

**Connecticut Post-School Outcomes Survey 2012:
2011 School Year Exiters of Special Education Services**

Final Report

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EXECUTIVE SUMMARY

Indicator 14 Criteria (2009)

Federal reporting Indicator 14¹ 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 2012 census method survey conducted by the University of Connecticut under contract with the CTDOE to determine 2011 school year Exiter data. A description of the research method, results and how each percentage was calculated follows.

In the 2011 school year, 4,918 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; Students transferred to general education; or, Students dropped out of school.

¹ 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.

Beginning on July 10, 2012, 4,918 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 fifth 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; 2011). 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). No revisions were made between the 2011 and 2012 surveys.

Three waves of mailings were conducted, one each on July 10, September 1, and October 18. In total, 676 surveys were received with responses. Among these, 65 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 611. Additionally, a total of 780 (15.9%) 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 14.8% (611 / 4,138 x 100%).

Respondent Characteristics

The largest group of responders was those with learning disabilities (34.0%), followed by those with autism (11.8%), emotional disturbance (10.3%), ADD/ADHD (9.2%), intellectual disabilities (9.2%), and multiple disabilities (7.0%). Approximately sixty-five percent (65.1%) of the respondents were males. Approximately seventy-seven percent were white (77.4%), followed by respondents who were Hispanic (10.8%) and African-American (9.5%). Approximately eighty-eight percent of the respondents had graduated with a diploma (88.4%), followed by those who reached the maximum age for services (7.4%) and those who transferred to general education (2.0%).

Indicator 14 Results

A: Percent enrolled in higher education = 44.8%

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education 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 = 60.1%

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

employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C: Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = 78.1%

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	274	44.8
Competitively Employed	93	15.2
Some Other Postsecondary Education or Training Program	51	8.3
Some Other Employment	65	10.6
Not Engaged in 1-4 Above	128	20.9
Total	611	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). No revisions were made to the current, 2012 survey.

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 fifth 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; 2011). 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 2011 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, 2012 with appropriately authenticated documents.

Subjects

The subjects for this investigation consisted of 4,918 of the individuals who had exited special education during the year 2011 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 early Summer of each survey year via a password protected file.

Data Collection

The initial mailing of 4,918 surveys was sent on July 10, 2012. A second wave of 4,030 surveys was mailed on September 1, 2012. Finally, a third wave of 3,694 surveys was mailed on October 18, 2012. Additionally, this year's Exit Survey presented the option of taking the survey online. 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 uniform resource locator (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 676 surveys were returned. Additionally, 61 surveys were completed online; none were completed using the Spanish version. Multiple names ($n = 65$) 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 611 usable surveys. An additional 780 surveys were returned as undeliverable

because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 4,138 individuals ($n = 4,138$), and a response rate of 14.8% ($611 / 4,138 \times 100\%$). The data collected via the online survey accounted for 10.0% of the overall response rate.

Pilot Study Procedures

As an attempt to increase the response rate in this year's Exit Survey, three pilot studies were conducted. First, school personnel from four 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 eight districts in Connecticut with high populations of typically underrepresented groups. In all, 13 teachers from four different districts participated.

Participating school personnel were mailed a list of student names, addresses, and some possible phone numbers collected using LexisNexis, a data cleaning program used to gather Exiter contact information. Personnel used the resources available to them at their schools or other methods (i.e., whitepages.com, phone book) to collect student phone numbers that could not be located using the LexisNexis program. After phone numbers were gathered, the teachers called former students to ask 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 45 completed surveys. Thirty-four were filled out on paper and mailed back to the researchers and 11 were entered online. The survey data collected via the pilot study accounted for approximately 7.4% 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.

Additionally, the data cleaning service was unsuccessful in obtaining hard to reach students, such as those who moved, and gathering phone numbers for families without a landline. Many of the phone numbers collected using LexisNexis were also out of service.

The second pilot study involved a call team composed of five graduate students from UCONN. The team called Exiters using phone numbers collected from the LexisNexis data cleaning service. The team spent a total of twelve hours over three days making phone calls. Calls were conducted on October 15th between 5pm and 7pm, November 1st between 7pm and 8pm, and November 6th between 5pm and 7pm.

In all, twenty-three surveys (about 4% of total response rate) were completed using this process; however, 234 households were called. Some of these calls were wrong numbers, some calls resulted in no answer, and the majority of phone numbers were out of service.

The final pilot study involved using the LexisNexis data cleaning service to locate more accurate addresses for envelopes returned with bad addresses. In the first round mailing there were 576 bad addresses returned. Using LexisNexis, new addresses were found for 181 Exiters; however, only three of the surveys that were sent to these new addresses were returned.

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 611 respondents, about seventy-seven percent (77.4%) were "White", followed by "Hispanic" (10.8%) and "Black" (9.5%). The Exiters ranged in age from 15 ($n = 2$; 0.3%) to 21 ($n = 23$; 3.8%), with a mean age of 17.9 years ($SD = 1.4$). There were nearly twice as many male respondents (65.1%) as female respondents (34.9%). For additional information see Tables B3-4 in Appendix B.

Disability type. The most common exceptionality of the respondents was learning disabilities (34.0%), followed by those with autism (11.8%), emotional disturbance (10.3%), ADD/ADHD (9.2%), intellectual disabilities (9.2%), and multiple disabilities (7.0%). For additional information see Table B1 below.

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	72	11.8
ADD/ADHD	56	9.2
Deaf/Blindness	0	0.0
Emotional Disturbance	63	10.3
Hearing Impairment	8	1.3
Intellectual Disability/MR	56	9.2
Learning Disability	208	34.0
Multiple Disabilities	43	7.0
Orthopedic Impairment	4	0.7
Other Health Impairment	58	9.5
Speech/Language Impairment	35	5.7
TBI	4	0.7
Visual Impairment	4	0.7
Total	611	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (88.4%), followed by those reached maximum age for services (7.4%) and those who were transferred to general education (2.0%). Chi-square analyses were conducted between Exit reason and ethnicity, age, gender, and disability type. Chi-square results indicated significant differences in the exit reason only related to age ($\chi^2(24, N=611) = 55.13, p<.001$; Cramér's $V = .150$). For additional information see table B2 below.

Table B2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	540	88.4
Certificate of Completion	5	0.8
Dropped Out	9	1.5
Reached Maximum Age	45	7.4
Transferred to General Education	12	2.0
Total	611	100.0

Comparison of the Sample to the Population

Tables B3 – B6 present data comparing the respondents ($n = 611$) to the total population of Exiters of special education in 2011 ($n = 4,918$). 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 (17.0% lower than representation in total population), as were Exiters who dropped out of school (6.2% lower than representation in total population), respondents with emotional disabilities (7.2% lower than representation in total population), and respondents with learning 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 (9.2% above representation in total population). Females were slightly overrepresented in the final sample (3.4% above representation in total population). Other than the overrepresentation of females and underrepresentation of learning disabilities, 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	213	34.9	1548	31.5
Male	398	65.1	3370	68.5
Total	611	100.0	4918	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	12	2.0	61	1.2
Black	58	9.5	919	18.7
Hispanic or Latino of any Race	66	10.8	961	19.5
Native American or Alaska Native	1	0.2	24	0.5
Native Hawaiian or Other Pacific Islander	0	0.0	1	0.0
Two or More Races	1	0.2	26	0.5
White	473	77.4	2926	59.5
Total	611	100.0	4918	100.0

Note: “Two or more Races” was a new category for the 2011 exit year; Pacific Islander was categorized under “Asian” in previous surveys, but this is the first year it has its own category with “Native Hawaiian.”

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	72	11.8	230	4.7
ADD/ADHD	56	9.2	571	11.6
Deaf/Blindness	0	0.0	4	0.1
Emotional Disturbance	63	10.3	863	17.5
Hearing Impairment	8	1.3	53	1.1
Intellectual Disability/MR	56	9.2	243	4.9
Learning Disability	208	34.0	1979	40.2
Multiple Disabilities	43	7.0	200	4.1
Orthopedic Impairment	4	0.7	6	0.1
Other Health Impairment	58	9.5	459	9.3
Speech/Language Impairment	35	5.7	277	5.6
TBI	4	0.7	16	0.3
Visual Impairment	4	0.7	17	0.3
Total	611	100.0	4918	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 Standard HS Diploma	540	88.4	3825	77.8
Certificate of Completion	5	0.8	18	0.4
Dropped Out	9	1.5	398	8.1
Reached Maximum Age	45	7.4	552	11.2
Transferred to General Education	12	2.0	125	2.5
Total	611	100.0	4918	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 were underrepresented in all regions, except the Southeast region. For minority Exiters, the percent of underrepresentation ranged from 3.5% to 24.1%, with an average of 13.5%. Exiters who dropped out were fairly representative of the population except for the North Central, Northeast, and South Central regions being fairly underrepresented. The percent of underrepresentation for Exiters who dropped out ranged from 3.4% to 6.4% with an average of 4.5%. Respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented in all but one region (Southeast). The overrepresentation in the remaining five regions ranged from 4.6% to 12.0% with an average of 8.1%. ED was underrepresented in all but 3 regions (Southwest; South Central; Southeast). In the remaining three regions, ED was underrepresented between 6.4% and 11.3% with an average of 8.5%. LD was underrepresented in four regions (Northwest; Southwest; South Central; Southeast). The underrepresentation of

LD in these four regions ranged from 4.8% to 11.4% with an average of 9.2%. Finally, female Exiters were overrepresented in 2 of the 6 regions (North Central; Southwest). The overrepresentation of female Exiters in these regions ranged from 4.0% to 8.5% with an average of 6.3%.

