.7	91	11.0	904	17.2
Hearing Impairment	13	1.5	54	1.1	11	1.4	51	1.1	16	1.9	60	1.1
Intellectual Disability	52	6.1	243	5.2	45	5.7	238	5.1	44	5.3	247	4.7
Learning Disability	367	43.3	2033	43.1	304	38.6	1856	39.7	320	38.8	2137	40.7
Multiple Disability	36	4.2	139	2.9	43	5.5	159	3.4	47	5.7	202	3.8
Orthopedic	7	.8	41	.9	1	.1	10	.2	1	0.1	6	0.1
Other Health Impaired	169	19.9	922	19.6	77	9.8	483	10.4	93	11.3	497	9.5
Speech	71	8.4	326	6.9	67	8.5	319	6.8	65	7.9	317	6.0
TBI	4	.5	18	.4	2	.3	13	.3	1	0.1	11	0.2
Visual Impairment	3	.4	27	.6	7	.9	21	.4	4	0.5	22	0.4
Total	848	100.0	4716	100.0	787	100.0	4678	100.0	824	100.0	5251	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 was eliminated as a category as of the 2008-2009 Exit Survey, but was reinstated again for the 2009-2010 survey.

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

Exit Reason	2008				2009				2010			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	<i>N</i>	%	<i>N</i>	%	<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	734	89.1	4166	79.3
Graduated with Certificate	8	.9	39	.8	9	1.1	95	2.0	7	0.8	70	1.3
Dropped Out	46	5.4	761	16.1	49	6.2	879	18.8	49	5.9	877	16.7
Maximum Age	34	4.0	131	2.8	34	4.3	148	3.2	34	4.1	138	2.6
Total	848	100.0	4716	100.0	787	100.0	4678	100.0	824	100.0	5251	100.0

Table D5
Disability Type

Category	2008		2009		2010	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Autism	44	5.2	42	5.3	59	7.2
ADD/ADHD	N/A	N/A	92	11.7	82	10.0
Deaf/Blind	1	.1	N/A	N/A	1	.1
ED	81	9.6	96	12.2	91	11.0
Hearing Impairment	13	1.5	11	1.4	16	1.9
Intellectual Disability	52	6.1	45	5.7	44	5.3
Learning Disability	367	43.3	304	38.6	320	38.8
Multiple Disability	36	4.2	43	5.5	47	5.7
Orthopedic	7	.8	1	.1	1	.1
Other Health Impaired	169	19.9	77	9.8	93	11.3
Speech	71	8.4	67	8.5	65	7.9
TBI	4	.5	2	.3	1	.1
Visual Impairment	3	.4	7	.9	4	.5
Total	848	100.0	787	100.0	824	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 was eliminated as a category as of the 2008-2009 Exit Survey, but was reinstated again for the 2009-2010 survey.

Table D6
Gender

Category	2008		2009		2010	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	269	31.7	263	33.4	307	37.3
Male	579	68.3	524	66.6	517	62.7
Total	848	100.0	787	100.0	824	100.0

Table D7
Ethnicity

Category	2008		2009		2010	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Asian/Pacific Islander	11	1.3	14	1.8	10	1.2
Black	102	12.0	87	11.1	99	12.0
Hispanic	82	9.6	75	9.5	67	8.1
Native American	4	.5	1	.1	2	.2
White	649	76.5	610	77.5	646	78.4
Total	848	100.0	787	100.0	824	100.0

Table D8
Age

Category	2008		2009		2010	
	N	%	N	%	N	%
14	1	0.1	0	0	0	0
15	5	0.6	0	0	11	1.3
16	65	7.7	8	1.0	85	10.3
17	431	50.8	148	18.8	430	52.5
18	195	23.0	392	49.8	156	18.9
19	28	3.3	113	14.4	32	3.9
20	99	11.7	28	3.6	91	11.0
21	24	2.8	96	12.2	19	2.3
22	0	0	2	.3	0	0
Total	848	100.0	787	100.0	824	100.0

Table D9

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		2010	
	N	%	N	%	N	%
Yes, I am a full-time student	383	45.6	340	43.8	414	50.9
Yes, I am a part-time student	128	15.2	116	14.9	111	13.6
Yes, I was enrolled but did not complete one full term	40	4.8	68	8.8	34	4.2
No, I have never enrolled in postsecondary education or a training program	289	34.4	252	32.5	255	31.3
Total	840	100.0	776	100.0	814	100.0

Table D10

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

Category	2008		2009		2010	
	N	%	N	%	N	%
Community College or Two-Year College	216	41.0	176	35.2	192	34.0
Four Year College or University	217	41.2	211	42.2	252	44.6
Technical/Trade School	43	8.2	57	11.4	50	8.8
Military Training School or Program	12	2.3	N/A	N/A	N/A	N/A
Adult Education	7	1.3	13	2.6	17	3.0
College Prep/Postgraduate Program	12	2.3	4	0.8	3	0.5
Other School or Program	20	3.8	24	4.8	12	2.1
Short-term education or employment program	N/A	N/A	15	3.0	39	6.9
Total	527	100.0	500	100.0	565	100.0

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

Table D11

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		2010	
	N	%	N	%	N	%
Yes, Full-time (35 hours or more, per week)	122	14.6	92	11.8	110	13.5
Yes, Part-Time (20 - 34 hours per week)	193	23.1	142	18.3	174	21.4
Yes, Part-Time (less than 20 hours per week)	206	24.7	176	22.6	189	23.2
Yes, but less than three months	N/A	N/A	107	13.8	81	10.0
No, I have not been employed	314	37.6	261	33.5	259	31.9
Total	835	100.0	778	100.0	813	100.0

Table D12

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

Category	2008		2009		2010	
	N	%	N	%	N	%
Below Minimum Wage (less than \$8.25/hour)	46	9.0	69	13.6	69	13.8
Minimum Wage (\$8.25/hour)	169	33.0	172	34.0	167	33.4
Above Minimum Wage (more than \$8.25/hour)	297	58.0	265	52.4	264	52.8
Total	512	100.0	506	100.0	500	100.0

*2008 minimum wage=\$8.00

Table D13

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

Category	2008		2009		2010	
	N	%	N	%	N	%
Work for pay	437	84.7	365	69.7	313	62.0
Self-employed	9	1.7	9	1.7	10	2.0
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	12	2.3	10	1.9	15	3.0
Supported employment (working only with other individuals with disabilities in a work site)	29	5.6	40	7.6	25	5.0
Family business	N/A	N/A	19	3.6	35	6.9
Sheltered employment	N/A	N/A	16	3.1	15	3.0
Employed while in jail or prison	N/A	N/A	3	0.6	5	1.0
Other	29	5.6	62	11.8	87	17.2
Total	516	100.0	524	100.0	505	100.0

Table D14

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

Category	2008		2009		2010	
	N	%	N	%	N	%
Bureau of Rehabilitation Services	105	12.8	92	11.7	82	25.5
Department of Developmental Services	87	10.6	65	8.3	89	27.6
Department of Mental Health and Addiction Services	14	1.7	13	1.7	17	5.3
Board of Education and Services for the Blind	8	1.0	10	1.3	6	1.9
Department of Public Health	2	.2	0	0	8	2.5
Department of Social Services	112	13.7	57	7.2	90	28.0
One Stop Centers	14	1.7	8	1.0	12	3.7
Social Security Administration	99	12.1	63	8.0	77	23.9
Services at College or University	N/A	N/A	N/A	N/A	119	37.0
Other Agencies	42	5.1	38	4.8	26	8.1
No Help Necessary	370	46.1	369	48.6	290	36.3
Did Not Want to Use Services	N/A	N/A	N/A	N/A	84	10.5
Did Not Know Help was Available	193	24.0	172	22.7	118	14.8

Note: The option of "Did Not Want to Use Services" was added as an option on the 2009-2010 survey. Likewise, the choice of "Services at College or University" was also added for the first time on the 2009-2010 survey.

Table D15

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		2010	
	N	%	N	%	N	%
Adult Day Services	32	24.2	35	23.0	47	19.1
Adult Day Vocational Programs	14	10.6	21	13.8	26	10.6
Independent Living Skills Program	12	9.1	17	11.2	22	8.9
Volunteer Work/Community Service	35	26.5	38	25.0	126	51.2
Other	46	34.8	41	27.0	56	22.8

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 (*).

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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 as to leave overall context of the comment.

Pre-Transition

Positive Experience High School

Academics

- Further education and ~~independent living skills.~~
- all classes were good, and helpful ~~but I had wonderfull hard working teachers & my eoneelor was excelent on helping me.~~
- Reading, Writing, ~~Vocational skills~~
- Study skills/Learning strategies
- learning new or better study skills
- English and History class.
- Reading and writing was most helpful since I left High School
- English Lit classes with Mrs. ***, writing with Mrs. ***, Strategies with Mrs. ***.
- Learning to Read
- ~~Sports/writing/theatre~~
- Math
- Study skills.
- Business class
- The learning skills, they had thought me.
- I would have to say the engineering class.
- Testing. I have a learning disability
- It turned out to be good that *** was such a demanding high school.
- The Agriculture Education Department
- Child Development.
- ~~General studies and working in the school restaurant.~~
- English writing skill, writing essay.
- On the academic level, the diversity of the courses offered ~~and the music department, all the way from my middle school. The guidance counselors and the counseling center.~~
- ~~communication skills~~, english classes
- ~~time management~~, study habits, ~~self advocaey~~
- Learning strategies.
- Research papers (5-1 pages).
- ~~Being organized and~~ learning strong study skills.
- learning about current issues
- ***'s "Current Issues" class provided a college-like experience of a large lecture class
- Computers, reading and speech
- Challaging classes, ~~teacher ??? (relationships outside of class)~~
- ~~The internship was very positive for my daughter.~~ Academic preparation in the *** Public Schools was also very good. (Some of the preparation was in elementary school and middle school, however.)
- Doing research projects ~~and working well with other people.~~

- Academic skills only.
- learning study skills, ~~doing group activities to learn how to work with others~~
- English class
- study skills/learning strategies
- Math and economics
- using computer
- Math and science class
- Reading and English; I am deaf and use ASL
- ~~social and~~ technology skills
- giving me a great education that will help me gain a degree and a career
- Health Ed Class! :)
- Academic coursework ~~helped to prepare me for challenges of college work and organization skills. Also placing accountability for success on students important in preparing for independence and self-advocacy.~~
- ADL/computer, Algebra!
- English-Reading and ~~doing resume's. Social skills and getting extra help to get my diploma that I wouldn't have gotten on my own. I would have quit.~~
- Being in Mr. ***'s class helped out a lot and taught me mostly everything that I needed to know.
- In high school, I was stronger in the areas of math and science, ~~understanding how to follow rules and procedures, and job-related skills (e.g., scheduling tasks to be done, counting money, and computer data processing).~~
- Learning strategies- which helped me develop the study skills I needed for college
- to know general studies
- The study/learning strategies. So I would know by myself on how to learn
- academics in regular ed only
- all courses
- the project's using several classes
- The most helpful is to pass the courses ~~and one of my favorite class, Human Relation helped me to learn and explore in the future and preparation.~~
- Study skills- ~~time management~~
- Information tech.
- easy writing
- ESSAY Help
- ~~Self-advocacy,~~ study skills.
- ~~social and~~ technology skills
- Being in normal classes.
- Academics
- Inclusion in regular classes
- English and Math **class** were the Best helpful for me because the education was really good ~~and the teachers helped me a lot.~~
- ~~The Social Aspect and~~ Advanced Placement classes.
- Computer skills, ~~Communication skills~~
- Going to History class where there I learned about other famous people that I haven't

heard of.

- The most helpful part of my highschool education was learning technological skills so I may work on computers
- Technology skills, ~~Time management, and~~ study skills.
- Different classes that helped to explore what interested me
- Learning how to do proper essays was useful. ~~Also going to college.~~
- For a young man that was deemed "retarded" at a young age I have to praise the high school for him being highly intelligent in academic areas that would never have been expected.
- Academics
- taking higher level courses
- My cooking class was helpful because my teacher taught me things that I didn't know about cooking.
- I received good grades in a very competitive high school ~~and was able to get into a good college.~~
- Academic lessons
- Academics, ~~encouraged to succeed and set goals that are reasonable~~
- Math. At the time I thought certain things were useless, but now I need it more than ever.
- Technology Skills
- Classes/all the work
- AP classes
- English
- learning a different language, ~~getting involved in extra-curricular activities~~
- English classes
- The class called strategies for success
- The classes I took I was able to learn new things
- Understanding how to use different computer programs.
- Learning different ways to pass my classes by using strategies that I was taught by my teachers.
- My personal finance class.
- History classes (am History major) ~~My high school was ill-prepared to assist someone with my disabilities—physical & mental.~~
- Math
- study strategies
- The academics helped me.
- The most important part of my highschool education is the academics I learned thru my four years of highschool.
- Math
- Technical studies. Hands on education.
- Math
- every class, ~~and teachers were very supportive.~~
- AP-level courses & challenging curriculum
- I went to a private high school. This school focused primarily on academics

- general classes, not SERT
- all classes required for a diploma
- All classes, ~~sports, extracurricular activities and vocational training ages 18-21.~~
- English classes
- no attachments to h.s. at all, liked AP Psych in senior year
- Homework.
- better class with some help.
- The AP classes prepared me for college
- Study skills, ~~organizational skills, and setting priorities.~~
- Math
- The classes
- Study skills/learning strategies
- The FFA floral arts classes. Excellent special education program at ***
- Studying
- study skills/learning strategies-~~time management/organization/technology skills;~~
Transition Planning Program to identify the most appropriate college opportunities
- Study skills
- learning to use a computer ~~and developing my social skills~~
- High-level classes (art) related to my area of interest
- ~~Positive teacher role models (took time to counsel, focused on future and personal talents & interests. Academics for me is easy, social NOT.~~
- Hands on approach, small classes, teachers' interest in seeing me succeed, learning in a non-traditional manner & being able to apply what I was learning.
- Language class for HS students at *** Univ
- ~~Sports' leadership, Self advocacy gave me the ability to clearly define my needs,~~ Study skills were of huge help in my Resource classes & continue to help me in college.
- Singin; Art
- Study skills
- The testing helped me to understand my delayed processing
- Acquiring a Dynavox computer and learning to use it with eyegaze.
- classes.
- Not participation in standardized tests i.e. CMT or CAPT - these did not address individual needs; probably detracted from focus on what this student really needed.
- my studies
- Regular classes.
- College Prep Classes
- Learning how to study
- skills lab
- ~~the counselors & classes~~
- art room experiences and inclusion in at least one area of school life.
- Child development class.
- technology skills
- Learning Green Technology.