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 fifty-eight percent (58.4%) reported some degree of postsecondary engagement. Specifically, 41.3% reported being a full-time student (carrying 12 or more credits per semester), and 17.1% reported being a part-time student. An additional 5.0% indicated “I enrolled but did not complete a semester.” Thirty-seven percent (36.7%) 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	249	41.3
Yes, I am a part-time student	103	17.1
Yes, I enrolled but did not complete a full semester	30	5.0
No, I have never enrolled in postsecondary education or a training program	221	36.7
Total	603	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” (44.0%) was most common, followed by “two-year community college (33.8%), and “vocational/technical school” (13.4%). 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	155	44.0
Two year community college	119	33.8
Vocational/ Tech School	47	13.4
Adult Education	6	1.7
Postgraduate or College Prep	5	1.4
Short-term education or employment program	5	1.4
Other	15	4.3
Total	352	100.0

Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Twelve percent (11.9%) indicated that they had been employed full-time (35 hours or more per week), 19.9% reported being employed part-time and working between twenty and thirty-four hours a week, and 22.9% responded that they worked part time, but for less than twenty hours per week. An additional 8.6% reported that they had been employed, but for less than three months, and 36.7% 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)	72	11.9
Yes, Part-Time (20 - 34 hours per week)	121	19.9
Yes, Part-Time (less than 20 hours per week)	139	22.9
Yes, but less than three months	52	8.6
No, I have not been employed	223	36.7
Total	607	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)	211	63.6
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	5	1.5
Self-employed	5	1.5
In your family's business (e.g., a farm, store, fishing, ranching, catering)	17	5.1
In supported employment (paid work with services and wage support to the employer)	28	8.4
In sheltered employment (where most workers have disabilities)	18	5.4
Employed while in jail or prison	0	0.0
Other	34	10.2
Total	332	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, 84.0% of the respondents selected earning at or above the minimum wage (\$8.25 per hour in 2012). Of this group, 54.2% reported earning above minimum wage, and 29.8% 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 no significant differences reported between salary level and all categories indicating that there was no significant relationship between variables. 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)	39	11.7
Minimum Wage (\$8.25/hour)	99	29.8
Above Minimum Wage (more than \$8.25/hour)	180	54.2
Total	332	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 three people responded to this item. Of those who responded, 40.4% have participated in volunteer/community service programs, 25.1% have participated in an adult day service program, 22.7% in adult day vocational programs, and 14.3% in an independent living skills program. An additional 14.3% 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	51	25.1
Adult Day Vocational Programs	46	22.7
Independent Living Skills Program	29	14.3
Volunteer Work/Community Service	82	40.4
Other	29	14.3

Note: Multiple answers were possible per Exiter for this question.

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, with percentages ranging from 38.2% (Northwest) to 57.1% (Southwest) across all six regions. Data for competitively employed respondents was consistent across the regions as well, except the Southeast region that was considerably higher (23.1%). The percentages of competitively employed respondents ranged from 10.5% (Southwest) to 23.1% (Southeast). Percentages of respondents who were in some other postsecondary education or training program were somewhat varied and ranged from 3.6% (Northwest) to 12.8% (Southeast). The percentage of respondents in some other employment was consistent across regions, except for the Southwest region which was considerably lower (5.7%). The remaining five regions ranged from 9.1% (Northwest) to 12.8% (Southeast). Finally, the data in the not engaged category ranged from

10.3% (Southeast) to 36.4% (Northwest). 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	21	96	15	60	43	16
	%	38.2	45.1	40.5	57.1	41.0	41.0
Competitively Employed	N	7	36	8	11	15	9
	%	12.7	16.9	21.6	10.5	14.3	23.1
Some Other PS Ed. or Training Program	N	2	16	2	11	8	5
	%	3.6	7.5	5.4	10.5	7.6	12.8
Some Other Employment	N	5	23	5	6	16	5
	%	9.1	10.8	13.5	5.7	15.2	12.8
Not Engaged	N	20	42	7	17	23	4
	%	36.4	19.7	18.9	16.2	21.9	10.3
Total	N	55	213	37	105	105	39
	%	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.”

For those respondents who indicated not using services, the most commonly selected response was “No help received; it is not necessary” (31.8%), followed by “No help received; did not know that any agencies were available” (11.9%), and “No help received; did not want to use services” (9.4%). The most commonly selected agencies were the Department of Social Services (31.9%) followed by the Department of Developmental Services (30.5%) and the Bureau of Rehabilitation Services (29.5%). 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	84	29.5
Department of Developmental Services	87	30.5
Department of Mental Health and Addiction Services	15	5.3
Board of Education and Services for the Blind	5	1.8
Department of Public Health	3	1.1
Department of Social Services	91	31.9
DOL	5	1.8
Social Security Administration	83	29.1
Services at my College or University	72	25.3
Other Agencies	27	9.5
No Help Necessary	190	31.8
Did Not Want to Use Services	56	9.4
Did Not Know Help was Available	71	11.9

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 (Mean =2.4; SD =1.3). Sixty-two percent of the respondents selected Agree or Strongly Agree, while 21.3% selected Disagree or Strongly Disagree.

Additionally, individual chi-square test results and the effect size analysis results suggest that Exiters’ satisfaction is significantly related to the level of involvement in three of the five Indicator 14 Categories: Postsecondary Education, Some Other Employment, and Not Engaged. Postsecondary Education (χ^2 (5, N=611) = 61.96, $p < .001$) and Not Engaged (χ^2 (5, N=611) = 74.18, $p < .001$) had medium effect sizes (Cramér’s V= .318; Cramér’s V= .348, respectively), while Some Other Employment (χ^2 (5, N=611) = 24.92, $p < .001$) had a small effect size (Cramér’s V= .202) (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	149	24.8
Agree	220	36.7
Unsure	103	17.2
Disagree	73	12.2
Strongly Disagree	55	9.2
Total	600	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	342	57.4
Self-Advocacy	305	51.2
Technology Skills	285	47.8
Money Management	158	26.5
Study Skills/ Learning Strategies	301	50.5
Work Experience	192	32.2
Independent Living Skills	186	31.2
Time Management/ Organizational Skills	262	44.0
None	68	11.4
Other	45	7.6

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 (*).

Qualitative responses were categorized based on five guideposts described by the National Collaborative on Workforce and Disability (<http://www.ncwd-youth.info/guideposts>). These guideposts are: (a) school-based preparatory experiences, (b) career preparation and work-based experiences, (c) youth development and leadership, (d) connecting activities, and (e) family involvement and supports. An “other” category and a “challenging observations” category were also created for responses that did not fit into one of the five guideposts. 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 fifth year of the revised Indicator 14 and the sixth 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 2009, 2010, and 2011 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 2011 is 44.8% (274 youth enrolled divided by 611, 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 2011 is 60.1% (274+93 youth competitively employed within one year of leaving high school divided by 611). 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 2011 is 79.1% (367+51 youth in some other postsecondary education or training program + 65 youth in “some other employment” divided by 611). Consequently, this data also indicate that 20.9% of respondents are not experiencing education or employment of any kind in their postsecondary lives. Stated differently, approximately 1 out of 5 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 2009, 2010 & 2011 Exiters.

Similarity between the 2009, 2010, and 2011 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 five years of consecutive Post-School Outcomes data collection. While the last two studies had been consistent (19% for the 2010 Exiters and 21% for the 2009 Exiters), the response rates from the previous Exit Surveys ranged from 21 to a high of 23%. Among the 2011 Exiters, 63.3% reported some level of employment since high school exit. This is a decrease of 4.8% over the 2010 Exiters (68.1%) and 3.2% over the 2009 Exiters (66.5%). It is possible that the 2011 results continue to be low as a direct result of the economic downturn that has characterized the last four 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 2011 Exiters includes the 8.6% of respondents who were employed but for less than the required three months. When comparing the types of work from 2009 to 2011, there is a drop in Exiters working for pay between 2009 and 2010, but this number increased slightly for the 2011 survey (69.7% of 2009 Exiters; 62.0% of 2010 Exiters; 63.6% of 2011 Exiters). Additionally, results related to earnings have gone down slightly over the past two years in regard to Exiters earning at or above minimum wage (84.5% of the 2011 Exiters; 86.2% of the 2010 Exiters; 86.4% of the 2009 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 three years.

2011 Exit Survey data also indicate a decrease in the total number of respondents enrolled as either full-time or part-time postsecondary students (58.4% of the 2011 Exiters). This

is a 6.1% decrease over the 2010 data (64.5% of Exiters) and a 0.3% decrease over the 2009 data (58.7% of Exiters). The 2011 survey showed a 2.2% increase in part-time enrollment as compared to 2009 Exiters and a 3.5% increase as compared to the 2010 Exiters (14.9% of Exiters in 2009; 13.6% of Exiters in 2010; 17.1% of Exiters in 2011). However, full-time (more than 12 credits) enrollment decreased as compared to the 2009 and 2010 data (43.8% of Exiters in 2009; 50.6% of Exiters in 2010; 41.3% of Exiters in 2011). The number of students enrolled in higher education but did not complete at least one semester (5.0% of 2011 Exiters) showed a decrease from 8.8% of the 2009 Exiters, but a slight increase from the 2010 survey (4.2% of Exiters).

Enrollment in a Community or two-year college indicates limited change for the third consecutive year (33.8% of the 2011 Exiters; 34.0% of the 2010 Exiters; 35.2% of the 2009 Exiters). Enrollment in a Four-year college or university increased slightly over the 2009 survey and was about the same as the 2010 survey (44.0% of the 2011 Exiters; 44.6% of the 2010 Exiters; 42.2% of the 2009 Exiters).

Limitations

One of the most significant limitations to these results is the overall low response rate. The last two years response rates are both below 20% and in particular, this year's response rate is significantly lower at 14.8%. One potential contributing factor to the current year's low response rate may be the delay in initial mailing of the survey (Initial mailing in July instead of late May/June). This is important because a significant number of student voices are not being heard. In part this is also due to the 780 (or $[780/4918]*100=15.9\%$) 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 LD, 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 and Exiters diagnosed with ID were overrepresented in the final sample. Female Exiters were slightly overrepresented in the respondent data. While these trends are generally consistent over the past three years, the underrepresentation of LD and overrepresentation of ID are uncommon as compared to previous studies. Overall, none of the groups of respondents were accurately represented in the current data

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 2011. This is only the fifth 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.

2012 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 = 611

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	72	11.8
ADD/ADHD	56	9.2
Deaf/Blindness	0	0.0
Emotional Disturbance	63	10.3
Hearing Impairment	8	1.3
Intellectual Disability/MR	56	9.2
Learning Disability	208	34.0
Multiple Disabilities	43	7.0
Orthopedic Impairment	4	0.7
Other Health Impairment	58	9.5
Speech/Language Impairment	35	5.7
TBI	4	0.7
Visual Impairment	4	0.7
Total	611	100.0

Table B2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	540	88.4
Certificate of Completion	5	0.8
Dropped Out	9	1.5
Reached Maximum Age	45	7.4
Transferred to General Education	12	2.0
Total	611	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	213	34.9	1548	31.5
Male	398	65.1	3370	68.5
Total	611	100.0	4918	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	12	2.0	61	1.2
Black	58	9.5	919	18.7
Hispanic or any Latino Race	66	10.8	961	19.5
Native American or Native Alaska	1	0.2	24	0.5
Native Hawaiian or Pacific Island	0	0.0	1	0.0
Two or More Races	1	0.2	26	0.5
White	473	77.4	2926	59.5
Total	611	100.0	4918	100.0

Note: “Two or more Races” was a new category for the 2011 exit year; Pacific Islander was categorized under “Asian” in previous surveys, but this is the first year it has its own category with “Native Hawaiian.”

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	72	11.8	230	4.7
ADD/ADHD	56	9.2	571	11.6
Deaf/Blindness	0	0.0	4	0.1
Emotional Disturbance	63	10.3	863	17.5
Hearing Impairment	8	1.3	53	1.1
Intellectual Disability/MR	56	9.2	243	4.9
Learning Disability	208	34.0	1979	40.2
Multiple Disabilities	43	7.0	200	4.1
Orthopedic Impairment	4	0.7	6	0.1
Other Health Impairment	58	9.5	459	9.3
Speech/Language Impairment	35	5.7	277	5.6
TBI	4	0.7	16	0.3
Visual Impairment	4	0.7	17	0.3
Total	611	100.0	4918	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	540	88.4	3825	77.8
Graduated with Certificate	5	0.8	18	0.4
Dropped Out	9	1.5	398	8.1
Maximum Age	45	7.4	552	11.2
Transferred to General Education	12	2.0	125	2.5
Total	611	100.0	4918	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	249	41.3
Yes, I am a part-time student	103	17.1
Yes, I enrolled but did not complete a full semester	30	5.0
No, I have never enrolled in postsecondary education or a training program	221	36.7
Total	603	100.0

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	155	44.0
Two year community college	119	33.8
Vocational/ Tech School	47	13.4
Adult Education	6	1.7
Postgraduate or College Prep	5	1.4
Short-term education or employment program	5	1.4
Other	15	4.3
Total	352	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)	72	11.9
Yes, Part-Time (20 - 34 hours per week)	121	19.9
Yes, Part-Time (less than 20 hours per week)	139	22.9
Yes, but less than three months	52	8.6
No, I have not been employed	223	36.7
Total	607	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)	39	11.7
Minimum Wage (\$8.25/hour)	99	29.8
Above Minimum Wage (more than \$8.25/hour)	180	54.2
Total	332	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	84	29.5
Department of Developmental Services	87	30.5
Department of Mental Health and Addiction Services	15	5.3
Board of Education and Services for the Blind	5	1.8
Department of Public Health	3	1.1
Department of Social Services	91	31.9
DOL	5	1.8
Social Security Administration	83	29.1
Services at my College or University	72	25.3
Other Agencies	27	9.5
No Help Necessary	190	31.8
Did Not Want to Use Services	56	9.4
Did Not Know Help was Available	71	11.9

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	149	24.8
Agree	220	36.7
Unsure	103	17.2
Disagree	73	12.2
Strongly Disagree	55	9.2
Total	600	100.0

Table B16
 What skills areas did your high school help you gain? (*Check any that apply*)

Category	N	%
Social Skills	342	57.4
Self-Advocacy	305	51.2
Technology Skills	285	47.8
Money Management	158	26.5
Study Skills/ Learning Strategies	301	50.5
Work Experience	192	32.2
Independent Living Skills	186	31.2
Time Management/ Organizational Skills	262	44.0
None	68	11.4
Other	45	7.6

Appendix C
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	25	3	12.0%
Avon	30	6	20.0%
Berlin	35	4	11.4%
Bethel	21	5	23.8%
Bloomfield	12	1	8.3%
Bolton	6	1	16.7%
Bozrah	6	2	33.3%
Branford	31	4	12.9%
Bridgeport	154	9	5.8%
Bristol	93	7	7.5%
Brookfield	24	6	25.0%
Brooklyn	4	0	0.0%
Canterbury	1	1	100.0%
Canton	13	5	38.5%
Cheshire	47	6	12.8%
Clinton	31	3	9.7%
Colchester	1	0	0.0%
Columbia	2	0	0.0%
Coventry	21	2	9.5%
Cromwell	17	2	11.8%
Danbury	65	6	9.2%
Darien	29	3	10.3%
Derby	10	1	10.0%
Eastford	0	0	0.0%
East Granby	7	3	42.9%
East Haddam	9	4	44.4%
East Hampton	16	1	6.3%
East Hartford	76	6	7.9%
East Haven	32	2	6.3%
East Lyme	38	4	10.5%
East Windsor	16	2	12.5%
Ellington	22	4	18.2%
Enfield	55	4	7.3%
Fairfield	56	4	7.1%
Farmington	33	5	15.2%
Franklin	6	0	0.0%
Glastonbury	95	26	27.4%
Granby	12	0	0.0%
Greenwich	85	16	18.8%
Griswold	12	1	8.3%
Groton	9	0	0.0%
Guilford	24	4	16.7%

Hamden	73	10	13.7%
Hartford	230	12	5.2%
Hartland	1	0	0.0%
Killingly	17	3	17.6%
Lebanon	11	0	0.0%
Ledyard	33	2	6.1%
Lisbon	8	1	12.5%
Litchfield	6	0	0.0%
Madison	32	2	6.3%
Manchester	75	7	9.3%
Meriden	73	6	8.2%
Middletown	34	7	20.6%
Milford	64	10	15.6%
Monroe	48	7	14.6%
Montville	13	3	23.1%
Naugatuck	37	8	21.6%
New Britain	171	16	9.4%
New Canaan	0	0	0.0%
New Fairfield	24	4	16.7%
New Haven	149	6	4.0%
Newington	25	2	8.0%
New London	27	4	14.8%
New Milford	26	8	30.8%
Newtown	56	5	8.9%
North Branford	39	4	10.3%
North Haven	28	4	14.3%
North Stonington	5	0	0.0%
Norwalk	137	15	10.9%
Norwich	74	5	6.8%
Old Saybrook	5	1	20.0%
Oxford	5	1	20.0%
Plainfield	28	0	0.0%
Plainville	25	1	4.0%
Plymouth	13	1	7.7%
Pomfret	5	2	40.0%
Portland	7	0	0.0%
Preston	5	0	0.0%
Putnam	18	3	16.7%
Ridgefield	38	8	21.1%
Rocky Hill	17	3	17.6%
Salem	7	2	28.6%
Seymour	10	2	20.0%
Shelton	27	2	7.4%

Sherman	2	2	100.0%
Simsbury	31	7	22.6%
Somers	14	3	21.4%
Southington	62	12	19.4%
South Windsor	49	12	24.5%
Sprague	4	2	50.0%
Stafford	12	1	8.3%
Stamford	134	13	9.7%
Sterling	9	2	22.2%
Stonington	23	1	4.3%
Stratford	52	5	9.6%
Suffield	13	2	15.4%
Thomaston	23	6	26.1%
Thompson	9	0	0.0%
Tolland	23	7	30.4%
Torrington	42	6	14.3%
Trumbull	35	4	11.4%
Vernon	2	1	50.0%
Union	38	3	7.9%
Voluntown	6	0	0.0%
Wallingford	49	8	16.3%
Waterbury	146	16	11.0%
Waterford	28	3	10.7%
Watertown	25	3	12.0%
Westbrook	5	0	0.0%
West Hartford	90	49	54.4%
West Haven	60	2	3.3%
Weston	7	1	14.3%
Westport	45	9	20.0%
Wethersfield	19	4	21.1%
Wilton	46	8	17.4%
Winchester	17	3	17.6%
Windham	39	6	15.4%
Windsor	48	5	10.4%
Windsor Locks	9	0	0.0%
Wolcott	18	5	27.8%
Woodstock	10	3	30.0%
Regional SD#1	21	5	23.8%
Regional SD#4	17	4	23.5%
Regional SD#5	35	6	17.1%
Regional SD#6	5	0	0.0%
Regional SD#7	28	3	10.7%
Regional SD#8	4	2	50.0%

Regional SD#9	36	7	19.4%
Regional SD#10	13	1	7.7%
Regional SD#11	7	1	14.3%
Regional SD#12	9	2	22.2%
Regional SD#13	14	3	21.4%
Regional SD#14	16	2	12.5%
Regional SD#15	35	3	8.6%
Regional SD#16	15	1	6.7%
Regional SD#17	21	4	19.0%
Regional SD#18	8	1	12.5%
Regional SD#19	39	4	10.3%
Corrections	284	3	1.1%
DMHAS	4	0	0.0%
DCF	27	1	3.7%
Vocational-Tech	29	4	13.8%
Total	4918	611	

Appendix D

2009, 2010, and 2011 Exit Survey Data Comparison

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

Gender	2009				2010				2011			
	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	263	33.4	1472	31.5	307	37.3	1742	33.2	213	34.9	1548	31.5
Male	524	66.6	3206	68.5	517	62.7	3509	66.8	398	65.1	3370	68.5
Total	787	100.0	4678	100.0	824	100.0	5251	100.0	611	100.0	4918	100.0

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

Ethnicity	2009				2010				2011			
	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	14	1.8	53	1.1	10	1.2	59	1.1	12	2.0	61	1.2
Black	87	11.1	861	18.4	99	12.0	969	18.5	58	9.5	919	18.7
Hispanic or any Latino Race	75	9.5	827	17.7	67	8.1	1001	19.1	66	10.8	961	19.5
Native American or Native Alaska	1	.1	15	0.3	2	0.2	18	0.3	1	0.2	24	0.5
Native Hawaiian or Pacific Island	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0.0	1	0.0
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0.2	26	0.5
White	610	77.5	2922	62.5	646	78.4	3204	61.0	473	77.4	2926	59.5
Total	787	100.0	4678	100.0	824	100.0	5251	100.0	611	100.0	4918	100.0

Note: "Two or more Races" was a new category for the 2011 exit year; Pacific Islander was categorized under "Asian" in previous surveys, but this is the first year it has its own category with "Native Hawaiian."