- Math class, was the most helpfull part of my high school education.
- Math was most helpful because I use it on a everyday thing.
- Math
- math was the most helpful for me befor I left high school.
- ~~Social skills, self advocacy skills &~~ technology skills; but technology skills
- Math

Accommodations and Supports

- ~~Special Ed. Assistants/Teachers/Guidance Counselors who truly cared and helped me reach my dreams,~~ and of course my family
- my parents helped me
- Daily Learning Resource Class with special ed teacher.
- D-TAK, Resource
- MTA program
- The special education services.
- EXTRA STUDY TIME FOR PREPARATION AND TIME MANAGEMENT
- Resource
- The transition program.
- The most helpful was my learning center of all 4 years of high school
- Special ed help
- The CNA Program that I was in
- The tutoring my school offerred when I was in the hospital helped me graduate and attend community college.
- college prep courses
- ~~Nothing really - my parents are responsible along with my hard work for my successes.~~
- Extra help.
- Counseling, special education, ~~and socialization.~~
- Support system. All aspects including coaching. ~~Everyone cared for him.~~
- ~~Work experience.~~ The transition program. ~~(Home and community partnership. The academies before hand were a joke.~~
- learning center really helped. ~~Also the understanding and very helpful teachers.~~
- I was in resource and exited in eleventh grade. It helped me complete homework, get organized, and helped me with writing.
- Some of the special education services (the one on one support)
- the post-grad program
- Resource Room; Social Skills Group ~~& staff~~
- Resource Room/Learning Center
- Having been involved in a comprehensive support program.
- Mrs. ***'s Resource Room.
- The support services received through the *** resource room, the school psychologist, ~~and the support group run by the school psych/staff.~~
- Resource Room
- Resource room.
- Resource room

- Resource ~~and after school jobs.~~
- The guidance department and the special education department.
- Being in a resource class that was able to give me one on one help.
- Support services
- There was a good transition program.
- ~~SPEECH THERAPY-SPEAKING IN FRONT OF PEOPLE (useful for job interviews)~~
~~BUSINESS MATH (useful for budgeting),~~
- *** was provided with incredible guidance, learning skills, and support to succeed-- but she is being somewhat unsure of herself right now.
- ~~English-Reading and doing resume's. Social skills~~ and getting extra help to get my diploma that I wouldn't have gotten on my own. I would have quit.
- The *** Program helped me a lot.
- Special Education support, I also got a CMA license because the course was available to me. I work part time in this field and go to college.
- The Climb program
- my mother
- spec educ
- Having a work-study program. Excellent experiences and follow through. Gave confidence and experience.
- when I was in special class and have more extra time for complete my work
- The extra help I received through the special education program.
- The special education department a.k.a ***
- My support class really helped me out because they focused more on what I needed
- my resource class which was my study hall where I got help.
- Support service received were most helpful- that's it! ~~Guidance & most teachers were not helpful at all!!~~
- Resource program
- support services
- securing program and services that matched ***'s level of need and follow through with specialized instruction that built upon sustainable skills
- Counseling
- Ressource; extended time
- The Ice-T (Independent Community employment training) program- where we went to work at a variety of jobs to see what was a job for me
- support in resource room, guidenace dept.
- *** Program at *** was excellent prep.
- ~~Did more on my own than h.s. Process can be overwhelming.~~ Guidance more involved, ~~develop more organization skills~~
- Attended *** Reach Program for 2 years.
- Being in the special education program.
- Extra Help

Agencies

- I took college classes while at high school and during the summer. I am in BRS.

- The Social Services provided a great deal to get through high school

Personnel Related

- My relationship with my school psychologist.
- Special Ed. Assistants/Teachers/Guidance Counselors who truly cared and helped me reach my dreams, ~~and of course my family~~
- ~~all classes were good, and helpful~~ but I had wonderful hard working teachers & my counselor was excellent on helping me.
- Involvement of my teachers, counselor, parents. ~~I also went to the *** School for 5 summers and that helped a lot.~~
- having good relationships with my teachers and getting to know my guidance counselor.
- connecting with teachers
- the most helpful part of my high school education was the mentoring it really helped me get on track.
- The most helpful part of my high school education were my teachers, and my teachers only.
- One teacher and one T.A. that stood by me when I needed the help the school wouldn't provide.
- The ones making known the different possibilities and opportunities out there
- ~~Going to the *** Academy of Math and Science, which I learned about through my 8th grade Special Education teacher.~~
- We loved the special needs staff - so well intentioned and caring, ~~but consistency of delivery and staffing limitations hindered any ability to provide a comprehensive curriculum to many of the students at this time in their lives. The privately hired tutors & psychologists provided the greatest assist in high school. Special needs curriculum is extremely difficult to navigate in our district!! What happens to the poor kids whose parents/guardians are unable or unwilling to sufficiently advocate for them? Guardians of a special needs student in our public school district require strong advocacy, organizational & networking skills, bureaucratic resilience, patience, perseverance, good health & a sense of humor. I don't wish this long road on anyone!!~~
- I owe credit to my resource teacher. She prepared me for the next 4 years of learning.
- The individuals who helped me through it
- The transition to *** while I still had the high school people I trusted to help me.
- counselors-> guidance to get me in the right school for who I was: what I wanted to be
- Amount of individual attention. Her guidance counselor.
- ~~Support system. All aspects including coaching. Everyone cared for him.~~
- ~~On the academic level, the diversity of the courses offered and the music department, all the way from my middle school. The guidance counselors and the counseling center.~~
- ~~learning center really helped. Also the understanding and very helpful teachers.~~
- ~~***'s womens group. Her special ed teacher (resource room.)~~
- dedication of the teachers
- supported employment services
- support from the special ed staff
- ~~Resource Room; Social Skills Group & staff~~

- ~~Learning that college wasn't for everyone and~~ having the support of my guidance counselor and teachers to pursue a career as an auto mechanic
- ~~The support services received through the *** resource room,~~ the school psychologist, and the support group run by the school psych/staff.
- Having an advocate at *** to work with; Discipline (Special Ed teacher)
- teacher's assistance
- The teachers.
- My caseworker counselor helped me to get into the vocational rehabilitation program after she heard my story of telling her that I wanted to go to college and get my GED.
- Did not graduate from public high school. Private school with small classes and relationships with teachers was beneficial.
- Having teachers that cared really helped me believe in myself!
- Resource Teacher *** was the most supportive helpful teacher I ever had.
- My teachers
- my resource teacher
- Dedicated individuals genuinely concerned in a student's well-being.
- ~~When I was taking a class that helped me be more organized and let me catch up with my studies~~ plus have the teacher there to ask for help if needed. It was for my PPT that I had.
- Health science teacher me a lot about my health and what foods are good for you and food that is bad for you.
- Working with my guidance counselor
- Learning wisdom from teachers then dropping out
- I had the best advocate and support teacher at *** High School
- ~~English and Math class were the Best helpful for me because the education was really good and~~ the teachers helped me a lot.
- The most helpful thing I thought was when a teacher would give you studying tips.
- Career Ed. was a big help. Mrs. *** put us out there to show us whats out there in the real world.
- Some of the amazing teachers & guidance people who really pushed me to do my best.
- I had very good teachers who were passionate about what they did and made the experience enjoyable.
- Teachers that were not part of the special education department because they care more about me.
- Teachers who took extra time to work with me and who showed a personal interest in my success.
- Supportive staff.
- Resource Room Teacher-- *** and School Psychologist-- ***
- Resources Guide Cousulor
- 1) (Sp. Ed.) English Teacher-- ***-- great help to him. 2) ~~drama club~~
- support I got from counselor and teachers
- My resource teachers.
- One of his teachers- the resource teacher- who played a big part in his life in high school

- My Special Education teacher, Mrs. ***, was very helpful.
- Teachers advice was very helpful
- The teachers that you grew to know and trust
- He like Mr. *** and Mrs. *** class best. They were Special Ed. teachers- resource.
- The guidance counselors; The Special Education Teacher in my classes
- The teachers and the aides
- My Resource Room Teachers
- Having a few good teachers who saw my potential & helped me see it, as well.
- when some teachers really talked plain.
- With my teachers and their help and believing in what I want to do. Good support from my art teacher.
- Great teachers.
- ~~every class, and~~ teachers were very supportive.
- Learning strategies Mrs. ***
- Advice from teachers. ~~Lots of good life lessons.~~
- the attitude of my teachers and their willingness to help me.
- A teacher that I had along the way, his name was *** and he works at *** High school. I was one of his students and he truly went above and beyond, much more than any other person as well as made me feel as though, I didn't have a disability.
- ~~after school sports,~~ special ed teacher's assistance
- personal assistance from teachers
- Stage craft w/ Mr. *** fundamentals of carpentry
- Always having someone to help you if you need help. And one on one sessions
- ~~Internships &~~ assistance from guidance & special ed teachers
- Having someone to teach me more about life and what I really need, Book work; which I've never used in college.
- the most helpful part was the understanding of the staff they really worked with me which was really helpful.
- Positive teacher role models (took time to counsel, focused on future and personal talents & interests. ~~Academies for me is easy, social NOT.~~
- pragmatic speech with Mrs. ***
- Talking with my school psychologist and my guidance counselor. ~~Also, I took a vocational class at the beginning of my senior year.~~
- A couple of teachers who went out of their way to be nice to me.
- Gaining a bit of confidence and support from some of my teachers.
- the counselors ~~& classes~~
- My high school therapist
- It was my resource teacher. She was great. But they wanted her to teach other areas and she ended up fearing.

Social Aspects

- Social Skills; ~~Self Advocacy.~~
- Being around peers.
- For the most part just interacting with people and developing these social skills were

important.

- having to navigate through the day and interact with different people.
- The most helpful part was that I know how that not everyone will like me and its ok.
- ~~The Tech School was a perfect fit~~ finally could feel equally advancing with peers.
- Learning how to get along with people
- Social skills.
- The opportunities it provided me to socialize.
- Learning to deal with different types of people.
- ~~Counseling, special education, and socialization.~~
- Coping with others.
- social skills
- Social skills ~~and time management/organizational skills.~~
- ~~learning study skills,~~ doing group activities to learn how to work with others
- ~~Challenging classes, teacher,~~ relationships outside of class
- ~~Doing research projects and~~ working well with other people.
- making friends
- Social interaction/~~Work Experience~~
- Social aspect
- making friends
- Social
- Social skills, ~~confidence building self advocacy, resume writing, work experience.~~
- ~~English Reading and doing resume's.~~ Social skills ~~and getting extra help to get my diploma that I wouldn't have gotten on my own. I would have quit.~~
- I'm very social because of highschool. I always go out of my way to meet new people.
- learning social skills
- Social skills.
- Learning social skills, ~~independent living.~~
- social ~~and technology skills~~
- The Social Aspect ~~and Advanced Placement classes.~~
- Social skills ~~& some work experience~~
- social skills
- social skills was about all that helped me. I make friends easily and get along well with others.
- Social skills
- Social skills.
- Social skills.
- social skills ~~work exp.~~
- Learning to work with people from diverse backgrounds.
- Using social skills in public places
- ~~Independent living skills,~~ social skills
- Social ~~and self help skills~~
- Social skills.
- ~~learning to use a computer and~~ developing my social skills
- Social skills

- The help with social skills.
- social skills
- Going to a boarding school my senior year, which helped me reach a better life emotionally.
- ~~Managing practice, study time, and social life~~
- Social Skills
- ~~SOCIAL SKILLS AND MONEY MANAGEMENT~~
- To learn how to put up and get along with people.
- Social Skills
- Social skills, ~~self-advocacy skills & technology skills; but technology skills~~

Activities/Extra-Curricular Involvement

- ~~Involvement of my teachers, counselor, parents.~~ I also went to the *** School for 5 summers and that helped a lot.
- High school partnership program. (The ability to take several college courses in high school)
- Sports in High School
- Going to the *** Academy of Math and Science, ~~which I learned about through my 8th grade Special Education teacher.~~
- Sports/~~writing~~/theatre
- ~~On the academic level, the diversity of the courses offered and the music department, all the way from my middle school. The guidance counselors and the counseling center.~~
- ***'s womens group. ~~Her special ed teacher (resource room.)~~
- Going to the Y to swim laps & ~~learning how to go through the locker room independently and using a digital watch to help keep track of time.~~
- cooking classes
- I would say playing sports because it taught me that you have to work as a team even if you don't always want to.
- ~~learning a different language,~~ getting involved in extra curricular activities
- Having a bunch of different programs after school, electives you could be well round
- 1)-(Sp. Ed.) English Teacher—***—great help to him. 2) drama club
- ~~Learning organization, time management,~~ joining clubs or extra activities.
- Participating in sports
- Being an active player for *** Football.
- after school sports, ~~special ed teacher's assistance~~
- involvement in managing teams
- ~~All classes, sports, extracurricular activities and vocational training ages 18-21.~~
- Sports' leadership, ~~Self-advocacy gave me the ability to clearly define my needs, Study skills were of huge help in my Resource classes & continue to help me in college.~~

Life Skills/Independent Living Skills

- ~~Further education and~~ independent living skills.
- Life skills program
- ~~Job training and~~ daily living skills.

- Independent living skills.
- It helped me prepare for situations where I needed to learn certain skills in order to make it there.
- ~~work experience and~~ study skills and money management skill
- All the basic needs to the outside world.
- Self control
- money management
- tech, time & money mgmt.
- Time management & organization
- ~~I was required to have a job in order to earn credits, which taught me~~ work ethic and money management.
- time management, ~~self-advocacy~~
- Study skills, organization.
- daily living skills
- organization skills to apply to school & life. More money managment. skills would have helped
- ~~Work education &~~ Money Management
- time management and organizational skills
- Time management/ organizational skills
- communication skills, ~~english classes~~
- need more classes about how to manage money, banking, loans, credit reports
- ~~Going to the Y to swim laps &~~ learning how to go through the locker room independently and using a digital watch to help keep track of time.
- All the skills my school taught me.
- time management, ~~study habits, self-advocacy~~
- Hard question to answer, I would say the answers I checked off on #9.
- Senior Year current issues class. Dealt with real life problems, time management
- ~~Social skills and~~ time management/organizational skills.
- independent living in a residential setting; Theraputic and one for ***
- ~~Study skills-~~ time management
- working on stocks, savings, bonds, banks, loans
- The most helpful part of my high school education was coping strategies and skills aimed towards managing my learning disabilities.
- Time management
- Independent living skills
- Doing Money Mangement
- Independent Living skills
- Knowing how to deal with daily duty and activities on day to life basis
- Independent Living, Time Management, Organizational skills and others.
- ~~SPEECH THERAPY, SPEAKING IN FRONT OF PEOPLE (useful for job interviews)~~
BUSINESS MATH (useful for budgeting)
- Being organized ~~and learning strong study skills.~~
- Being able to be my own person and do things on my own with no help.
- ~~*** was provided with incredible guidance, learning skills, and support to succeed— but~~

~~she is being somewhat unsure of herself right now.~~

- the independent living skills
- ~~Academic coursework helped to prepare me for challenges of college work and organization skills. Also placing accountability for success on students important in preparing for independence and self-advocacy.~~
- Independent Living Skills
- Computer, time management & organizational skills
- Time management ~~and having a strong work ethic. Also being able to self-advocate.~~
- ~~Self-advocacy lessons & time management & assistance with college preparation.~~
- ~~To me high school did not really change me for the future, to me it was a personal thing on becoming independent, that's the biggest thing you need coming out of high school.~~
- When I was taking a class that helped me be more organized and let me catch up with my studies ~~plus have the teacher there to ask for help if needed. It was for my PPT that I had.~~
- ~~In high school, I was stronger in the areas of math and science, understanding how to follow rules and procedures, and job-related skills (e.g., scheduling tasks to be done, counting money, and computer data processing).~~
- Teaching me how to be more independent and taking care of myself
- All four of the items checked above.
- Independent skills
- Having a PC and learning how to use it.
- The above skills helped.
- ~~Learning social skills, independent living.~~
- ~~Study skills, organizational skills, and setting priorities.~~
- ~~study skills/learning strategies-time management/organization/technology skills; Transition Planning Program to identify the most appropriate college opportunities~~
- Learning about math, doing money and reading checks.
- ~~Computer skills, Communication skills~~
- ~~planning for the future/Time Management/ organizational skills~~
- learning how to manage my time
- class that deals with independent living skills (on your own)
- ~~construction classes & personal finance~~
- being able to calmly argue with a teacher or anyone and respectfully disagree
- Organization skills
- ~~Internships, as well as certain classes which helped me learn to run a household.~~
- Learning about ways to cope with anxiety, ~~stand up for myself.~~
- Learning the knowledge I have today. Computers, job work ethic, etc.
- Developing my life skills by learning that I had to take responsibility for my actions (ie) completing homework on time, studying for tests.
- Time mgmnt
- Money management, time management, speech-- speech still needs a lot of work
- time management
- Organizational skills ~~and self-advocacy~~
- Having a schedule.

- Technology/time mgmt.
- Independent living skills
- critical thinking, taking responsibility for our actions/decisions, ~~and advocating for ourselves~~
- training for being out in the community, managing money
- *** School was helpful in teaching my daughter to be independent.
- money and using it the right way
- Time management
- The few electives that dealt with daily living skills
- Learning organization, time management, ~~joining clubs or extra activities.~~
- learning to be independent, ~~learning to speak up for myself when I need to.~~
- ~~Advice from teachers.~~ Lots of good life lessons.
- unsure-- maybe learning to be fast and nice
- Independent living skills, ~~social skills~~
- Learning to be organized and less procrastination
- ~~Did more on my own than h.s. Process can be overwhelming. Guidance more involved,~~ develop more organization skills
- understands value of money/time management schedule/ responsibility/ strategies/ reading (some)
- Learning time management and organizational skills.
- ~~The pre-internship program and all the time management lessons.~~
- life skills
- Self Advocacy; Time management & study skills
- An open mind...
- ~~EXTRA STUDY TIME FOR PREPARATION AND TIME MANAGEMENT~~
- ~~SOCIAL SKILLS AND MONEY MANAGEMENT~~
- Business management skills.
- Retail Management
- Time management/organizational skills, money management skills and learning strategies

Work/Vocational Experience

- ~~Reading, Writing,~~ Vocational skills
- work experience ~~and study skills and money management skill~~
- The Tech School was a perfect fit ~~finally could feel equally advancing with peers.~~
- Work Experience
- I was required to have a job in order to earn credits, which taught me work ethic and money management.
- The tech school.
- Technical skills/classes
- the automotive program!
- work program
- Work education ~~& Money Management~~
- hands on stuff

- ~~General studies and~~ working in the school restaurant.
- Work experience. ~~The transition program. (Home and community partnership. The academies before hand were a joke.~~
- Work experience studies
- Doing an internship senior year to get a chance to see what working at a legitimate corporation is like
- The internship was very positive for my daughter. ~~Academic preparation in the *** Public Schools was also very good. (Some of the preparation was in elementary school and middle school, however.)~~
- ~~Social interaction/~~Work Experience
- ~~Resource and~~ after school jobs.
- work experience
- ~~Social skills, confidence building self advocacy, resume writing,~~ work experience.
- working with tools, learning car mechanics
- vo-ag
- work experience through vocational program at *** High School. Excellent program!
- The OCC Program helped me with vocational training for when I get a job.
- construction classes ~~& personal finance~~
- Automotive Tech Classes
- for me personally, automotive classes. The career I wanted to pursue.
- ~~Talking with my school psychologist and my guidance counselor.~~ Also, I took a vocational class at the beginning of my senior year.
- Carpentry class.
- My trade education
- Construction.
- EMT Training program at ***
- ~~Social skills &~~ some work experience
- Internships, ~~as well as certain classes which helped me learn to run a household.~~
- work experience program
- work experience
- work experience
- Work experience - got job during high school - schools transported - continue to work there.
- Pre vocational and vocational exploration (PAVE).
- Work experience.
- All classes, sports, extracurricular activities and **vocational training** ages 18-21.
- Career & Education Vocation Classes
- my internship programs at different job sites
- work internship in senior year
- The pre-internship program ~~and all the time management lessons.~~
- working at work study
- Internships ~~& assistance from guidance & special ed teachers~~
- Being in the vocational program it helped me prepare for the working world.
- vocational work

- Tech school learning to be a welder and getting a job!
- Work experience.
- work study experience
- Vo-ag
- School work experience as a "Technology Assistant" to the Engineering teacher during senior year. I was paid a small stipend. Other kids respected me. I hooked up wiring for Power Point presentations, edited videos for school use, etc.
- The work experience from my internship.
- shop cycle
- working in the machine shop by co-operating with others and having a boss/teacher to report to
- my shop training
- my electrical training
- Learning a trade.
- Diesel shop

Outside Resources

- ~~We loved the special needs staff—so well intentioned and caring, but consistency of delivery and staffing limitations hindered any ability to provide a comprehensive curriculum to many of the students at this time in their lives. The privately hired tutors & psychologists provided the greatest assist in high school. Special needs curriculum is extremely difficult to navigate in our district!! What happens to the poor kids whose parents/guardians are unable or unwilling to sufficiently advocate for them? Guardians of a special needs student in our public school district require strong advocacy, organizational & networking skills, bureaucratic resilience, patience, perseverance, good health & a sense of humor. I don't wish this long road on anyone!!~~
- I was outsourced to special reading school for Dyslexic kids *** Academy. Public school did not have resources.
- ~~The public school I attended did not prepare me for college. I used outside resources to prepare myself for a tough senior year in high school taking 3 AP classes. In addition I took outside classes in study skills, learning disabilities study strategies, and time management skills. I had tutors who taught me to use my strengths to overcome my challenges. My tutors taught my reading and writing strategies. I learned self advocacy and self determination skills outside of school. I took classes in note taking. My psychologist help me to understand my disability and how to clearly describe my condition to future college counselors. I just finished my freshman year at University of *** in Aerospace engineering and my GPA is a 3.9. I worked extremely hard in college using the strategies I learned outside of high school plus the accommodations of extra time on my exams in college to be successful.~~
- Transferring to *** CDT. Moving schools to the Day Treatment program where I could work on graduating and overcoming the anxiety and depression without being bullied daily was incredibly helpful in several ways for me to adjust and overcome depression/anxiety disorder.

Effort

- Learning to work hard for good grades.
- ~~Nothing really—my parents are responsible along with my hard work for my successes.~~
- I am a good student
- ~~Time management and having a strong work ethic. Also being able to self-advocate.~~
- Knowing how to ask for help and being able to finish even if it was difficult.

Preparation

Plan Based on Goals and Interests

- planning for the future/~~Time Management/organizational skills~~
- know what you want to do after high school
- ~~Academics~~, encouraged to succeed and set goals that are reasonable

Preparation for Post-Secondary Education

- The college applying process
- The skills I learned so now I can get a higher education.
- Getting Accepted to college
- College prep.
- preparation for college.
- ~~Self-advocacy lessons & time management & assistance with college preparation.~~
- Going to college ~~and getting a job~~
- ~~Learning how to do proper essays was useful.~~ Also going to college.
- ~~I received good grades in a very competitive high school~~ and was able to get into a good college.
- all the steps for college the books they gave us to be successful in college.
- The degree that got me into college.
- ~~study skills/learning strategies-time management/organization/technology skills;~~ Transition Planning Program to identify the most appropriate college opportunities
- I needed to be better prepared for college life ~~and the real world~~

Preparation for Employment

- Job training ~~and daily living skills.~~
- Finding a job.
- job coaching
- How to act professional
- Job mentoring
- Learning that college wasn't for everyone and having the support of my guidance counselor and teachers to pursue a career as an auto mechanic
- GETTING READY FOR A JOB AND LOOKING FOR A JOB
- ~~SPEECH THERAPY, SPEAKING IN FRONT OF PEOPLE (useful for job interviews)~~
- ~~BUSINESS MATH (useful for budgeting)~~
- ~~Social skills, confidence building self-advocacy, resume writing, work experience.~~
- ~~English-Reading and doing resume's. Social skills and getting extra help to get my diploma that I wouldn't have gotten on my own. I would have quit.~~

- Learning work skills.
- ~~Going to college and getting a job~~
- I had a job coach while in high school so that I could get working skills.
- ~~Tech school learning to be a welder and getting a job!~~

Preparation for Life

- The opportunities it afforded me after I graduated.
- ~~The most helpful is to pass the courses and one of my favorite class, Human Relation~~ helped me to learn and explore in the future and preparation.
- "Life After High School" class.
- A special education course talking about Life after High School.
- got me ready for college, not life
- It all helped in the long run.
- They prepared me for the next step in my life ~~and college career.~~
- I would say getting you prepared for the real world. Financially and mentally.
- Readyng students for post high school plans
- School was exeptional but there is no continuing of quality programs
- I needed to be better prepared for ~~college life and~~ the real world

General

Self-Advocacy

- I found that the most helpful part of high school was the fact that it gave me space to grow with my own power.
- ~~Social Skills;~~ Self Advocacy.
- LEARNING TO SELF ADVOCATE
- Ability to ask for help when I need.
- ~~time management;~~ self-advocacy
- During high school years I was being to ask questions if I don't understand something.
- being able to self-advocate and ask for help when I need it.
- self advocacy skills optimal
- Learning that nothing is handed to you.
- ~~time management;~~ ~~study habits;~~ self advocacy
- self-advocacy
- ~~The public school I attended did not prepare me for college. I used outside resources to prepare myself for a tough senior year in high school taking 3 AP classes. In addition I took outside classes in study skills, learning disabilities study strategies, and time management skills. I had tutors who taught me to use my strengths to overcome my challenges. My tutors taught my reading and writing strategies. I learned self advocacy and self determination skills outside of school. I took classes in note taking. My psychologist help me to understand my disability and how to clearly describe my condition to future college counselors. I just finished my freshman year at University of *** in Aerospace engineering and my GPA is a 3.9. I worked extremely hard in college using the strategies I learned outside of high school plus the accommodations of extra time on my exams in college to be successful.~~

- Advocacy
- ~~Social skills, confidence building self advocacy, resume writing, work experience.~~
- ~~Academic coursework helped to prepare me for challenges of college work and organization skills. Also placing accountability for success on students important in preparing for independence and self-advocacy.~~
- ~~Time management and having a strong work ethic. Also being able to self-advocate.~~
- ~~Self-advocacy lessons & time management & assistance with college preparation.~~
- self advocacy.
- Self-advocacy, ~~study skills.~~
- By 12th grade I understood what I needed and asked for assistance and received it.
- Asking for help on my own when I needed it.
- ~~Learning about ways to cope with anxiety, stand up for myself.~~
- ~~Organizational skills and self-advocacy~~
- ~~critical thinking, taking responsibility for our actions/decisions, and advocating for ourselves~~
- the everyday being accountable for something, but not much more than that (still don't like the limits & labels & stigmas put on me)
- self advocacy
- ~~learning to be independent,~~ learning to speak up for myself when I need to.
- Self advocacy
- Self-advocacy
- self-advocacy learning & encouragement; overall very pleased
- ~~Social and self help skills~~
- Being an advocate for myself.
- Self Advocacy; ~~Time management & study skills~~
- ~~Sports' leadership, Self advocacy gave me the ability to clearly define my needs, Study skills were of huge help in my Resource classes & continue to help me in college.~~
- Did not expect much, it's up to me to inform myself of my rights, follow up on any promises/offers made promptly, do not rely on others to take action on your behalf.
- self-advocacy
- Self advocacy - other than that being at home ill, getting out and having a life and using other skills have yet to be put to the test.
- ~~Social skills, self advocacy skills & technology skills; but technology skills~~

Other

- Diversity
- got a diploma
- When I was in junior year was my best year
- the last two years
- constant reinforcement of desirable behaviors
- team leadership
- When I was junior it was many things that I could learned and senior year too.
- it all helped- ~~unfortunately our country is in terrible shape and those who are fully able to work cannot find employment let alone someone who has any disabilities.~~

- ~~Having a work-study program.~~ Excellent experiences and follow through. Gave confidence and experience.
- All
- all parts *** HS was excellent
- I don't exactly know. I found most of it helpful overall
- All of it.
- In a general way-- all of it
- all of it
- Everything. The skills worked great.
- Graduation.
- I was able to get my high school diploma.
- All of it was helpful. Each area of High School played an important role for when I graduated.
- Senior and Junior year
- all of it was equally helpful
- Graduation.
- Attended ***
- Getting a diploma.
- overall helpful; nothing stands out
- Lunch
- Lunch was helpful.
- I have a high school diploma
- Eleventh and Twelfth grades.