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

Disability Type	2009				2010				2011			
	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	42	5.3	159	3.4	59	7.2	211	4.0	72	11.8	230	4.7
ADD/ADHD	92	11.7	539	11.5	82	10.0	633	12.1	56	9.2	571	11.6
Deaf/Blindness	N/A	N/A	N/A	N/A	1	0.1	4	0.1	0	0.0	4	0.1
ED	96	12.2	830	17.7	91	11.0	904	17.2	63	10.3	863	17.5
Hearing Impairment	11	1.4	51	1.1	16	1.9	60	1.1	8	1.3	53	1.1
Intellectual Disability	45	5.7	238	5.1	44	5.3	247	4.7	56	9.2	243	4.9
Learning Disability	304	38.6	1856	39.7	320	38.8	2137	40.7	208	34.0	1979	40.2
Multiple Disability	43	5.5	159	3.4	47	5.7	202	3.8	43	7.0	200	4.1
Orthopedic	1	.1	10	.2	1	0.1	6	0.1	4	0.7	6	0.1
Other Health Impaired	77	9.8	483	10.4	93	11.3	497	9.5	58	9.5	459	9.3
Speech	67	8.5	319	6.8	65	7.9	317	6.0	35	5.7	277	5.6
TBI	2	.3	13	.3	1	0.1	11	0.2	4	0.7	16	0.3
Visual Impairment	7	.9	21	.4	4	0.5	22	0.4	4	0.7	17	0.3
Total	787	100.0	4678	100.0	824	100.0	5251	100.0	611	100.0	4918	100.0

Note: 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	2009				2010				2011			
	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	695	88.3	3556	76.0	734	89.1	4166	79.3	540	88.4	3825	77.8
Graduated with Certificate	9	1.1	95	2.0	7	0.8	70	1.3	5	0.8	18	0.4
Dropped Out	49	6.2	879	18.8	49	5.9	877	16.7	9	1.5	398	8.1
Maximum Age	34	4.3	148	3.2	34	4.1	138	2.6	45	7.4	552	11.2
Transferred to Gen. Ed.	0	0	0	0	0	0	0	0	12	2.0	125	2.5
Total	787	100.0	4678	100.0	824	100.0	5251	100.0	611	100.0	4918	100.0

Table D5
Disability Type

Category	2009		2010		2011	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Autism	42	5.3	59	7.2	72	11.8
ADD/ADHD	92	11.7	82	10.0	56	9.2
Deaf/Blind	N/A	N/A	1	.1	0	0.0
ED	96	12.2	91	11.0	63	10.3
Hearing Impairment	11	1.4	16	1.9	8	1.3
Intellectual Disability	45	5.7	44	5.3	56	9.2
Learning Disability	304	38.6	320	38.8	208	34.0
Multiple Disability	43	5.5	47	5.7	43	7.0
Orthopedic	1	.1	1	.1	4	0.7
Other Health Impaired	77	9.8	93	11.3	58	9.5
Speech	67	8.5	65	7.9	35	5.7
TBI	2	.3	1	.1	4	0.7
Visual Impairment	7	.9	4	.5	4	0.7
Total	787	100.0	824	100.0	611	100.0

Note: 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	2009		2010		2011	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	263	33.4	307	37.3	213	34.9
Male	524	66.6	517	62.7	398	65.1
Total	787	100.0	824	100.0	611	100.0

Table D7
Ethnicity

Category	2009		2010		2011	
	N	%	N	%	N	%
Asian	14	1.8	10	1.2	12	2.0
Black	87	11.1	99	12.0	58	9.5
Hispanic or any Latino Race	75	9.5	67	8.1	66	10.8
Native American or Native Alaska	1	.1	2	.2	1	0.2
Native Hawaiian or Pacific Island	N/A	N/A	N/A	N/A	0	0.0
Two or More Races	N/A	N/A	N/A	N/A	1	0.2
White	610	77.5	646	78.4	473	77.4
Total	787	100.0	824	100.0	611	100.0

Note: "Two or more Races" was a new category for the 2011 exit year; Pacific Islander was categorized under "Asian" in previous surveys, but this is the first year it has its own category with "Native Hawaiian."

Table D8
Age

Category	2009		2010		2011	
	N	%	N	%	N	%
14	0	0	0	0	0	0
15	0	0	11	1.3	2	0.3
16	8	1.0	85	10.3	55	9.0
17	148	18.8	430	52.5	253	41.1
18	392	49.8	156	18.9	151	24.7
19	113	14.4	32	3.9	22	3.6
20	28	3.6	91	11.0	105	17.2
21	96	12.2	19	2.3	23	3.8
22	2	.3	0	0	0	0
Total	787	100.0	824	100.0	611	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	2009		2010		2011	
	N	%	N	%	N	%
Yes, I am a full-time student	340	43.8	414	50.9	249	41.3
Yes, I am a part-time student	116	14.9	111	13.6	103	17.1
Yes, I was enrolled but did not complete one full term	68	8.8	34	4.2	30	5.0
No, I have never enrolled in postsecondary education or a training program	252	32.5	255	31.3	221	36.7
Total	776	100.0	814	100.0	603	100.0

Table D10

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

Category	2009		2010		2011	
	N	%	N	%	N	%
Community College or Two-Year College	176	35.2	192	34.0	119	33.8
Four Year College or University	211	42.2	252	44.6	155	44.0
Technical/Trade School	57	11.4	50	8.8	47	13.4
Adult Education	13	2.6	17	3.0	6	1.7
College Prep/Postgraduate Program	4	0.8	3	0.5	5	1.4
Other School or Program	24	4.8	12	2.1	5	1.4
Short-term education or employment program	15	3.0	39	6.9	15	4.3
Total	500	100.0	565	100.0	352	100.0

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	2009		2010		2011	
	N	%	N	%	N	%
Yes, Full-time (35 hours or more, per week)	92	11.8	110	13.5	72	11.9
Yes, Part-Time (20 - 34 hours per week)	142	18.3	174	21.4	121	19.9
Yes, Part-Time (less than 20 hours per week)	176	22.6	189	23.2	139	22.9
Yes, but less than three months	107	13.8	81	10.0	52	8.6
No, I have not been employed	261	33.5	259	31.9	223	36.7
Total	778	100.0	813	100.0	607	100.0

Table D12

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

Category	2009		2010		2011	
	N	%	N	%	N	%
Below Minimum Wage (less than \$8.25/hour)	69	13.6	69	13.8	39	11.7
Minimum Wage (\$8.25/hour)	172	34.0	167	33.4	99	29.8
Above Minimum Wage (more than \$8.25/hour)	265	52.4	264	52.8	180	54.2
Total	506	100.0	500	100.0	332	100.0

Table D13

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

Category	2009		2010		2011	
	N	%	N	%	N	%
Work for pay	365	69.7	313	62.0	211	63.6
Self-employed	9	1.7	10	2.0	5	1.5
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	10	1.9	15	3.0	5	1.5
Supported employment (working only with other individuals with disabilities in a work site)	40	7.6	25	5.0	17	5.1
Family business	19	3.6	35	6.9	28	8.4
Sheltered employment	16	3.1	15	3.0	18	5.4
Employed while in jail or prison	3	0.6	5	1.0	0	0.0
Other	62	11.8	87	17.2	34	10.2
Total	524	100.0	505	100.0	332	100.0

Table D14

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

Category	2009		2010		2011	
	N	%	N	%	N	%
Bureau of Rehabilitation Services	92	11.7	82	25.5	84	29.5
Department of Developmental Services	65	8.3	89	27.6	87	30.5
Department of Mental Health and Addiction Services	13	1.7	17	5.3	15	5.3
Board of Education and Services for the Blind	10	1.3	6	1.9	5	1.8
Department of Public Health	0	0	8	2.5	3	1.1
Department of Social Services	57	7.2	90	28.0	91	31.9
One Stop Centers	8	1.0	12	3.7	5	1.8
Social Security Administration	63	8.0	77	23.9	83	29.1
Services at College or University	N/A	N/A	119	37.0	72	25.3
Other Agencies	38	4.8	26	8.1	27	9.5
No Help Necessary	369	48.6	290	36.3	190	31.8
Did Not Want to Use Services	N/A	N/A	84	10.5	56	9.4
Did Not Know Help was Available	172	22.7	118	14.8	71	11.9

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	2009		2010		2011	
	N	%	N	%	N	%
Adult Day Services	35	23.0	47	19.1	51	25.1
Adult Day Vocational Programs	21	13.8	26	10.6	46	22.7
Independent Living Skills Program	17	11.2	22	8.9	29	14.3
Volunteer Work/Community Service	38	25.0	126	51.2	82	40.4
Other	41	27.0	56	22.8	29	14.3

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 (*).

Table of Qualitative Findings

School-Based Preparatory Experiences	60
Career Preparation and Work-Based Learning Experiences	68
Youth Development and Leadership	79
Connecting Activities	71
Family Involvement and Supports	73
Other	73
None/Nothing/Unsure	74

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.