*Negative Experience
High School*

Academics

- Nothing really helped, I just got the education needed for graduation. Had support, but didn't learn much.
- ~~Work experience. The transition program. (Home and community partnership).~~ The academics before hand were a joke.
- ? Math support was not sufficient. Had to take remedial math when entering college
- Learning was difficult for me in High School and did not focus on my interests

Accommodations and Supports

- At the last PPT they only offered us copies of his file to take to a college but no help or other programs were provided.
- none they changed the speshel ed program and would not adapt me for my needs
- ~~We loved the special-needs staff—so well intentioned and caring,~~ but consistency of delivery and staffing limitations hindered any ability to provide a comprehensive curriculum to many of the students at this time in their lives. ~~The privately hired tutors & psychologists provided the greatest assist in high school. Special-needs curriculum is extremely difficult to navigate in our district!! What happens to the poor kids whose parents/guardians are unable or unwilling to sufficiently advocate for them? Guardians~~

~~of a special needs student in our public school district require strong advocacy, organizational & networking skills, bureaucratic resilience, patience, perseverance, good health & a sense of humor. I don't wish this long road on anyone!!~~

- None. My high school had to be coerced with a lawyer in order to provide minimal transition assistance and support.
- ~~I was outsourced to special reading school for Dyslexic kids *** Academy.~~ Public school did not have resources.
- Dismissed from special education support. Parent was not happy with decision.
- Nothing the school didn't help me at all neither did the teachers and i didn't learn anything
- didn't help-- or she would have graduated

Agencies

- None I got pushed through every year and still waiting for help from Dept. of Rehabilitation and the Arc

Personnel Related

- none the guidance counselor was not helpful at all
- Nothing the school didn't help me at all neither did the teachers and i didn't learn anything
- ~~Support service received were most helpful that's it!~~ Guidance & most teachers were not helpful at all!!
- Schools not only need to be investigated for changing test scores, but their educators need and should be DRUG TESTED.
- School was always rough for ***. I think the Special Education & guidance counselor could have been more helpful during the H.S. years.

Social Aspects

- Being forced into Interaction with others
- ~~Positive teacher role models (took time to counsel, focused on future and personal talents & interests. Academics for me is easy, social- NOT.~~

Life Skills/Independent Living Skills

- None. I don't think there were. Class on after school living or surviving after school.

Preparation

Preparation for Employment

- ~~it all helped~~ unfortunately our country is in terrible shape and those who are fully able to work cannot find employment let alone someone who has any disabilities.

Preparation for Post-Secondary Education

- The public school I attended did not prepare me for college. ~~I used outside resources to prepare myself for a tough senior year in high school taking 3 AP classes. In addition I took outside classes in study skills, learning disabilities study strategies, and time~~

~~management skills. I had tutors who taught me to use my strengths to overcome my challenges. My tutors taught my reading and writing strategies. I learned self advocacy and self determination skills outside of school. I took classes in note taking. My psychologist help me to understand my disability and how to clearly describe my condition to future college counselors. I just finished my freshman year at University of *** in Aerospace engineering and my GPA is a 3.9. I worked extremely hard in college using the strategies I learned outside of high school plus the accommodations of extra time on my exams in college to be successful.~~

Preparation for Life

- I was confused on what to do after High School, I knew college wasn't for me. Even though I went to a community college for one semester. What was even worst is that I had to take these classes so I can get into the community college because I didn't score high enough. I did pass these classes but no credit is given. now I'm at Boot Camp in the Army Doing well.
- High school did not help me get prepared.
- High school did NOT prepare me.
- To me high school did not really change me for the future, ~~to me it was a personal thing on becoming independent, that's the biggest thing you need coming out of high school.~~
- nothing from high school really helped me so far, seems half the stuff you learn in high school wont be used in real life most of the time
- She was and still is unprepared for life after high school.
- There was not a part in high school, that prepared me for life.
- got me ready for college, not life
- They didn't do much to help me get ready for life after high school.
- My high school did nothing to prepare me for life after high school.
- School did nothing to help me before, during, or after high school.
- nothing they did help me prepare for what happen after school over. It was a big shock

General

Other

- None (X's 34)
- Nothing really ~~—my parents are responsible along with my hard work for my successes.~~
- Knowing it's something I wouldn't put my own children through.
- I did not feel confident in my abilities when I left school. Having been gone for a year, and working hard, has given me confidence and skills.
- Leaving.
- How not to rely on people- ask for anything and remember to pay for everything. Survive or be swallowed up!
- finally leaving.
- I was young and dumb I always was skipping with friends and now I notice that I need my education.
- Nothing. Was just pushed along until graduation
- the everyday being accountable for something, but not much more than that (still don't

- like the limits & labels & stigmas put on me)
- junior year everything was hampered down
 - Almost nothing
 - see above, but overall not good prep
 - not given
 - Just getting out of that environment.
 - none- my disability was not diagnosed correctly so I did not get appropriate training
 - The town High School does not have a plan for young adults with ***.
 - N.A.
 - Nothing really because I haven't finished school and I want to.

Neutral Experience
High School

Academics

- unclear at this point. I struggled academically and was not sure where I fit
- Unsure; just general classes with regular students

Accommodations and Supports

- Special Services was somewhat helpful.
- Used to traveling to day program.

Preparation

Preparation for Life

- Life went on after high school. It didn't just stop so you had to keep going.
- staying until the age of 21 assisted with gaining more skills and growth

General

Other

- trying to get a job and don't get in trouble
- Because it came to an end I needed to go forward
- nothing specific
- Not sure.
- This one is hard for me.
- I don't know.
- I don't know
- TBD
- I don't know
- Don't know
- unsure.
- Parent answered survey and was unsure of how to answer.
- don't know

- Don't know.

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

Positive Experience High School

Academics

- To try and maybe take a honors class ~~or if they are interested in the medical field try and get into the CNA program. The teaching intern program was also a very good program.~~
- Stay in school.
- ~~1) Role playing in applying for a job. 2) Being able to write better and do research papers. 3) Activities that foster more independence.~~
- personal finance classes, academic assistance classes to help organize and get things done
- ~~Time Management skills, Study Skills~~
- academic assistance/strategies for success classes
- ~~increased mentoring, more independent living skills, more real-world connections with classes~~
- I think study skills which is where you learn techniques help ~~and you should be social and join a sports team or club.~~
- Practice writing!!/ Know how to study best for each individual
- Better writing and reading skills.
- use free periods to complete work ~~and listen to advisors/teachers.~~
- ~~*** HS provided incredible guidance, support, and learning skills~~
- Math, Health Ed, CPR
- Math, Biology, Chemistry
- Math
- More info on how to choose college credits/ choosing courses.
- ~~I don't like the way that the teachers give out students the classwork/assignments of 2 3 4 5 6 graders, the classes should be almost similar to general education classes but more helpful if students ever feel like they need a tutor. The paraprofessional teachers should be more like a teacher/tutor in my opinion. Classroom teachers should also find ways to help students with their problems with peers, family, friends etc., and should maybe solve their problem with it. I think they should also make the classroom a little bit funner so no student would become "the bad kid of the class" or distract others while others are working. The teachers should also teach students math like the pre algebra/1 and 2 instead of elementary or middle school math. That's only my opinion and if it doesn't change, then I have nothing to do with it, or find it a problem. I'm not against it if it stays the same and doesn't change.~~
- That they get tested if there grades are below average to get help early as I did not receive help until my sophmore year.
- I would suggest adult ed classes to keep your mind active.
- how to write essays because the high school I went to didn't do a good job with that.
- Mother speaking, "Because the PJ case settled and severely disabled students were now mainstreamed into college-prep like classes, my daughter had to take and pass courses that had no relevance to her post-secondary life (e.g. Civics, Algebra I). She had to fulfill graduation responsibilities and take CAPT. My daughter, who is severely

disabled needed the opportunity to take more life skills electives, work-study programs, and have a better balance of her disabled and non-disabled peers. She did receive these lessons in ***'s Post-Secondary Transition Program.

- ~~more specific help on preparation for independent college work, more english & math, a study hall for more help~~
- ~~Better teachers, counselors, more job skills, better math skills, Learn about other services~~
- If your not an AP student then see if they have courses slow paced.
- how to study and preapre for exams, self-esteem, ways to retain skills, comprehension, writing skills
- take classes that you are interested in and something you want to continue with in the future after high school
- PE; Speaking English
- skills lab
- Child development class.
- Math
- Being good at math.

Accommodations and Supports

- Any and all services should be used if possible.
- Can't really answer this, the only thing I sometime use is extended test time on tests and Praxis.
- Longer time on tests/quiz's.
- Give out more information about other programs ~~and help with independent living skills. Don't just help by the score of the test. My son was not ready for trying to do things on his own.~~
- ~~Special Education and Sports Programs~~
- Any free services take advantage of it. They'll be useful in the end.
- ~~Get help with your social worker or find a program in your school that deals with your problems.~~
- Take all the help you can get where it's available. Go to counsel to find what's offered.
- which ever services will help you the most like tutoring.
- ~~Use self advocaey, don't procrastinate, use support services in school. Learn how to help others with work, studying, join clubs do sports, etc.~~
- If you have a disability and have trouble with a certain class please get help.
- CT Works Program
- Take advantage of all High School Resources
- School psychologist services
- The dedicated personalized services I received from a team that went above and beyond.
- To try and maybe take a honnors class or if they are interested in the medical field try and get into the CNA program. The teaching intern program was also a very good program.
- I would recommend in resource
- Ask for help if they need it.
- IEP & 504 plan. ~~If you have ACT of *** and a *** SAT as a ***, do not let others~~

~~underestimate you. *** placed me at A***. However, I was accepted into both *** & *** on a presidential scholarship and generous financial aid pkg. into their *** program. I did well. A year later I transferred to ***. IAT/Sports medicine to continue pursuing my dreams. Your loss ***.~~

- ~~If my parents didn't have money and a good advocate and attorney I wouldn't have the skills to go to college. Need intensive reading skills vocab Breaking apart content of all studies. Apply it to every class. Ask for what you need to be successful.~~
- Try new things, reach out for help, ~~do internships~~
- Collaboration with home, special education support.
- All Services
- ~~Volunteer as much as you can.~~ Get extra help when needed. If in learning center take advantage of it.
- using the school's career guidance center
- increased mentoring, ~~more independent living skills, more real world connections with classes~~
- Use/Take all services available and learn from them
- High school students with LD and ADHD need to start practicing being able to clearly explain their condition. ~~Since it tends to be an invisible disability. Public high schools need to prepare their students for college by offering classes in self determination, self advocacy, in understanding how to establish reasonable accommodations in college. They need to understand and prepare for the difference between college and high school. They need to start practicing study strategies, time management, social skills, money management, etc. begining in 9th grade. Students need to understand how their condition impacts them in various situations in the past and how it is likely to impact the typical activities they can expect in college. Aside from classes these activities would also include residence halls, co-curricular activities, attendance, evaluations, communications and assignments.~~
- more support
- Tutors.
- I would suggest that you keep learning centers ~~and speech pathologist.~~
- career center
- Touters
- Take advantage of all services
- *** HS provided incredible guidance, support, ~~and learning skills~~
- act on all advice given regarding services you will need
- Don't want teachers to give up when you're a junior or senior
- Aim high
- That if they need the help they should get it, ~~but the study, and self advocacy is good~~
- Take advantage of what ever the school offers I would have liked to join the military but I would need extra help to pass their test. Even though I had a Diploma it wasn't enough. It was discouraging.
- I do recommend assistance and activities to students who are working on transition plans now. More aid can be given in oral and written communication. People in the *** or *** sure need more special instruction in educational writing. They may have trouble understanding how to construct appropriate sentences. English may be a painful

curriculum for them because they feel that uncertainty. Teachers do not put a lot of emphasis on writing and these students get confused. Currently, I am trying to overcome obstacles of my disability through understanding unfamiliar vocabulary words. This would likely be a better technique because knowing terminology can stimulate creativity.

- It's many options that would help students to graduate. They can choose the class that they would like it, and then they can keep going with that, but also you need to learn if they want to do well in that!
- get the help from programs offered to you in high school
- Information tech, study groups, and student council.
- Better communication between state services & the school transitional team. Need for more information.
- Get assistance from Special Education services. ~~Don't feel ashamed to ask for help/do your own research for college education. Keep busy manage your time, get involved at school and community, talk to family, friends, and school educators/administrators for support, believe in yourself!~~
- special education
- Any and all services should be used if possible.
- ~~money management~~, Better guidance department to help students have a plan for future. I am at the perfect college for me because of my mother's involvement.
- ~~School transition services at this school system were extremely less than adequate, though school and staff until age 18 did well.~~ Program contracted called *** was top notch.
- *** Program was great for my son. I would recommend this program for other students like him.
- ~~Mother speaking, "Because the PJ case settled and severely disabled students were now mainstreamed into college prep like classes, my daughter had to take and pass courses that had no relevance to her post-secondary life (e.g. Civics, Algebra I). She had to fulfill graduation responsibilities and take CAPT. My daughter, who is severely disabled needed the opportunity to take more life skills electives, work-study programs, and have a better balance of her disabled and non-disabled peers. She did receive these lessons in ***'s Post-Secondary Transition Program.~~
- Not sure, but overall the support at *** HS was excellent.
- Help with study skills and the PPT's were effective.
- I don't know. We worked closely with the guidance department but never got anywhere, I don't think they understood my abilities and did not help.
- if you were lucky and got to be in mainstream classes than go to college. if you weren't and you were like me and suffered for years of having my time wasted, waking up at the butt crack of dawn for absolutely nothing, then fight fight FIGHT with the school to give you the classes and programs you need. schools DONT WANT TO FUND special services to students who need it. whatever extra money they do make ends up in their pockets, and students in special classes like I was in end up a mere statistic. the government doesn't care one way or another how your life ends up after graduating. it's up to you to fight for what you need. a lot of it is VERY expensive.
- To go somewhere else to get extra help because *** HS does not lead you in the right direction.

- I don't like the way that the teachers give out students the classwork/assignments of 2 3 4 5 6 graders, the classes should be almost similar to general education classes but more helpful if students ever feel like they need a tutor. The paraprofessional teachers should be more like a teacher/tutor in my opinion. ~~Classroom teachers should also find ways to help students with their problems with peers, family, friends etc., and should maybe solve their problem with it. I think they should also make the classroom a little bit funner so no student would become "the bad kid of the class" or distract others while others are working. The teachers should also teach students math like the pre algebra/1 and 2 instead of elementary or middle school math. That's only my opinion and if it doesn't change, then I have nothing to do with it, or find it a problem. I'm not against it if it stays the same and doesn't change.~~
- ~~Bureau of rehabilitation services does not assist very well—something should be done about this! They do not provide training that they advertise and they are reluctant to help college students with disabilities. Take a good look at their flyers—information—very deceiving! I also had a lot of support from my family with an advocate they hired. I had to fight the school system and teachers that did not want to accomodate. Luckily I had a good special education case manager that fought for me and made sure the regular teachers were doing their job. Reg teachers need to be educated better in how to teach and help special ed students.~~
- Be prepared, my school did not help me.
- School transition services at this school system were extremely less than adequate, ~~though school and staff until age 18 did well. Program contracted called T* was top notch.~~
- Minimize dependencies on Special Education services
- More one on one help.
- ~~*** went to college for a year and is now going to work ??? What he really wants to do for the rest of his life. I feel the H.S. should have provided more help with other options for himself. I felt they were lazy!! Not too pleased with Special Education Dept or *** who *** had. I know *** need to also be more involved but if he had a more encouraging teacher and more options things might have been different with school!~~
Thanks.
- I should have never been in spec. ed.
- better services, assistance and activities period.
- I'd recommend them to make full use of their school's resources if they (the students) have a disability. The school is there to help in every way possible/
- If possible to use less of their services
- Implement more programs for special education students who leave high school. ~~For example, more jobs that suit the needs of special education students and assistance for those who cannot find jobs. Financial and medical assistance.~~
- student should have more input into level of support
- ~~Work experience at younger ages, more transitional services and support, more life skills at a younger age.~~
- People who do not have cognitive disabilities should be separate from those who do.
- didn't think special ed assisted at all
- I would recommend moving out of state due to limited programs available or to get your

child in a residential program before graduating.

- Get a program of move out of the northwest corner of Connecticut nothing here. No money!!
- Look beyond high school for support. ~~Guidance and "social workers" are there for the other kids—not special needs kids. We are a burden to system.~~
- Be grateful you even have a transition plan.
- Not dropping services.
- Make the school more accountable for the children falling behind.
- special assistance as needed
- Take advantage of everything you can, while you still can.
- Know what the disabilities service at your school has to offer before attending.
- I have not used any assistance services.
- The same that I had at ***. Special ed. a few times a week.
- ~~BRS, SSI~~, tutoring
- Use school resources, career counseling, etc.
- Even if you don't have a strong need for accommodations, get in touch with your advisors at school so you are in the system and can get them when you do need them.
- Have access to resource rooms & classes that are not appropriate
- take advantage of all education services that school offers.
- One on one workers.
- Learn all the options available, be proactive, Don't only rely on Info others tell you.
- Take advantage tutors
- To get as involved as you can, use tutoring assistance if necessary and don't give up.
- if needed, extra testing time, talking to professors before school/college starts or on the first day.
- 504 plan. Check out office of disabilities at colleges you are interested in.
- that special services explains "ALL" of the services available during & after high school
- It would be great to have the Ice-T program at all the high schools.
- To pay attention--the extra two years after the initial four years of high school. Don't drop out utilize everything that is provided.
- get into the right program in H.S. Demand that teachers help in your learning process and stop blaming you.
- Tutoring, ~~organizational skills~~
- Don't be afraid to ask for help and take advantage of the resources given to you, because they might be gone if you don't use them.
- A tutorial.
- how to cope with ***
- Ask many questions of your guidance office! What services are available after high school for me!
- Have them begin attending new program part time prior to transition
- supported employment services; adult companion/*** services/ individual/family supports
- ~~Better teachers, counselors, more job skills, better math skills~~, Learn about other services
- go to the career center a.k.a. Ms. ***

- parents help
- Take advantage of services offered. ~~Become a self-advocate; find something you love to do.~~
- take the help you can get
- ~~Get involved in the communities, volunteer,~~ and use assistances offered to you.
- Resource classes
- Moral Support/ Counseling
- Helping small kid stay out of trouble and to stay in school.
- Learn and take advantage of your teachers knowledge

Agencies

- the Department of Developmental Services and Department of Social Services
- ~~If you know what you are interested in make sure your transition leaders know and they can direct you.~~ The Dept. of Labor was very helpful getting into Job Corps.
- Some way to know what agencies are available for help
- Take CWE.
- DDS- talk to other parents who have gone thru this
- Start transition planning with BRS, DDS, as soon as offered.
- Get DDS on board early in life
- I recommend BRS and volunteering in a variety of places when 15 years old.
- Use BRS.
- ~~To look into colleges that best fit them~~ and to get involved with BRS
- Contact BRS which seems to be the best agency to get services
- BRS
- I.E.D
- Bureau of rehabilitation services really helped me for my future by getting me a good paying job.
- Don't know what services are available even BRS can't find me a job.
- Bureau of rehabilitation services does not assist very well-- something should be done about this! ~~They do not provide training that they advertise and they are reluctant to help college students with disabilities. Take a good look at their flyers—information—very deceiving!~~ I also had a lot of support from my family with an advocate they hired. I had to fight the school system and teachers that did not want to accomodate. Luckily I had a good special education case manager that fought for me and made sure the regular teachers were doing their job. ~~Reg teachers need to be educated better in how to teach and help special ed students.~~
- Force DDS to the table-- they are invisible unless forced.
- BRS, SSI, tutoring
- BRS
- SSI, finding a job for student
- Apply to CES's RISE program.
- BRS and Kennedy Center
- DMHAS they have staffs that will help people that is in DMHAS to get a job and make them independent.

Personnel Related

- use free periods to complete work and listen to advisors/teachers.
- know your guidance counselor and don't be afraid to ask for help.
- Get a life coach
- ~~I do not recommend disability services for higher functioning students with transition plans.~~ It is important that teachers instead only nudge said students in the right direction and only allow for extra time during tests.
- ~~Get assistance from Special Education services. Don't feel ashamed to ask for help/do your own research for college education. Keep busy manage your time, get involved at school and community,~~ talk to family, friends, and school educators/administrators for support, believe in yourself!
- know your guidance counselor and don't be afraid to ask for help.
- keep playing along, talk to successful recent H.S. grads
- Get help with your social worker ~~or find a program in your school that deals with your problems.~~
- Get to know your guidance counselor, become familiar with your options.
- Keep people that are close to you and know you, whether it's family, friends, professionals or school staff involved in every meeting that you have ~~and speak up for what your goals are! Keep telling the school staff about your unique abilities and dreams until you're heard. Don't let anyone tell you "no".~~
- If you know what you are interested in make sure your transition leaders know and they can direct you. ~~The Dept. of Labor was very helpful getting into Job Corps.~~
- Guidance Counselor
- Talk to your guidance counselor and case manager and work on a plan that best suits you.
- ~~Study hard and~~ let your teacher's know you have a learning disability. Don't be ashamed of it.
- Guidance counselor
- Guidance counselor
- better help with the guidance counselor- more faith in kids with ***- I ended up in the alternative school last 2 years- worst experience ever-
- Take the advice and value your educators working with special education kids takes a lot of love and dedication - my guys were wonderful! Their value great.
- The school district transition staff should actively look for jobs in the community for the students and help them to transition to their job upon graduation instead of always holding onto the jobs for the new incoming students. ~~The school district covets the jobs instead of going and finding new ones for incoming students.~~
- One on one guidance counselor discussions.
- talk to your counselor in helping you to get in to college
- Seek help from guidance counselors and teachers whenever possible.
- ~~Extra-curricular clubs/organizations,~~ guidance counselor(s)
- ~~I would suggest that you keep learning centers and~~ speech pathologist.
- resource teachers
- They need adults who dropped out awhile ago to put some sense into them.
- follow your parents speech

- Definitely to use teacher after hours for extra help.
- extra help/lessons with teachers
- Get a case worker to help with the transition.
- To go and talk to the counselor. No other. There counselor will help them out with everything. Also ask a lot of questions about anything that's on mind.
- ~~School transition services at this school system were extremely less than adequate, though school and staff until age 18 did well. Program contracted called T* was top notch.~~
- ~~*** should have stricter rules. Kids got away with too much. Tighten things up. Juniors/seniors rule school and get away with a lot. Need more guidance counselors like Mr. ***. They need to spend more time with kids and be more helpful.~~
- How to ask for help before finding yourself in trouble, in high school it was easy, the counselors came to the student, ~~in college you can not wait, they will not come looking.~~
- closer monitoring of special ed teachers, most of them were abusive to the kids in the class & made them even more upset.
- Don't count on any
- Better teachers who can tolerate our needs and not put us down or yell at you
- ~~*** went to college for a year and is now going to work ??? What he really wants to do for the rest of his life. I feel the H.S. should have provided more help with other options for himself. I felt they were lazy!! Not too pleased with Special Education Dept or *** who *** had. I know *** need to also be more involved but if he had a more encouraging teacher and more options things might have been different with school!~~
Thanks.
- The guidance counselors would be more knowledgeable and helpful.
- It would have been good to have a real counselor that would listen to a student & understand the psychological, social isolation, stigma, non-inclusiveness, low self-esteem, teacher "favorites"/staff. ~~Also bullying that is an everyday constant that you have to live with & yet keep a best face on.~~
- Guidance needs to catch the kids who get lost in the shuffle. Seek them out more. ~~Financial. Family needs in the process. Paying for CC classes which were not for credit. Struggling through math and Eng on college~~
- Better teachers, counselors, ~~more job skills, better math skills, Learn about other services~~
- Have them open up their eyes and listen to what you are saying your needs are and not just move you on to get you out of their hair.
- ~~Look beyond high school for support.~~ Guidance and "social workers" are there for the other kids - not special needs kids. We are a burden to system.
- Consistency- when working with mentally challenged students i.e. those with Autism etc. Teachers need to get adequately trained on how to handle these children in high school.
- speaking to a guidance counselor
- See your transition coordinator and or guidance counselor.
- Career counseling, guidance.
- Leverage your guidance counselor.
- Guide Counselor
- Finding the right guidance counselor and club to join in school makes all the difference.
- Work with your guidance counselor. My guidance counselor helped me look for work.