School-Based Preparatory Experiences

- Guidance
- Organizational skills I use them at school, work and home. My life would be crazy without them.
- The most helpful part of my high school education was probably receiving time extensions on homework, quizzes and tests, projects, and other assignments.
- The learning center back at my high school was the most helpfull that prepared me for college.
- My high school really prepared me for what college classes would be like.
- writing skill are further developed.
- Having special education to help me learn different ways of studying.
- Organizational skills & ~~self-advocacy~~
- Academic support
- Learning time management when it came to sports and school work
- Resource Room helped me develop strategies to overcome my disabilities
- ~~I liked the school to career internship program at my high school because it helped me to gain real world experience.~~ At my high school, I had very supportive teachers and staff. Small class sizes helped with interaction between my teachers and myself, which helped my learning style.
- to learn how to study better ~~and work experience.~~
- having a good support system of teachers and aids
- Graduating
- How to write papers and do research.
- The study skills and Learning Strategies. I received a lot of support from my *** Teachers.
- computer/technology skills-research
- getting the help that I needed to learn
- time management
- The structure and support I received from my LD resource teacher
- social skills
- The engaging and interesting learning environment that the teachers created.
- test taking strategies transition planning program to identify college that will support my needed accommodations and provide small classes at an affordable cost (state schools in the northeast)
- ***Program/Extra help/Classes
- Organizational + study skills
- how to study
- academics
- Preparing me for college. making sure my transcripts got in on time.
- computer technology classes
- reading, writing, math
- time management and studying skills
- Support from the teachers.

- great teachers, great resource room support, prepared well for college-- academically and socially
- basic academics strong, structured environment, informal handling of spec ed process
- Senior year
- Communication skills
- Guidance
- Learning to read better
- It was mostly the special classes that makes you think of majors for colleges
- Time Management and study skills
- Specialized instruction class(resource room)
- the teachers
- The teachers and the way they had office hours so if you did not understand something you could go and talk to them, and they would help you out.
- being able to take courses commiserate with my intellectual abilities vs my disabilities ie Hrs Eng & AP Math & Physics
- organizational skills
- Vocational Agricultural Program
- Academic Assistance for time management and study skills.
- Academic and social support services.
- Organization, time management, ~~how to seek help when I needed it. Learn to be independent as a boarding student~~
- ~~The emphasis on volunteering~~ and the guidance of my councilor at the *** Learning Center (magnet school).
- The Honors Math Program, especially Mr. *** at *** High, the video production electives and ~~news program, and the theatre program~~
- The most helpful part of my high school education was Link class which taught the special education kids the essential skills that they needed to get a job in the future.
- Inclusion in the classrooms
- learning strategies
- Organizational skills
- Business education classes and support from teachers
- Counseling and tutoring from special ed.
- Academics only
- Junior year, College resume was done
- Most of my classes; most of my teachers, my resource and Math teacher (same person) very helpful. For 2 yrs.
- Emphasis placed on planning for future
- My learning strategies teacher that I had all through High School
- my teachers especially resource teachers
- LEARNING STRATEGIES & TIME MANAGEMENT
- Learning about different techniques to study, learning to organize notes ~~and asking for help (self advocacy)~~
- The Learning strategies class as a freshman given at the school. It taught me all the skills above and with the "open door" help given from the teacher she helped me

- perfect it for the real world. Listening when I needed help and not pushing me away.
- Humanities because it got me to work in groups and prepare a formal presentation.
 - Technology Skills- everything is on a computer today.
 - mostly by participating in classes fulfilling requirements of most colleges.
 - My study skills because I love to read all the time I learn to comprehend information a lot faster.
 - ~~My high school did not give me a realistic view on college. Thankfully, I can handle it on my own.~~ A few teachers did supply me w/writing skills so that was helpful.
 - ~~money management, practical classes, SpEd, Life skills~~
 - talking with teachers, & guidance counselors
 - Having culinary classes in high school
 - Technology skills with some computer programs.
 - Learning how to organize and take better notes
 - all of the above
 - English class
 - The stress that educators put on time management & preparing for future studies
 - College placement help
 - academic classes, teacher encouragement, social opportunities
 - teacher relationships, help w/ maturity, great academics, educational opportunities
 - AP classes; being involved in activities
 - Academics rest of highschool was a social nightmare. ~~Summer program to Camp *** in *** was wonderful. Post high support till age 21 was great *** school *** program & *** college Project *** was very helpful.~~
 - Working with people who werent involved in special ed. I worked my way out of my disability and out of special ed when I graduated.
 - supportive teaching staff and administration
 - study skills/learning strategies
 - organization skills.
 - All
 - High school truly prepared me for the transition into college.
 - college level classes, AP courses, had college credit before leaving
 - counselor
 - writing skills
 - Learning strategies
 - Health, Microsoft computer classes, Business classes, Math, Science
 - Ability to learn different topics & tasks
 - Great academics and the support of my counselors.
 - Teachers encouragement by far.
 - The speech class has made a HUGE impact on my life. It helped me gain self confidence, and made me become more sociable in group conversations and in public speaking.
 - all classes
 - ~~Self advocaey skills; study skills; social skills; I still have to practice independent living~~

~~skills at home with my mother not taught well in H.S.~~

- My special education teacher has helped me alot with work and supported me along the way so that I can succeed. My social worker helped me as well with advice and they both were a big help in my high school experience.
- Time management
- My personal finance class my senior year was most helpful in preparing me for life as well as heavy work load senior year as well. It showed me that not eveything is handed to you in life.
- AP classes-- they prepared me for a college course load
- My Special Education teacher ***. She went above and beyond for every student.
- My high school had a transition course that prepared us for life at college. The class also had current college students to talk to us.
- In my junior year I was given the opportunity to attend a community college 1/2 a dayand earn high school and college credits.
- Being in sped resource room, benefits are paying off right now in college & work guidance was good, great support from teachers
- Extra support, educational support services for studying
- Nothing specific, just the general education, and being able to graduate. ~~I never needed to be put in special education classes, that was the most worthless, unhelpful, just plain frustrating thing. They misunderstood my lack of motivation to complete school work, with my ability to do it.~~
- Support services
- child development
- Study skills
- Learning how to build strong relationships with my teachers, my friends, and my best friends
- reading skills
- I was home tutored for the majority of my high school because of anxiety problems and my non-verbal learning disability, so the flexibility of the school system willing to provide me that was the best part.
- ~~Job Internships~~, Computer skills
- Math and video production
- gym and math
- the entire curriculum.
- senior year
- The four points I filled in, still working on some of those.
- Academic Assistance
- I really liked how they tought me different skills to help me with remembering things from my readings and so on. Using post it notes was a very big help!
- Learning to do sentence structure.
- The classes, English
- mathematics skills
- Technology and Self-Advocacy
- The teachers: Showing me that there are good people in this world. Some of the

teachers however were horrible, most were nice and I liked them. ~~Other than that nothing really. I'm self taught on most things, such as more advanced technology which I am majoring with relations and my parents have taught me anything I need to know or use.~~

- M. *** helped me organize.
- The education I received in class.
- Balance of all subjects and to complete work by a given deadline
- Social work support & special education supports
- Math was or is very important skill I need to use very often in my work.
- ~~my organization I was with (FCCLA state officer, Best Buddies), cooking, science class~~
- Structure.
- Reading, writing/communication skills, & math are core to any career you choose.
- Learning the academics from teachers.
- Learning to manage time
- Getting into college
- The transitional Program, this helped me with experience with different job sites an opening my eyes to all the wonderful opportunities out there for me.
- Being able to read and write
- Some of my teachers
- Mechanical
- Took some classes in the math program (personal finance) which helped me learn to manage my finances.
- my senior year
- Got accepted to the culinary institute.
- Vocational Education & life skills classes
- Having a vocation of my choice at a state technical high school which I was able to envelop myself in. The vocational skills I learned in Information Systems Technology at *** Tech have helped me find side-work and have put me at a huge advantage over my pears in the Computer Science program at *** Community College. The technical skills I learned in that program such as trouble-shooting have helped me develop learning strategies
- reading and Math
- Study skills/learning strategies
- The most helpful part of High School was learning how to deal with situations in an acceptable way.
- The whole time in high school.
- time mgt./org. skills
- Sped counselors, guidance counselors not so much
- Getting a diploma.
- some of the teachers who were understanding, worked with way he was
- ~~Self advocacy, having a high school diploma, and sometimes asking for help from others when its needed.~~
- The career class was very helpful.

- Gym
- Senior year in High School had helped me a lot for the future.
- classes in small groups tailored to needs work experience
- teachers, math classes
- Improving My organization skills.
- Math
- The technological and science classes helped me earn my employments
- Time management & organizational skills
- math, technology
- knowledge
- Support and guidance from teachers.
- the teachers
- the part of high school education was was reading and math. Most helpfull
- Vocational classes, regular PPT meetings.
- ~~Learning how to cope with problems~~ and working in auto shop
- Eberithing graduating getting my sertificate
- The Academy Program-LINKS
- math classes because I use math in my job
- Social skills
- Hands on courses like carpentry and auto body. Also, history and math.
- School to career counseling.
- Attend CREC program--> focus on necessary "Survival Skills" & basic academics
- Math
- the *** Vocational Education Center significantly improved Mike's communication and life skills abilities. We are extremely pleased with their outstanding work to improve our Son and get him ready for society!
- I utilized the extra guidance services that were offered.
- Unsure. Ms. ***, Ms. ***, Ms. *** they pushed me to achieve. They saw I was going to be successful.
- The autoshop area, hands on learning, sped teacher support
- daily routine
- All of the electives at ***.
- Improving my socil skills and organization
- Daily routine
- ~~Sports~~, IED program
- Tak I.W.E. classes
- Good academic education.
- ~~Learning responsibility~~ and time management.
- Being able to be part of the community of the school.
- all my music classes & ~~private music lessons, my parents support~~
- the technical classes
- Resource Room teachers
- ~~Friends—they continued to be there for me.~~ A couple of teachers believed in me,

allowed me to do hands-on work and supported me with positive thoughts that I held on to.