- study a lot, ask your guidance counselor for help
- Do what your heart desires and get help along the way, from whoever, guidance counselors, teachers, peers.
- Meet with a guidance counselor, apply for scholarships, perform community service, and get letters of recommendation.
- Guidance counselors
- finding a good counselor.
- ~~To go to colleges of their interest and get as much information as they can and then work with their guidance counselor to make the best choice.~~
- ~~For high school students working on transitioning, I suggest dedicated time during the school day to plan their transitioning,~~ as well as available assistance from a 'safe person' and social integration as needed.
- ~~athletics,~~ as well as asking for help from staff members
- ~~Vocational job~~ and life skills coach.
- student advisors
- find someone who cares what happens after school ends

Social Aspects

- ~~I wasn't sure if I wanted to do Career Ed. or not, but I would recommend any student to take this class. It really helps you for when you get out of high school. Also just putting yourself out there to meet new people, if will be eager~~
- Get assistance from Special Education services. Don't feel ashamed to ask for help/do your own research for college education. Keep busy-manage your time, get involved at school and community, talk to family, friends, and school educators/administrators for support, believe in yourself!
- ~~work experience—self advocacy and independent for living skills also social skills~~
- ~~Become as involved as possible in your schools activities because they help you develop social skills and time management skills.~~
- ~~jobs Living on own Social services~~
- ~~That if they need the help they should get it, but the study, and self advocacy is good~~
- ~~team leadership, social skills, technology skills, money management skills~~
- ~~social skills, self advocacy, ind living skills, time mgmt, organization skills, study skills, work, and more social skills~~
- ~~It would have been good to have a real counselor that would listen to a student & understand the psychological, social isolation, stigma, non-inclusiveness, low self-esteem, teacher "favorites"/staff. Also bullying that is an everyday constant that you have to live with & yet keep a best face on.~~
- learning how to cope with rejection
- *** should have stricter rules. Kids got away with too much. Tighten things up. Juniors/seniors rule school and get away with a lot. ~~Need more guidance counselors like Mr. ***. They need to spend more time with kids and be more helpful.~~
- ~~Reduced focus on standardized test measures, increased experience with "real world" experiences, increased support with peer socialization, increased focus on individual needs as opposed to trying to balance this with ability to participate in a standardized test.~~

- ~~Organization, money management skills, social skills, and self-advocacy skills.~~
- Work along side a typical peer, rather than teacher and fellow special education students.
- social skill
- Social, self-advocacy, Technology
- ~~For high school students working on transitioning, I suggest dedicated time during the school day to plan their transitioning, as well as available assistance from a 'safe person' and social integration as needed.~~
- to work on Social Skills, independent living skills (time management) & work after high school is no joke. It was a reality check I was not ready for.
- I think social skills are important as well as self-advocacy. Taking care of your health and managing your \$ is also important. Managing your time and being organized are all important life learning skills my high school reinforced all these skills, but these are also things my parents taught me from a very young age. I am happy with my life. I am in a good place.

Activities/Extracurricular Involvement

- I would recommend to set up any kind of special clubs to learn something new.
- ~~Get assistance from Special Education services. Don't feel ashamed to ask for help/do your own research for college education. Keep busy-manage your time, get involved at school and community, talk to family, friends, and school educators/administrators for support, believe in yourself!~~
- sports are very important, ~~but behavior like say know to drugs, alcohol and think always positive.~~
- ~~Special Education and Sports Programs~~
- be involved in sports, community service, take advantage of everything offered to you.
- Volunteer work helped me branch out and gave me a sense of purpose and career ideas.
- ~~Use self-advocacy, don't procrastinate, use support services in school. Learn how to help others with work, studying, join clubs do sports, etc.~~
- go to a program the summer in between senior and Freshman year.
- Personally, clubs are good to be in, but I can't say I was in one. I was a track runner.
- Become as involved as possible in your schools activities ~~because they help you develop social skills and time management skills.~~
- sports teams
- don't overlook your schedule, leave some free time to relax, get involved, work hard
- Get in involved in athletics or clubs
- Extra-curricular clubs/organizations, ~~guidance counselor(s)~~
- I recommend students that going into high school to join activities that they want to do.
- Volunteer as much as you can. ~~Get extra help when needed. If in learning center take advantage of it.~~
- For sure getting involved with any kind of high school sports, it helped me keep up my grades.
- Activities that challenge the student
- The *** program was a program from *** Youth Services and stay involved in programs that interest you or if you just have time
- ~~I think study skills which is where you learn techniques help and you should be social~~

- and join a sports team or club.
- CT youth leadership project.
 - ABI is really helpful. *** is also helpful for some students and I actually have recommended it to some parents of students with disabilities.
 - Join clubs, explor ~~and remain informed about who can help you and how.~~
 - get involved in different organizations
 - ~~Study skills,~~ clubs, sports, volunteer work
 - ~~I would recommend more money management skills,~~ and activities such as community service; helping soup kitchens, fundraisers, etc.
 - I would suggest after school programs for students helping them to gain work and volunteer experience ~~along with preparing them for what is next in their chosen path after high school.~~
 - ~~Finding the right guidance counselor and~~ club to join in school makes all the difference.
 - ~~Working in school,~~ volunteering in the community
 - be involved in sports, community service, take advantage of everything offered to you.
 - Be involved in Community Activities to help those less fortunate.
 - ~~Meet with a guidance counselor, apply for scholarships, perform community service, and get letters of recommendation.~~
 - wishing she took "foods" and "choir" and other electives
 - take electives, don't be limited by services the PPT says you need
 - get involved in something not academic
 - Deffinitely volunteering, finding a place that help you set your goals for the future
 - athletics, as well as asking for help from staff members
 - Get involved in the communities, volunteer, and use assistances offered to you.
 - BE INVOLVED WITH LOCAL/COMMUNITY PROGRAMS LIKE YMCA-BASKETBALL/OTHER CAMP OR CAMP OVERGROVE.
 - Volunteer.

Life Skills/Independent Living Skills

- Time Management skills, ~~Study Skills~~
- Activities at Daily Living and computers. ??????
- Technology skills; Time Mngment/organizational skills
- ~~team leadership, social skills,~~ technology skills, money management skills
- ~~Give out more information about other programs and help with independent living skills. Don't just help by the score of the test. My son was not ready for trying to do things on his own.~~
- ~~sports are verry important, but~~ behavior like say know to drugs, alcohol and think always positive.
- ~~Get job training skills,~~ all basic skills to manage money and live independently.
- ~~work experience—self advocacy and~~ independent for living skills ~~also social skills~~
- Money management
- Independent living skills.
- ~~job coaching,~~ more independent living skills with actual supported living arrangements
- ~~Become as involved as possible in your schools activities because they help you develop~~

social skills and time-management skills.

- Money management skills!
- Maybe a small class that teaches you what to do when attempting to take a bus, taxi, train, etc.
- more time management things
- ~~1) Role playing in applying for a job. 2) Being able to write better and do research papers. 3) Activities that foster more independence.~~
- ~~Stay away from the job corps.~~ Focus on meningful life skills.
- Time management.
- Time management and self-advocacy.
- Wish there would have been more real life skills. Lots of paperwork instead. Take a trip to the bank, go to the post office, go to the drug store, get medicine, toothpaste, shampoo, etc.
- Time management
- ~~increased mentoring;~~ more independent living skills, ~~more real-world connections with classes~~
- Anything to help kids on being on their own.
- Find a skill you are good at
- ~~High school students with LD and ADHD need to start practicing being able to clearly explain their condition. Since it tends to be an invisible disability. Public high schools need to prepare their students for college by offering classes in self determination, self advocacy, in understanding how to establish reasonable accommodations in college. They need to understand and prepare for the difference between college and high school. They need to start practicing study strategies, time management, social skills, money management, etc. begining in 9th grade. Students need to understand how their condition impacts them in various situations in the past and how it is likely to impact the typical activities they can expect in college. Aside from classes these activities would also include residence halls, co curricular activities, attendance, evaluations, communications and assignments.~~
- Become more independent
- Time management courses.
- How to live on their own
- ~~INDEPENDENT LIVING AND WORK EXPERIENCE~~
- ~~jobs~~ Living on own ~~Social services~~
- Mandatory life skills coursework.
- Money management
- Time management/organizational skills
- One area I would have liked to see in high school to better prepare for life is training on independent living skills and money management. (i.e. transportation, banking, paying bills)
- Activities at Daily Living and computers.
- life skills, more time management & organizational skills
- money management, ~~Better guidance department to help students have a plan for future. I am at the perfect college for me because of my mother's involvement.~~
- assisting in get employment & housing

- Busing, money, time management
- ~~Have lots of work experience—work/study programs with the school turned out to be outstanding.~~ Learn money and time management. Learn how to clean yourself and your home. Learn how to cook and shop. Learn how to get around your community and what transportation is available to you. Learn how to use it.
- ~~social skills, self-advocacy, ind living skills, time mgmt, organization skills, study skills, work, and more social skills~~
- Budgeting skills
- Money management, ~~Interviewing Skills.~~
- No idea, stocks, money management, savings in banks
- need to do more with learning and using transportation
- ~~??? More independence & provide positive reinforcement for everyone's future interests. Not everyone must go to college.~~
- ~~Mother speaking, "Because the PJ case settled and severely disabled students were now mainstreamed into college-prep like classes, my daughter had to take and pass courses that had no relevance to her post-secondary life (e.g. Civics, Algebra I). She had to fulfill graduation responsibilities and take CAPT. My daughter, who is severely disabled needed the opportunity to take more life skills electives, work-study programs, and have a better balance of her disabled and non-disabled peers. She did receive these lessons in ***'s Post-Secondary Transition Program.~~
- ~~Work experience at younger ages, more transitional services and support, more life skills at a younger age.~~
- all of the above in question 9
- Money management/education about finances
- Study skills, ~~clubs, sports, volunteer work~~
- ~~work experience, independent living skills~~
- I would recommend more money management skills, ~~and activities such as community service, helping soup kitchens, fundraisers, etc.~~
- personal finance "training" for seniors
- Resource room to work on time management skills ~~and self-advocacy skills~~
- Independent Living Skills
- Study skills, time mgmt.
- Time management
- organizing skills to be prepared all the time.
- "High School should have a class to teach students to be parents and to keep a home like bills, getting jobs, etc.)
- Organization, money management skills, ~~social skills, and self-advocacy skills.~~
- ~~Continued work experience, add more public transportation practice- i.e. buses~~
- I believe having a class where it shows kids how to live on their own be successful
- To actually help them get a drivers liscense and job
- ~~More hands on work, co-op opportunities—not everyone is geared for a college future.~~ Learning about good basic investments. Manditory-consumer-life skills. Real average Income needed to survive in the real world.
- To really pay attention and a course about being by yourself and getting going.
- time mgmt/organizational skills

- helping with time management and organization and communication and money and organization skills to prepare for college and the work place.
- learning strategies
- ~~Tutoring~~, organizational skills
- ~~learn to self-advocate~~ and be independent
- Learn more ways to organize and retain subjects information
- ~~Work experiences~~, scheduling daily activities, money tracking
- Learn to care for yourself with cooking, washing clothes, and planning.
- More information on independent or group home living
- Job internships and Life skills classes; How to get Job training after high school
- Organizational skills
- study skills
- I would recommend. Start to be more independent and do not dependent on the teacher to do things for you.
- All of the above mentioned skills
- ~~Social, self advocaey~~, Technology
- Money management and planning. Respect for others. Drinking/drug health awareness.
- study and organizational skills
- ~~Interview skills, visits to college~~. Planning a college budget, using a debit card responsibly, that resource classes are not just for failing students.
- Work skills/living skills
- Any services they can get, such as study skills, time management, etc.
- Computer skills
- Time management
- Time-management
- Independent Living Skills
- Money management and time management programs.
- I recommend on the job experience, entrepreneurial seminars, conflict management, and decision making classes
- what high school students should; Learning about money management skills
- ~~to work on Social Skills~~, independent living skills (time management) & work after high school is no joke. It was a reality check I was not ready for.
- Help them or show them how to look and apply for jobs. Help them manage money. Show them what expence they may encounter.
- ~~I think social skills are important as well as self advocaey~~. Taking care of your health and managing your \$ is also important. Managing your time and being organized are all important life learning skills my high school reinforced all these skills, but these are also things my parents taught me from a very young age. I am happy with my life. I am in a good place.
- Help with study skills and the PPT's were effective.
- Diversity training/Positive Life Goals never let bad people stand in your way. Treat people with respect. Pray to God he will guide you

Vocation/Trade Experience

- offer technical training in all High schools
- Learn a trade.
- sae- vo-ag hands on
- More technical programs
- To go through High School in the work program helped me a lot.
- Work program
- work experiences should mirror interest areas of student.
- vocational skills
- Get job training skills, ~~all basic skills to manage money and live independently.~~
- Work Experience
- work experience- ~~self advocacy and independent for living skills also social skills~~
- I say, they should go into Culinary Arts and ROTC if they to go into the military.
- job coaching, ~~more independent living skills with actual supported living arrangements~~
- ~~How to complete job resumes.~~ Cashiering experience. Internships at local businesses.
- ~~Realistic expectations of life with high school (special ed) diploma.~~
- looking into Job Corps. Free education.
- ~~Try new things, reach out for help,~~ do internships
- Work experience
- Part time job or volunteer work
- more work experience opportunities
- Do an internship, taking advantage of teacher/professor hours of resource centers & always ask good question
- ~~INDEPENDENT LIVING AND WORK EXPERIENCE~~
- jobs ~~Living on own Social services~~
- ~~Just know what to do. Keep your head focused. Go to work on time.~~ Use all employment opportunities.
- Work experience, making connections.
- work experience
- Have lots of work experience - work/study programs with the school turned out to be outstanding. ~~Learn money and time management. Learn how to clean yourself and your home. Learn how to cook and shop. Learn how to get around your community and what transportation is available to you. Learn how to use it.~~
- ~~social skills, self-advocaey, ind living skills, time mgmt, organization skills, study skills, work, and more social skills~~
- More vocational training
- Volunteering to help others special needs opened my mind and firefighting/EMS saved my future and life
- Job placement.
- I wasn't sure if I wanted to do Career Ed. or not, but I would recommend any student to take this class. It really helps you for when you get out of high school. ~~Also just putting yourself out there to meet new people, if will be eager~~
- I feel that more technical schools preparing one for a trade are necessary. I attended a tech school for a year but couldn't stay because of my grades. Aides in the tech schools are needed in the classroom and the shops. Not everyone is suited for college! Will

- ~~Mother speaking, "Because the PJ case settled and severely disabled students were now mainstreamed into college prep like classes, my daughter had to take and pass courses that had no relevance to her post-secondary life (e.g. Civics, Algebra I). She had to fulfill graduation responsibilities and take CAPT. My daughter, who is severely disabled needed the opportunity to take more life skills electives, work-study programs, and have a better balance of her disabled and non-disabled peers. She did receive these lessons in ***'s Post-Secondary Transition Program.~~
- ~~More hands on work, co-op opportunities-- not everyone is geared for a college future. Learning about good basic investments. Manditory consumer life skills. Real average Income needed to survive in the real world.~~
- ~~More work related opportunities, knowing what resources are available after high school.~~
- ~~make advocacy info available & apparent, more vocational for sure~~
- ~~work experience~~
- ~~Plan ahead, if your school has a work program use it.~~
- ~~work experience, independent living skills~~
- ~~To be involved in work/school program I was unaware of it and found it very difficult to find a job before 18 years.~~
- ~~community experience, working at difficult types of jobs~~
- ~~Volunteer or intern at the place that connects them to their future career to get the experience.~~
- ~~vocational work exper self advocaey~~
- ~~Working in school, volunteering in the community~~
- ~~Learning how to work somewhere while in high school~~
- ~~get a job when you are 16~~
- ~~Need to have more services/assistance to prepare students for employment past high school. Work evaluation/internships during high school years that could lead/prepare for paid employment.~~
- ~~Continued work experience, add more public transportation practice- i.e. buses~~
- ~~Work experience - many settings if possible.~~
- ~~Students need a job for a credit/to graduate~~
- ~~Work experience at younger ages, more transitional services and support, more life skills at a younger age.~~
- ~~work experience, help getting ready for employment~~
- ~~Work experiences, scheduling daily activities, money tracking~~
- ~~Job internships and Life skills classes; How to get Job training after high school~~
- ~~Do an internship to see what you would like to do for your future.~~
- ~~work related study programs in high school which leaves you with a viable, useful, job strength. Work study possibly?~~
- ~~work study~~
- ~~Find out if your school will allow you to do an internship at a business you are interested in. This helps you determine early on what you may want to major in at college.~~
- ~~I would encourage them to take the vocational class or something similar to that class.~~
- ~~Work skills/living skills~~
- ~~Vocational job and life skills coach.~~
- ~~I recommend on the job experience, entrepreneurial seminars, conflict management, and~~

~~decision-making classes~~

- something that is hands on and not just books
- Learning a trade.