- A course in getting ready for the future, learned how to do resume's, etc.
- My Special Education Classes called *** @ ***
- Learning how to read & write
- kind, helpful and caring teachers
- SOS program run by Mrs. ***
- having support that I need in my classes
- TIME MANAGEMENT ALLOWED ME TO BETTER UNDERSTAND & RESPECT PEOPLE'S TIME.
- Robotics Program
- they just taught us how to prepare for college. and some work skills.
- Life skills- classroom
- All of the above have helped very much
- All of it. Special the communication and teachers
- VOCATIONATIONAL TRAINING & ~~SELF-CARE~~
- STARR Program-- transition program after graduation (2 yr)
- Vocational training
- vocational work study program
- vocational
- Transition program. ***
- Social Skills
- Participating in the *** Transition Program gave me the additional time I needed to mature and experience work place opportunities. My resume would have been weak without these experiences.
- Hands on classes were better
- I went to *** because the town high school did not accommodate any of my means. Being taught according to my needs really helped-the town's high school couldn't do That.
- TEACHING ME BASIC EDUCATION, HOW TO GET ALONG WITH OTHERS AND SOME WORK SKILLS.
- life skills
- ~~Job training~~, Money Management, Social Skills
- Life skills Social skills
- vocational experiences, resume writing, social skills
- Getting along with others
- My diploma, my skills to write a book. And publish.
- He had a lot of help at school, ~~he's self-confident and he believes in himself. The school taught him to accomplish whatever he wants to do, very good school for him~~
- The end- after he becomes 18, ~~the work~~ & responsibilities & social
- Social skills ~~work experience~~
- Life Skills training
- Science
- talking with teachers

- Learning how to read and write
- My teacher. Mr. ***.
- I took two classes that is part of Special Ed. Transitional Skill
- Math, English/Writing, ~~Work Experience~~, Social Skills.
- the teachers 1 specific teacher/aide ***
- the time I was with the teachers.
- *** helped us through the whole transition process. Took *** on visits to *** prior to graduation, to make sure he was comfortable there.
- Mainly the teachers motivation at meetings, Special ed for encouraging me to get work done
- ~~community outings~~, math and reading, and his one on one para who corrected & praised him constantly.
- He was special class because ***; school had put in music class with all regular students, which he love.
- HOW TO USE A COMPUTER
- The classes
- Special Ed Program
- social skills
- 3 Basic Subjects/ English, Math & Soc. Studies
- compuer skills
- Getting along with others; socialization
- Life skills class
- cooking and family skills
- Doing may best in every class.
- The study skills and life skills classes.
- Exposure to the same body of knowledge as other students. I am able to better understand conversational references.
- reading, math, social skills.
- Social skills
- DAILY LIVING SKILLS
- Friends
- kept routines
- Music class: Rec Tec 1 & 2; TV Class: Adv. TV 1 & 2
- I did not go to "High School". I went to the ***. A program specifiially for handicapped people. I learned like skills as opposed to history + English.
- Social Skills
- A psychologist I went to go see once or twice a week to relieve some stress. He gave me advice.
- Social support, assistance with transition planning to day program services for disabled
- All of the classes.
- ~~more community involvement~~. The balance of classroom time + ~~community time~~ was well suited to my abilities.
- Lifeskills + ~~work skill related to experiences~~
- Mostly study skills, preparation for college, organization skills, ~~and self-advocacy~~

- Senior year, was really helpful.
- Learning how to work and interact with other people.
- Economics
- The teachers helped me out
- social skills.
- LEARNING SOCIAL SKILLS

Career Preparation and Work-Based Learning Experiences

- I liked the school-to-career internship program at my high school because it helped me to gain real-world experience. ~~At my high school, I had very supportive teachers and staff. Small class sizes helped with interaction between my teachers and myself, which helped my learning style.~~
- ~~to learn how to study better~~ and work experience.
- Carrer Services
- Vocational
- Learning how to work at a job through various internships.
- finding me a job while I was in school
- The emphasis on volunteering ~~and the guidance of my councilor at the *** Learning Center (magnet school).~~
- Attending different colleges and career fairs to explore ~~and learn about the way of life and how to keep progressing and balance things non stop.~~
- Cooperative work experience and business education class
- ~~Self-advocacy~~ work experience (interning)
- ~~Academics rest of highschool was a social nightmare. Summer program to Camp *** in *** was wonderful. Post high support till age 21 was great-- *** school *** program & *** college Project *** was very helpful.~~
- my Inturnship Early Chlidhood at *** Elementary School
- My Indenpent work Eperice class.
- Job Internships, ~~Computer skills~~
- Internships/hands on learning
- My internships I've had on my senior year and my job studies.
- The autoshop experience and the independence that running the shop gave me.
- Work Experience Program
- When I left highschool in 2010 and finished in adult ed in the Access Program, I learned more there than I did all throughout highschool.
- ***-STRIVE staff fabulous, made all the difference to me; encouragement, structure
- Job Searching
- the most helpful was they helping me on jobs and other stuff.
- work experience program-- interview skills helped build my confidence
- learning how to do what I want for the ceree that I have chosen to do
- work experience
- post-grad program
- well rounded in all aspects, work experience, resume, interview

- Keyboarding, art, post-secondary program. The preparation for working was good - very good experiences and job placements. Too bad there are no jobs to be able to use the skills attained.
- High school with Mrs. ***/*** worked with all in #9 in the transition program of MTA not as much learning academically but did do work (employment)
- Work experience
- I believe working/volunteering in the preschool room @ the highschool was most helpful to me. It helped me become more independent, responsible. It gave me more work ethic and what to expect @ a Job, somewhat.
- Job training, ~~Money Management, Social Skills~~
- work experience
- ROTC
- Helping me to apply for jobs and applying for DDS services.
- The end- after he becomes 18, the work & ~~responsibilities & social~~
- On the job training program as a pull out from high school
- ~~Social skills~~ work experience
- The work Program
- Work experiences
- The Achieve program helped develop work skills ~~and skills for living it was very helpful~~
- Letting him come back to town but be able to go to MRA where the environment was smaller, and having the people in special Ed really stick by him
- ~~how to manage my money and~~ working experience
- The on the job training--
- ~~Math, English/Writing, Work Experience, Social Skills.~~
- Volunteering
- Navy JROTC was a big impact on my life; it taught me how to help my peers and others, it helped me meet other people and it kept me organized.
- My work experiences ~~and assistive technology~~
- working experience thru high school
- try to find a job.
- working with other people ~~and living on ym own~~
- Work experience
- job internship
- ~~Lifeskills~~ + work skill related to experiences
- The most helpful part of my high school education was the career services.
- doing the work experiance program
- Helping me with the esstential skills needed to do my best in the work force.
- ~~Being with typical peers,~~ work experience in supervised settings

Youth Development and Leadership

- ~~Organizational skills &~~ self advocacy
- Beig challenged & learning to always work hard because it's the best feeling

- learning to be more self independent from parents.
- self-advocacy was the most helpful because I couldn't get through college without that skill.
- Solidifying my desire to leave home and find better people & opportunities
- To learn at my best and do what I can.
- Self Advocate and social skills also be sure to manage your time wisely.
- Keeping a schedule and dedication.
- Mostly with acknowledging real world challenges
- Advocation for myself.
- ~~Organization, time management~~, how to seek help when I needed it. Learn to be independent as a boarding student
- learning self-advocacy skills
- Learning from friends that life isn't always fair
- ~~Attending different colleges and career fairs to explore and~~ learn about the way of life and how to keep progressing and balance things non-stop.
- ~~Not the classes, more like growing up in high school, classes do not relate to college, stuff in high school not helpful~~
- Being able to participate in my PPT's and learning to advocate respectfully.
- ~~Learning about different techniques to study, learning to organize notes and~~ asking for help (self advocacy)
- Mt JR. year of high school got me ready to make life decisions.
- Self-advocacy ~~work experience (interning)~~
- All around communication and work skills, and a working understanding of the world.
- Self advocacy skills; ~~study skills; social skills; I still have to practice independent living skills at home with my mother not taught well in H.S.~~
- Learning how to do things on my own and manage my own stuff
- Learning to be independent.
- Learning how to manage my life effectively and stay organized
- self advocacy
- The most important thing I learned is self Advocacy is so important in the real world and at school.
- ~~Technology~~ and Self-Advocacy
- Realizing people are judgemental and I had to be tougher and able to take the "real" world criticism. Like when H.S. teachers said "he doesn't look retarded." The world sees people with dyslexia like that too.
- Social skills and helping me become more independent.
- Self advocacy, ~~having a high school diploma~~, and sometimes asking for help from others when its needed.
- Being responsible, working with others
- learning to speak up for myself.
- My teachers taught me to care about others & how to be patient.
- Conflict resolution
- Knowing I need to fit in to be accepted
- To be on time to work and always try to learn something new every day.

- Learning responsibility ~~and time management.~~
- learning how to stand up for myself: setting goals in life.
- The ability to slow down and focus on anxiety (I was in a therapeutic school)
- Being set up with the *** program prior to graduation. Also with DDS, self advocacy foundation & learning strategies.
- ~~VOCATIONAL TRAINING & SELF-CARE~~
- ~~He had a lot of help at school,~~ he's self-confident and he believes in himself. The school taught him to accomplish whatever he wants to do, very good school for him
- Life isn't easy you have to fight for what you want.
- Being Independent as much as I can
- Self Advocacy, ~~Independent Living.~~
- Self-advocacy
- child development
- Being able to have people that believed in me and always kept a positive attitude.
- ~~Mostly study skills, preparation for college, organization skills, and self-advocacy~~
- Learning how to ask for help when needed. If you don't let people know what you want it might not happen.
- getting ready for life!
- one on one tutoring

Connecting Activities

- Valuable life skills learned thru-out high school
- being member of music program
- how to keep track of your money.
- Money Management classes
- ~~The Honors Math Program, especially Mr. *** at *** High, the video production electives and news program, and the theatre program~~
- ability to get along with others
- money management, practical classes, ~~SpEd, Life skills~~
- Independent living skills
- ~~Academics rest of high school was a social nightmare. Summer program to Camp *** in *** was wonderful. Post high support till age 21 was great. *** school *** program & *** college Project *** was very helpful.~~
- Being on athletic teams volleyball softball; ~~had strong teacher support~~
- Band
- Making friends
- the NJROTC program got me mostly ready for life
- Money management
- The socialization with other people
- They paid for 3 years the the *** school in MA which provided adult transition & independent living skills.
- ***
- CWE classes