Outside Resources

- If my parents didn't have money and a good advocate and attorney I wouldn't have the skills to go to college. ~~Need intensive reading skills vocab Breaking apart content of all studies. Apply it to every class. Ask for what you need to be successful.~~
- *** Vo-Ed organization has helpful programs on Fridays and during the summer

Effort

- Aim high
- study hard ~~and let your teacher's know you have a learning disability. Don't be ashamed of it.~~
- do all your work try your best at it. Attend.
- Never give up. Set goals and work towards them.
- Keep studying and don't give up
- relax & do your best
- ~~don't overlook your schedule, leave some free time to relax, get involved,~~ work hard
- Hard work
- Keep studying and don't give up
- Just know what to do. Keep your head focused. Go to work on time. Use all employment opportunities.
- focus in what you want
- I would tell them to do anything they want at school, that is ok to do at school.
- To be honest working hard on studys If getting ready to not have as much freedom
- follow your dreams
- advice-- work hard in school.
- Make sure you do your work.
- Listen and do your best to get things done
- study a lot, ask your guidance counselor for help
- To get as involved as you can, use tutoring assistance if necessary and don't give up.
- To really pay attention and a course about being by yourself and getting going.
- try your best and learn
- I would tell them to do there best thru out there four years because college you are on your own .
- To pay attention--the extra two years after the initial four years of high school. Don't drop out utilize everything that is provided.
- pay attention to your teachers. Do your work and stay in school
- wish the best of luck and to keep focused.
- Take high school seriously. Parents do kids should too.
- strongly follow your dreams. College is wonderful study hard
- work hard, take advantage of opportunities ask for help where needed to assist w/ future plans

- Work real hard, look beyond weekend parties, stay focused, good grades help in the long run with getting you into schools of choice.
- Bottom line do work & pay attention. Need to have a plan to next step forward.
- Try getting the most education and not settling for the average student.
- ~~Self-advocacy~~ work hard and smart

Preparation

Begin Early

- start as early as you can
- Transition needs to start early w appropriate follow through
- ~~High school students with LD and ADHD need to start practicing being able to clearly explain their condition. Since it tends to be an invisible disability. Public high schools need to prepare their students for college by offering classes in self determination, self advocacy, in understanding how to establish reasonable accommodations in college. They need to understand and prepare for the difference between college and high school. They need to start practicing study strategies, time management, social skills, money management, etc. beginning in 9th grade. Students need to understand how their condition impacts them in various situations in the past and how it is likely to impact the typical activities they can expect in college. Aside from classes these activities would also include residence halls, co curricular activities, attendance, evaluations, communications and assignments.~~
- It's better two start early so you can know what you want in life and know what you want two do for your future plans
- To start early because it isn't fun being thrown in with out knowing what to expect.
- ~~Reflecting on what type of career would be a good match, starting at the beginning of high school, then taking classes and jobs that support learning the necessary skills that accomplish this goal.~~
- Start early, apply for the waiver as soon as age appropriate
- Plan early enjoy what you do. My passion is cooking, I work at *** & go to*** Culinary!
- Start transition as soon as possible because it takes a long time to get things done, nobody seems to want to help you and it becomes very stressfull.
- Plan ahead, ~~if your school has a work program use it.~~
- starting at age 16 rather than 18
- ~~Visiting colleges to learn about options and services; support in choosing a college or support service (hands on); transition planning should begin early and not be brought up 4 weeks prior to planned graduation. Make students familiar with post-high school tasks.~~
- Plan ahead.
- Learn all the options available, be proactive, Don't only rely on Info others tell you.
- talk to other parents with children w/ disabilities in other out-of-town programs get informed way before entering High school years- need more community based jobs for young adults with disabilities
- Plan ahead Thank Smart, not hard

Plan Based on Goals/Interests

- A list of possible options to explore would be good.
- Stick with your plan because you can make a difference in the world.
- Try to figure out what you want to do and get help you need to prepare for it.
- ~~Keep people that are close to you and know you, whether it's family, friends, professionals or school staff involved in every meeting that you have and~~ speak up for what your goals are! Keep telling the school staff about your unique abilities and dreams until you're heard. Don't let anyone tell you "no".
- start to get organized and planning what to do day to day
- That when looking at schools that you make sure it has a program that will suit you best.
- ~~Never give up.~~ Set goals and work towards them.
- ~~It's better to start early so you can know what you want in life and know what you want to do for your future plans~~
- ~~Reflecting on what type of career would be a good match, starting at the beginning of high school,~~ then taking classes and jobs that support learning the necessary skills that accomplish this goal.
- Do not be held back by being told you can't do something or go into a field you want.
- allow your self enough time to decide if you want to go to college, or if you want to go straight into working. Knowing what you want to do with your future is very important.
- I graduated w/o a plan-- maybe if someone could have helped with that
- Start transition planning with BRS, DDS, as soon as offered.
- Bottom line do work & pay attention. Need to have a plan to next step forward.
- Get plan in place
- measurable goals/objectives that match individual needs and areas of building connections to work or post secondary education.
- For high school students working on transitioning, I suggest dedicated time during the school day to plan their transitioning, as well as available assistance from a 'safe person' and social integration as needed.
- Have a plan, make school, stick to it

Preparation for Postsecondary Education

- ~~Get assistance from Special Education services.~~ Don't feel ashamed to ask for help/do your own research for college education. ~~Keep busy manage your time, get involved at school and community, talk to family, friends, and school educators/administrators for support, believe in yourself!~~
- Take a college class your sr year.
- More awareness of trade school type of options where you don't have to get a 4 year degree.
- college planning with help sending all needed info to disability resource office to college you are planning attending
- I went away to college and I am doing well so my High School program prepared me well.
- ~~High school students with LD and ADHD need to start practicing being able to clearly explain their condition. Since it tends to be an invisible disability.~~ Public high schools need to prepare their students for college by offering classes in self determination, self

advocacy, in understanding how to establish reasonable accommodations in college. They need to understand and prepare for the difference between college and high school. They need to start practicing study strategies, time management, social skills, money management, etc. beginning in 9th grade. Students need to understand how their condition impacts them in various situations in the past and how it is likely to impact the typical activities they can expect in college. Aside from classes these activities would also include residence halls, co-curricular activities, attendance, evaluations, communications and assignments.

- After high school go right to a trade school or college, and don't wait
- To go from straight school to college
- Special needs students need specialized assistance with college planning
- After HS I attended *** before going to *** College
- To look into colleges that best fit them and to get involved with BRS
- Study skills/learning strategies. High school did not prepare me for college level work/studying/assignments.
- more specific help on preparation for independent college work, more english & math, a study hall for more help
- you should start to realize in college your going to get homework every night and just be on top of your studying because high school doesn't prepare you for college. The teachers are too preoccupied with the mastery tests and the SATS.
- More college preparation.
- more job skills & more counselling after to stay out of trouble.
- Loved ***. More programs to prepare for college.
- Improve college counselling/not necessarily about college but also about other options/careers.
- ~~High school students with LD and ADHD need to start practicing being able to clearly explain their condition. Since it tends to be an invisible disability. Public high schools need to prepare their students for college by offering classes in self determination, self advocacy, in understanding how to establish reasonable accommodations in college. They need to understand and prepare for the difference between college and high school. They need to start practicing study strategies, time management, social skills, money management, etc. beginning in 9th grade. Students need to understand how their condition impacts them in various situations in the past and how it is likely to impact the typical activities they can expect in college. Aside from classes these activities would also include residence halls, co-curricular activities, attendance, evaluations, communications and assignments.~~
- I would sign up for college and keep moving forward.
- someone that will rephrase or explain what the college they are applying to needs or wants
- plan on going to college right after highschool don't wait
- Children that have difficulties (especially with speech) need some type of transition to prepare them for college with workload expectations.
- go to school right after you graduate, Don't take any time off after graduating high school
- My daughter needed another year of school (like a prep school) to prepare her for college. I would recommend this for other students.

- 505 plan. Check out office of disabilities at colleges you are interested in.
- Meet with a guidance counselor, apply for scholarships, ~~perform community service~~, and get letters of recommendation.
- College workshop
- look at colleges and apply now; identify majors early, look for stuff you want to do
- A one year transition class that helps students prepare resumes and college applications, practice interviewing, identify colleges with best supports for learning disabilities and small classes for optimal learning.
- Further their Education
- Find out if your school will allow you to do an internship at a business you are interested in. This helps you determine early on what you may want to major in at college.
- Scholarships
- ~~To practice job skills and interviews~~, sitting down with real college people for support and help. More one on one
- Interview skills, visits to college. Planning a college budget, using a debit card responsibly, that resource classes are not just for failing students.
- To go to colleges of their interest and get as much information as they can and then work with their guidance counselor to make the best choice.
- Contact school disability services in advance of arrival for college
- Visit the college or program you will be in before you go there meet people from the office of Disability before; know who to go to to ask for help.
- Go to colleges you plan on applying for, and also see if the school has job opportunities
- take part time college courses for a year before going full time.
- Better understanding of post-grad options, agencies, funding, etc.
- financial aid
- College orientation and tours
- Visiting colleges to learn about options and services; support in choosing a college or support service (hands-on); ~~transition planning should begin early and not be brought up 4 weeks prior to planned graduation. Make students familiar with post-high school tasks.~~
- Visiting area college campuses.
- If you don't get into a 4 year college, show & tell kids about a 2 year college, don't lead them on.
- consider community college and/or taking a few classes
- Get money to go to college find out what you can get
- Make sure all your records are sent to the college.
- ~~money management, Better guidance department to help students have a plan for future.~~ I am at the perfect college for me because of my mother's involvement.
- college summit
- Visit the college first so you will feel comfortable

Preparation for Employment

- ~~Money management~~, Interviewing Skills.
- Learn how to fill out applications and job training.
- assisting in get employment & housing
- more job skills & more counselling after to stay out of trouble.

- Implement more programs for special education students who leave high school. For example, more jobs that suit the needs of special education students and assistance for those who cannot find jobs. Financial and medical assistance.
- Need to have more services/assistance to prepare students for employment past high school. ~~Work evaluation/internships during high school years that could lead/prepare for paid employment.~~
- was pretty much on my own to get a job- no help from school in any way
- Take a skills assessment to understand jobs that you are suited for. Find a career coach.
- ~~Use school resources,~~ career counseling, etc.
- Job placement.
- Work with Guidance Counselors to get a Job
- Have the school help you get a job or go to school 1/2 day and job the other 1/2 day
- To actually help them get a ~~drivers license~~ and job
- get a job
- Use everything that you can to help assure that you leave high school with a job all set up already. It is much harder after you do not have all of that support, assistance and follow through
- find something to do with work that makes you happy
- ~~SSI,~~ finding a job for student
- ~~work experience,~~ help getting ready for employment
- ~~talk to other parents with children w/ disabilities in other out of town programs get informed way before entering High school years-~~ need more community based jobs for young adults with disabilities
- Practice job interviews.
- To practice job skills and interviews, ~~sitting down with real college people for support and help. More one on one~~
- Go for classes that you want use for a career you're interested in so you will have a better understanding of the courses you take.
- ~~to work on Social Skills, independent living skills (time management) & work after high school is no joke. It was a reality check I was not ready for.~~
- Help them or show them how to look and apply for jobs. ~~Help them manage money. Show them what expence they may encounter.~~
- work on resume, job interviewing skills & get a PT job while in school. It is SO hard to find a job

Preparation for Life

- Do as much as you can now, because when you're done with high school/college the real world hits you.
- Look to the future not just today
- ~~How to complete job resumes. Cashiering experience. Internships at local businesses.~~ Realistic expectations of life with high school (special ed) diploma.
- One area I would have liked to see in high school to better prepare for life is ~~training on independent living skills and money management. (i.e. transportation, banking, paying bills)~~
- ~~Give out more information about other programs and help with independent living~~

skills. ~~Don't just help by the score of the test.~~ My son was not ready for trying to do things on his own.