- My 3 yrs at *** were most valuable.
- I played sports and learned how to be a team player. That is helping me work well with others and with people who learn differently.
- my organization I was with (FCCLA state officer, Best Buddies), cooking, ~~science class~~
- The independent living skills, banking how to get a job.
- ~~Nothing in particular High School~~ & working at garage & playing a sport kept me busy
- Personal finance class. Helped with bills, and other expenses I have. Helped me to keep records of my banking.
- My adult living class, it helped us with managing money and time. It also showed us what to look for when trying to move out.
- Personal finance, because it taught me how to deal with banks, accounts and payments.
- Sports
- Going to the FVTA program
- post-grad services through ***
- Working in the Ace's program
- STRIVE teachers grant
- Counseling
- Learning how to cope with problems ~~and working in auto shop~~
- Learning to be independent
- Make \$\$!!
- Sports, ~~IED program~~
- money management
- Friends-- they continued to be there for me. ~~A couple of teachers believed in me, allowed me to do hands-on work and supported me with positive thoughts that I held on to.~~
- weight training
- Independent Living Skills was really helpful for me
- learning to use a P.C.
- Independent Living
- ~~The Achieve program helped develop work skills and skills for living it was very helpful~~
- how to manage my money ~~and working experience~~
- community outings, ~~math and reading, and his one on one para who corrected & praised him constantly.~~
- Self Advocacy, Independent Living.
- My work experiences and assistive technology
- transition to a day program
- I attended *** High School until June 2011 at which point I was not permitted to return to the school program. I enrolled at The Center of Hope, SWCARC, in *** Mass. *** High School did not provide me with any transition services at all. I was basically "kicked to the curb". They did not assist me with any transition what so ever. I was 19 years old when I was terminated from *** High School.
- ~~working with other people~~ and living on my own

- getting out into community volunteering or soup kitchen
- Business class. Money Management.
- more community involvement. ~~The balance of classroom time +~~ community time was well suited to my abilities.
- Being with typical peers, ~~work experience in supervised settings~~

Family Involvement and Supports

- involvement of family
- ~~Self advocacy skills; study skills; social skills;~~ I still have to practice independent living skills at home with my mother- not taught well in H.S.
- Social
- ~~The teachers: — Showing me that there are good people in this world. Some of the teachers however were horrible, most were nice and I liked them.~~ Other than that nothing really. I'm self taught on most things, such as more advanced technology which I am majoring with relations and my parents have taught me anything I need to know or use.
- ~~all my music classes &~~ private music lessons, my parents support
- None-- my family did most of the help
- SOCIAL NETWORK
- Help and support she received from everyone
- even though he has severe disabilities, he's a reader, he's resilient, as a family they gave him skills

Other

- College is very different-- it's like comparing apples to oranges!
- All of the disability services, which allowed me to be successful.
- Leaving *** HS which cost my family 1,000's in legal fees so they would recognize my disability.
- School is what you make of it. It will only work for you if you work for it.
- I'm really not sure on this one.
- Doesn't totally apply as BOE paid for 4 more yrs of post secondary school.
- everything before get out and when I left High School too
- That people in bosses are just like teachers really dumb and annoying. it made me work hard and ignore all things that piss me off.
- Best thing that happened was: His last 4 years in an outplacement school-- wish we'd done it sooner. Public school was awful!!
- We did not have such a great high school experience. A few of the biggest issues were: job coaches aren't properly trained in our school district they pretty much learn on the job, which is unacceptable; Social skills need to be taught on a continuing basis; and job opportunities were few and far between. The teachers claim they are out canvassing sites for new job opportunities but well, thats what they say anyway. I also question motivation on some staff members, I feel people get too comfortable in their jobs and yet they are OK with doing the bare minimum for special needs kids.
- Outplacement to *** School was the best decision-- *** met my son's needs in all

areas.

- I attended *** High School until June 2011 at which point I was not permitted to return to the school program. ~~I enrolled at The Center of Hope, SWCARC, in *** Mass.~~ *** High School did not provide me with any transition services at all. I was basically "kicked to the curb". They did not assist me with any transition what so ever. I was 19 years old when I was terminated from *** High School.
- More help was needed. I am having a difficult time.
- they Don't teach you life skills
- none- very negative experience at *** H.S. teachers good, but administration & services terrible
- I still am not Ajusted to after High school life.
- Leaving an unsupportive HS
- I did not like high school
- ~~Being on athletic teams volleyball softball;~~ had strong teacher support

None, Nothing, or Unsure

- none, the HS did not implement my transition goals until the last quarter of my senior year. They refused to support my efforts to attend college, offered only their one size fits all transition program for after HS. I refused and attend a post secondary program at an out of state university.
- Not much. I had the right credits to get into *** but still have no money management skills and have never had a job.
- None
- I think they should have encouraged use of assistive technologies nad greater self-advocacy skills as well as study skills particularly around writing.
- Nothing was helpful in getting ready for life after highschool.
- Dropping out and having to work extra hard to graduate with my class.
- ?
- Nothing
- not really any of it because I was not taught many basic skills
- Not the classes, ~~more like growing up in high school~~, classes do not relate to college, stuff in high school not helpful
- very little. They just wanted me out.
- Nothing
- My high school did not give me a realistic view on college. Thankfully, I can handle it on my own. ~~A few teachers did supply me w/writing skills so that was helpful.~~
- When I was Railroaded out of *** in ***.
- N/A
- High school was not helpful. First year at college was extremely helpful w/ all health corses. They were extremely knowabe and used professinals to teach.
- N/A
- none- except maybe getting up daily to attend college same as high school. I would not be successful today if I remained in public school. We had to get a Lawyer for evey service.

- ~~Nothing specific, just the general education, and being able to graduate.~~ I never needed to be put in special education classes, that was the most worthless, unhelpful, just plain frustrating thing. They misunderstood my lack of motivation to complete school work, with my ability to do it.
- None
- absolutely Nothing!
- nothing, they do not prepare you for college life.
- None
- NONE. ACADEMICS IS MOST IMPORTANT-- WAS INSUFFICIENT.
- NA
- I am not sure.
- nothing. Should have prepared me more for workload, writing skills (MLA style)
- none-disappointing
- Nothing in particular High School ~~& working at garage & playing a sport kept me busy~~
- I don't know. I got ready for life on my own.
- N/A
- No real help.
- Unsure
- nothing helped me
- None
- Unsure
- not sure
- just one child out of so many who need additional help-- not possible to help ALL - lost through the cracks :(
- unsure
- None
- Not much-- needed more preparation
- Nothing
- I dropped out of High School because I was not accepted and an outcast.
- Not sure
- Nothing
- Not much-- technology? Can read and write but don't like to do either.
- All of the above.
- Yes
- I don't know.
- Unsure
- Getting away from the public high school and enrolling in the *** program at ***
- Unknown

Appendix F

Open-Ended Responses to Question #11: Transition Advice

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

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

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

Pre-Transition

School-Based Preparatory Experiences

- I would recommend them to take a class or two during the summer.
- Take a college class before college if offered during high school. Take advantage of all services available thru special education.
- set plans early from a supportive HS team, ~~be a strong self advocate regard every student with a disability as a real student that has a right to be taught to read, understand math and proficient with AT.~~ Respect a student's life choice and have a do what it takes attitude to help be successful.
- Focus on school work & get involved. Surround yourself with good people.
- work closely with your Special Ed Teacher and build a rapport with your teachers and guidance counselor!
- work hard in highschool till the end
- Learn how to organize and keep track of assignments. Use daily planner.
- greater use of assistive tech.; more structured writing program; encouraged more study skills and time management skills. Managing college independently is very challenging and I don't feel I was prepared as I needed to be.
- it is important to have a resource teacher that understands you as an individual & not an imperfection mine gave me her email & told me she would always stand by me for help
- a formal year long or 1/2 year program in preparing to transition
- special ed resources
- I would recommend the guidance counselors at their schools.
- to use all services in resource room, listen to counselors
- Ask more questions about college.
- Make sure to attend classes involving college life before graduating
- college feel courses...not just AP courses, to the broader population
- I strongly recommend students to take transition classes during their junior and senior year to prepare before they graduate.
- too much higher order thinking, get involved in some activity, help to feel comfortable (more social skills), integrate spec ed kids better
- Start freshman year to get into college
- Education is important. Apply yourself academically & do HW. Be part of the community. ~~Know who to elect. Know your rights.~~
- Teach more independent classes/as a student I wish I took advantage of all my high school had...
- Continue or expand Special Ed. services
- College planning early on and go with what interests you
- Structured time with an advisor to help with future plans.
- Get a more comprehensive 504 plan that truly covers your needs & the accommodations that you had under an IEP
- Accounting class, time management, ~~get a job, learn to self advocate.~~
- For business majors, more math and specifically statistics. Most colleges have you taken social courses (PSY, SOC, ANTHRO) that I had no experience in H.S. Had to learn how to study + write for those courses.

- College application help.
- time management
- Stay focused on all classes. You will see it later in college.
- General counseling
- stay on top of everything. Make sure you have the right courses to get into college.
- COLLEGE SUMMER TRANSITION PROGRAM WAS VERY HELPFUL.
- Prep schools for college.
- Working with tech support (iPad, Reading Pen, Read & Write gold), learning strategies class, ~~teaching assistance when older to help with advocacy and organization.~~
- Talk to college reps. And figure out what you want as a major, it will save you time + Money.
- Stay organized ~~and know that having an education is extremely important and will pay off in the end.~~
- ~~self-advocacy,~~ time management & organizational skills, ~~work experience~~
- study skills/learning strategies
- Learn how to stay organized because in college and the "real world" there are no excuses.
- If I were them, I would take class serious and focus on getting good grades
- Study skills
- more time with Guidance/Sp Ed to discuss options
- didn't take advantage of academics, wasted much of his time; need to motivate students
- College visits and a feel for the student body are key for those aiming for higher education.
- PSAT & SAT Prep classes
- I recommend students to utilize their learning centers in high school as much as possible to prepare for the transition into college. I also recommend students to visit their intended college before the semester starts and tour the tutoring/support services to get a feel what the college has to offer.
- Try and learn to manage time and plan for things
- not baby kids, take challenging courses- take classes that are more practical/budget, banking, financial, planning; CAPT tests are a disaster
- learn how to study
- Time management ~~Daily Skills like doing laundry, preparing food, handling + managing money~~
- Seeing the guidance counselor to help you organize your transition after High School.
- ~~Try to have a counselor setup an unpaid internship/job~~ or possible half-days at a community college
- I highly recommend for everybody in highschool to take a speech class.
- I would tell them to use the learning centers and resource room for help and to do their homework and if they need any help to always ask the teachers.
- Study skills, college level classes. (AP courses)
- ~~be prepared-~~ focus on work not partying
- Strong support group -- ~~parents, family, friends,~~ guidance counselors.
- Technology skills-- pick a program w/ special help available. My college has a

mandatory Research/Resource Room for all students.