- Emergency planning. All of my plans, all of my goals and all of my college fund were destroyed by the unexpected. I was in a school bus accident on I-84 where I suffered a compressed vertebrae, a lacerated liver and various minor injuries minor fractures. I had not been prepared by my school, by society or by my parents for anything even remotely similar. Our high schools do not do enough to prepare people for the unforeseen. They are too focused on the perfect situation of every single person graduating and immediately going to college or into the work pool. I can not remember one morning announcement, flyer or mention of anything that would provide emergency planning services. If there are such services there is not enough being done to make students aware about them and if there are not, then there should be.
- The school needs to be more open-minded about alternatives- if you weren't planning on college, they showed disapproval- especially the military!
- ~~*** went to college for a year and is now going to work ??? What he really wants to do for the rest of his life.~~ I feel the H.S. should have provided more help with other options for himself. I felt they were lazy!! Not too pleased with Special Education Dept or ~~*** who *** had.~~ I know ~~*** need to also be more involved but if he had a more encouraging teacher and more options things might have been different with school!~~ Thanks.
- ~~??? More independence &~~ provide positive reinforcement for everyone's future interests. Not everyone must go to college.
- ~~Reduced focus on standardized test measures,~~ increased experience with "real world" experiences, ~~increased support with peer socialization,~~ increased focus on individual needs as opposed to trying to balance this with ability to participate in a standardized test.
- no I didn't need any transitions or assistance
- Counseling office to prepare for post high school.
- It would be helpful to have a program that helps students to be more motivated about what they want to do after high school
- ~~I would suggest after school programs for students helping them to gain work and volunteer experience~~ along with preparing them for what is next in their chosen path after high school.
- Enjoy senior year- difficult, should have a plan- if not Plan A then Plan B
- ~~work hard,~~ take advantage of opportunities ask for help where needed to assist w/ future plans
- ~~take classes that you are interested in and~~ something you want to continue with in the future after high school
- More "life after high school" reality planning.
- ~~Definitely volunteering,~~ finding a place that help you set your goals for the future
- Don't follow students onto college. Find what work for you.
- Take your time when deciding post graduation skills.
- More real life experiences

Post-Transition

Postsecondary Education

Services in College

- The guaranteed admissions program offered by CT community colleges. It is a wonderful program and opportunity that does not receive the notoriety it deserves.
- serves at college, specifically extra time on test and note taking
- I attended the Stars Program at M.C.C. It was a great experience. I think all special ed. people should have something like that available.
- Explore more option that community colleges have to offer
- Know what to ask for in the library at college and at home.
- See what your post secondary (college) has to offer for services. ~~Look into agencies such as BRS.~~
- CONTINUED SUPPORT IN COLLEGE PROGRAMS
- Be fully prepared to learn that in college your pretty much on your own- teachers aren't there to help like they are in high school.

Employment

Post-School Job Help

- Job internships and Life skills classes; How to get Job training after high school
- If they want to get a job right away after high school, I would recommend vocational programs.

Post-School Services

- Making clear to students what services are available after graduation. The alternative high school was not geared toward putting people on a college track.
- More work related opportunities, knowing what resources are available after high school.
- Ask many questions of your guidance office! What services are available after high school for me!

General

Self-Advocacy

- Do their best in helping themselves.
- ~~work experience-~~ self advocacy ~~and independent for living skills also social skills~~
- Advocate for yourself.
- Use self advocacy, ~~don't procrastinate, use support services in school. Learn how to help others with work, studying, join clubs do sports, etc.~~
- figure it out yourself
- Teaching self-advocacy is a must!
- ~~Time management and~~ self-advocacy.
- Tell the kids not to listen when people call them dumb
- ~~social skills, self-advocacy, ind living skills, time mgmt, organization skills, study skills, work, and more social skills~~
- speak up for yourself
- ask for help don't be afraid to ask even if you think your right

- ~~Resource room to work on time management skills~~ and self-advocacy skills
- get involved! ask for help if you need it!
- ~~vocational work exper~~ self advocacy
- Getting help when I struggled in my classes.
- ~~Organization, money management skills, socia skills, and~~ self-advocacy skills.
- ~~Learn all the options available, be proactive, Don't only rely on Info others tell you.~~
- Ask for help
- ~~get into the right program in H.S.~~ Demand that teachers help in your learning process and stop blaming you.
- Don't be afraid to ask for help ~~and take advantage of the resources given to you, because they might be gone if you don't use them.~~
- learn to self-advocate ~~and be independent~~
- make advocacy info available & apparent, ~~more vocational for sure~~
- ~~Social,~~ self advocacy, ~~Technology~~
- Teach self advocacy since college will not deal with parents or guardians
- Having HS students with disabilities giving the chance to join their IEP meetings, and offer activities on self-advocacy and push well in High School.
- ~~Take advantage of services offered.~~ Become a self-advocate; find something you love to do.
- How to better advocate/speak up for one self
- self-advocacy- own your disability- work with it, don't hide from it
- Self advocacy ~~work hard and smart~~
- ~~I think social skills are important as well as self advocacy. Taking care of your health and managing your \$ is also important. Managing your time and being organized are all important life learning skills my high school reinforced all these skills, but these are also things my parents taught me from a very young age. I am happy with my life. I am in a good place.~~

Other

- None.
- None.
- Don't know.
- It different for everyone.
- don't know
- NONE
- Stay in HS as long as you can then go to more school
- focus on school
- Nothing
- Do not skip school.
- Go to church.
- get experience!
- disabilities must be properly diagnosed
- finish highschool
- get more involved I did not.

- Whatever make their boat float and lives easy!
- Any thing can help me on Education be good.
- for me mentally preparing myself was most important.

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 (*).

- No (*response was given on 304 different surveys*)
- (No) I think students need additional help enrolling in university- need information about Grant money, scholarships, programs for students with disabilities or special needs.
- 7. makes no sense, participate in what kind of "group"?
- All questions in the survey were clear.
- *** is totally disabled. 24/7 total care not able to answer survey. Questions answered by mother.
- Everything was clear
- everything was straight forward and clear.
- Everything.
- excellent!
- filled out by mom- I can't read
- filled out by parent with child responding to questions read to him
- Go to the next page was confusing because you don't know what's on the next page.
- how to fill it in. it says fill in circle then #9 says check all that apply. Also, wasn't sure if by disabilities the survey meant learning or physical
- I do not like question #9. While many students learn these skills at high school age, I do not believe that the acquiring of these skills is linked to the high school institution, but rather, other more personal influences.
- I don't know why I'm taking this survey, but I thought maybe this survey would give me or the individuals filling out the survey, would receive help or advice/assistance on what to with their future after high school graduation. (for the people who are in IEP or special education classes). I do hope this survey helps me, if not me at least the special ed students.
- I don't really know that well, but it could be.
- I think you should ask if student went to public or private school. Public school did meet my needs and I was moved to a private school.
- I wish my son was able to answer this survey. (Mom answered survey questions for her son).
- If anything, #4 should have the option of being "I have taken exactly 12 credits per semester."
- I'm confused because I can't read or write so I can't do anything, I have down syndrome.
- In question 9, Although all of the skills were taught it doesn't mean they were learned fully. However, to the extent that learning took place, it added immsence value to life. "Doing the best with the hand we're dealt." All in all, we felt that the school did a wonderful job. If we are happy with what we do for work, we are successful. Goal accomplished!
- Indicated signed out of High School June 2010 did not indicate reason

- is there any help for me now, I need money for books at school...
- It was all right I unstand all of It.
- It was okay.
- It was very general. Special Education encompasses many different types of people with unique and individual needs. Transitioning should be as unique as the person requiring it (as is the education or accommodating of the person) therefore this survey treats the people with learning differences or special needs the same way as the education system does....as if they were all the same.
- It was written as if I had Down Syndrom. I have *** with a high IQ I am not stupid.
- My mom helped me in filling out this survey.
- My son could not have filled this out without my help.
- My son would be unable to fill out this survey because of reading & writing disabilities... so filled out by mother. It seems to me that the only individuals who will be able to complete this survey are those who have enough skills & abilities & support to succeed anyway. You will have a skewed sample
- No - except fully disabled these questions are not applicable.
- No (but it would have been if my client had filled it out by himself).
- no (completed by my guardian/consentor on my behalf)
- No- but I could write much more about my opinion.
- no but you might want to research how SP/ED kids are treated by their peers & what could be done. I love *** College & most take my disabilities in stride. I feel valued accepted & a member of a great community now. The only thing I miss about HS are some of my great teachers.
- no but you need to mind your business.
- No confusing at all.
- no everthing was good
- No every was clear and not confusing on this survey.
- No everything is clear
- no it was clear
- No it was not unclear at all.
- No its good.
- No maybe a little.
- No more scholarship help would be good my school is a lot of money.
- NO- mother did most since I don't live at home
- No not at all.
- no not at all.
- no not really-- are there any resources to help me become a successful member of society
- No not really.
- no- not really.
- no problems with survey
- no response
- No there was nothing confusing or unclear about this survey.
- No there wasn't

- No there wasn't.
- No very direct
- No!
- No, all were simple questions.
- no, and "thank you" for conducting the survey
- No, but I did a lot of volunteer work that will also help me have more skills for a job
- no, but it didnt give me the opportunity to say that I feel that my education could have been better had more services been provided to me.
- No, everything was fine.
- No, good survey!
- No, I wish all the luck and good behavior to all students to became a better person, and do things right for their future.
- No, I wish dealing with schools was as straightforward and clear as this survey was.
- No, it was all straightforward.
- No, it was very easy to understand
- No, just not enough room for feedback.
- no, let's stop with the "seeing how the transition goes" and start with better peer education. Try playing baseball and have even the coach call you slow.
- No, my mother helped me fill this out
- No, not at all
- No, not that I can think of.
- No, straight forward.
- No, thank you for including an online option as I think it's much easier than mailing something. I would not have responded otherwise
- No, this survey was easy.
- No, this survey was very clear.
- No, very thought out
- No, we need the state or government to make more jobs for people with disabilities like learning or teaching programs after high school.
- No. Thank you for following up.
- no. but not all people who were in the speshal program at school are as stupid as you protry them to be
- No. I think it is a very good thing to do.
- No. I'm happy to fill out if it helps just one child to have a better future. I'm just sorry it wasn't done earlier so my daughter may have benefitted from it as well.
- No. It assumes that the high school provides adequate transition planning, which in my case was false. I did not fulfill any social, emotional, or emotional IEP goals--just the academic requirements-- and was unprepared to graduate. A lawyer required in order to attain transition services, as well as my diploma deferral.
- No. It bored me =)
- No. Just #6. I don't think we have that in our town.
- No. *** needs to be in a program. He needs purpose and a place to live. We don't know when he'll get out but when he does he'll need help badly. My name is ***, **'s mother. I was given permission by *** to fill this out on his behalf.

- No.- Student was not there to take survey because he is incarcerated. Parent tried to answer questions to the best of her ability.
- No. Thank you for the opportunity and if uconn knows of any program to work with someone with autism spectrum aspergers syndrome it could change a young man's life.
- no; I'm glad to know there is people that care about our children, and I hope that filling out this survey helps. My son has shared his frustration with me, that's why I was able to fill out this survey. I would tell him he's not a loser for not going to college. It's not for everyone. Now, he's in the Army and he truly amazes me!! He has to work extra harder than most people, and that doesn't stop him. I'm so very proud of him!! :)
- no; Questions not asked: How well did your high school understand your disability? How well did they implement the skills needed to cope with your disability? Answers: Poorly!!! There are not enough professional that understand disability!
- No--> I ended up after 2 times in college on academic probation w/a 1.7 gpa and then got expelled- NOT good!
- Nope. P.S. I wish in high school the education given to me was better.
- not really my mom help me
- Not very understandable
- Nothing is confusing about this survey :)
- nothing other than work skills. How is my health? (physical & mental) I need info for handicap. I can't even drive a car! Need transportation if I do go to school.
- Nothing was confusing or unclear but question 6.
- number 6 the questions
- Poorly written - you need to key in on what will improve system.
- Q. 8- I love college but I have serious medical problems- Am I satisfied with my life? I can't easily answer that.
- question 11. Not sure what a "transition plan" is.
- Question 7 could be worded better or have a negative response
- Question 7 didn't have N/A choice other than other choice if any choices were N/A.
- Question five- disabilities with and without.
- Questions 1No Answer. & 11 were difficult to answer.
- seems sort of useless. Very vague not sure what intended purpose would be
- Since I'm still in college, the questions about employment didn't pertain to me.
- Survey was fine.
- The purpose
- The questions needed to be clearer. I haven't used any assistance in school in a few years.
- The whole thing was confusing
- Totally Depended non-verbal.
- WAS NOT ABLE TO LOG ONTO COMPUTER WITH "CODE NUMBER," WANTED TO KNOW HOW MY EXPERIENCE WAS AT ***???
- Well I would like to know more information on why I'm filling this out.
- what's the point nothing will change
- what's the purpose of this
- why

- why do you need this info?
- Why I was sent it in the first place.
- why managing money is listed twice under #9
- Will this survey be used to improve high schools & tech schools for students like me? I feel as if I have fallen through the cracks.
- Yeah. Some of the questions (for example, #1) were poorly phrased.
- Yes
- yes Question #7
- Yes- Son Austistic unable to fill out on his own
- Yes, I needed help filling it out and answering the questions.
- Yes, it was difficult knowing how to answer because I have more than one job.
- yes, Question 9.
- Yes.
- YES. I AM CURRENTLY INCARCERATED SO SOME OF THE ANSWER CHOICES DID NOT FIT MY ENVIRONMENT.
- Yes. Question #7 did not allow for a "no" answer.
- Yes. Why are you making me take this?
- Yes... #7 NO! is not an option, p.s. Apparently I didn't learn to write in high school either.
- You should ask more about special education and not "high school."