- Take a finance course to learn how to deal with spending money smartly, take classes that teach you time management skills.
- ~~(sports, study skills)-- early intervention if my parents had not early intervened at an early stage age 2 birth to 3-- going forward-- private testing and removing me from public school I would never have been able to attend college~~
- Taking more life skills classes, ~~banking, financial planning~~
- They need to meet a transition specialist beginning in 9th grade. I didn't meet a transition specialist until my 12th grade PPT and that was because my mother requested that they ask her to come. Schools need to provide vocational activities and special ed services that fit the child, NOT put the child in the activities that are convenient for the school!
- ~~start early on.~~ Teachers need to key into the individual need of the student-- ~~more resources for independent living. I learn more at home than I ever did at school and because of my lack of education I have to work twice as hard~~
- ~~interview assistance,~~ more reading skills
- start applying early.
- Better teachers, better education, more information.
- ~~Money management and social skills~~
- ~~Girl Scouts—It looks great when u go to fill out college applications. Related Services, Employment and/or career and technical experiences, Functional vocational evaluation—when appropriate, Specialized instruction in areas of need (including academic and daily living skills, when appropriate), and the development of post school objectives~~
- Teach how to apply the knowledge you are learning in class. ~~Internships or work experience might be useful at high school level.~~
- English and Math
- guidance/career counselling, understanding special ed teachers, and life skills classes (because there's a lack of 'life skills' in special ed for people who need it taught to them: money management, how to live on your own, etc, in normal schools)
- ~~self advocacy, money, social, study skills~~
- THE ITEMS LISTED IN QUESTION #9.
- I would definity recommend Joining Sign Language Club if your school offers it because it looks good on a college application or a resume.
- stay in school and learn what the teacher are telling so when you get out of school you be ready for your life ahead and you do not need to ask mother and father for money that you can do it by your self to living you need your high school good grade to go to college stay in school and college to get somewhere in life
- ~~Money management, time management and how to be cautious of others because people take advantage of you once you start making money. Also how to save money once you start making it. I had to learn the hard way for both of these things.~~
- Find any services that are available at the college that you wish to attend before hand. Find out about them later, you could've been using them all this time. ~~—Force yourself to manage money. Spend everything and you'll find yourself scrounging.—~~ Find websites that rate teachers based off of students who actually know what they're talking about. RateMyProfessor has helped me make MANY worthwhile choices for teachers

of classes I have taken...one of which is the most interesting professor/teacher I've ever had with regards to school. ~~Figure out transportation. Sometimes they can be a hassle just to learn...such as their time frames which cities do not always make clear.~~

- Learn the ways to use textbooks on audio-- writing programs that type for you and practice having someone take notes & then try to use them.
- Special Ed
- talking with diff schools, guidance counsilar
- Extra time to take tests, getting help with projects, ect.
- Technology skill ~~and self motivation~~
- Being organized ~~and understanding that it time to be a grown up~~
- Technical classes, extra time for work, writing help, Mr. ***
- Personal finance class, ~~more job shadowing and internship opportunities, apprenticeships~~
- talk to your Guidance counselor about your future
- take tech classes, mechanic class, shop programs, stagecraft, robotics
- ~~Self advœaeay~~, work experience
- Work on transition plans early. Work with your teachers, instructions, guidance counselor on these plans.
- CLASSES TO LEARN REAL LIFE SKILLS. THEY SHOULD BE MANDATORY.
- Take the careers class I learned a lot.
- enginer
- Indepent skill program.
- Teaching students how to really study, handling a book as reference source. How to read it effectively.
- Pass Personal finance.
- Get vocational training.
- working with guidance counselors
- I would recommend finding a decent tutor. I also would recommend parents looking into the special ed programs at their school
- Work in the bookstore
- take advantage of work experience
- The transition program because it helps you make your mind up for what you want to do after high school.
- Use the guidance offices serves.
- ~~self advocaey, learning interviewing skills, build confidence, money skills are big, time management is also big, work experience for resume.~~
- A smaller classroom setting within the bigger highscool.
- Actual implementation of learning plans
- To ask for as much help as you can if you don't understand something.
- ~~Work experience programs, Time management organizational skills, money management—lots of exposure to technical skills programs so many out there push seems to be college which is not for everyone.~~
- take courses that will help them with their future goals
- Choose a career path while in high school and have your PPT team place these goals in

your IEP.

- to work with a counselor before leaving high school
- ~~Job placement & training~~, Guidance about available services, ~~Adult ed programs must have special services!~~
- learn P.C. and People skills
- ask your teachers for help if you need it
- ~~SELF-ADVOCACY, MONEY MANAGEMENT & STUDY SKILLS~~
~~TECHNOLOGICAL EDUCATION & WORK EXPERIENCE VIA WORK STUDY PROGRAMS~~
- ~~Independent Living~~, Social Skills Group Activities (IF Available)-- research bridge program
- social skills, life skills, self-advocacy
- Check out long term program that you might want to transfer into when you age out of the public schools, then select a transitional program that will help you get there.
- spend more time on basics like reading skills, basic math and technology skills
- Better Highschool and or post grad program Post Grad Program taking place on college campus
- Make sure you finish school
- Social Skills, Self Advocacy, Independent Living Skills, Technology Skills, Time Management, Work Experience, Study Skills
- more concentration on math and money skills, take advantage of work study programs
- learn how to use & wisely
- Take advantage of all the opportunities. Graduate.
- don't drop out at last minute, take every chance you can
- Staff trained to follow individual behavior plans and more practice.
- Special ed that's all I know
- social skills
- get them active asap. This info. was not made none to us. When it should have been.
*** would have done much better if we were told about it at 17 yrs of age instead of 19 yrs of age. We were very upset we did know of this option early on. We had to pull teeth to get this info
- more hands on & 1:1 attention
- For other students with disabilities, a strong transition coordinator is essential.
- I would recommend the students to work and study in every class.
- Early communication and continuation the program from high school to place where you plan to go.
- that when you are special ed you need a small classroom not with smarter people cause then your lost.
- Students and their families need to be realistic and plan for the students preferences and abilities.
- Child Development
- better facility for special needs students, better overview of student activities
- all special needs get an aid.
- High school addressed transition planning appropriately. ~~There is a lack of good day~~

~~programs available in the community to choose from.~~

- as much interaction with typical peers & work settings as possible

Career Preparation and Work-Based Experiences

- I would highly recommend high school students to get a job while in high school, if at all possible. You're going to need the money and it'll help you manage your responsibilities, time, and, of course, money.
- Interview skills for a job. ~~How to open & manage a bank account.~~ More career planning-- what you would be good at. What types of jobs.
- talk to a job core person and your resource teacher about your interests and or plans
- working in the field you are interested in. studying.
- Try to get involved with internships & take a career test to see what type of jobs fit your abilities.
- Do as much volunteer work and internships because that will get you somewhere in life.
- college planning/career planning
- ~~Accounting class, time management, get a job, learn to self advocate.~~
- ~~Peer mentoring. Do not group all students with disabilities together. Have regular education educators be more involved.~~ More work experiences
- job skills, ~~money management~~
- Job placement, Business math, interview training
- Volunteering is always good because you might enjoy it and meet new people and learn new skills.
- ~~self-advocacy, time management & organizational skills,~~ work experience
- Do volunteer work, use the guidance & career centers to your fullest & TALK TO ALUMNI, after they've graduated.
- getting a part time job.
- Try to have a counselor setup an unpaid internship/job or ~~possible half days at a community college~~
- Work
- Get a job first before going to college, work hard, ~~be tired, have a terrible boss. Then you will appreciate a good education because you will really want it.~~
- work study programs like I participated in. It opened many doors to the welding career I now have.
- Work experience and not just with other people with big disabilities.
- work hard on trying to find a job while still in high school.
- ~~Girl Scouts—It looks great when u go to fill out college applications.~~ Related Services, Employment and/or career and technical experiences, Functional vocational evaluation – when appropriate, ~~Specialized instruction in areas of need (including academic and daily living skills, when appropriate), and the development of post school objectives~~
- ~~Teach how to apply the knowledge you are learning in class.~~ Internships or work experience might be useful at high school level.
- Job Training
- ~~Taking a city bus, Banking,~~ Job searching, Applications, Interview Practice

- career development center (guidance/***) - *** - ***
- More job training, trying out jobs, ~~skills like banking, budgets, public transportation,~~ practice interviews, practice applications
- Resume writing Job hunting training
- work experience
- Career CTR, ~~BRS~~
- More hands on learning & work experience in a non-academic setting-- Internships to see post highschool options.
- Work studies or internships really help with any field they want to go into.
- ~~Personal finance class,~~ more job shadowing and internship opportunities, apprenticeships
- On site training for credit.
- Exposure to trades at high school level- work-co-op programs
- More help getting into the workforce
- Work Experience Program
- Work study courses
- Earlier intervention of school to career opportunities. More exposure to post High school careers that can earn a liveable wage.
- career counselor
- ~~self advocacy,~~ learning interviewing skills, ~~build confidence, money skills are big, time management is also big,~~ work experience for resume.
- Work experience programs, ~~Time management organizational skills, money management—lots of exposure to technical skills programs so many out there push seems to be college which is not for everyone.~~
- **SELF-ADVOCACY, MONEY MANAGEMENT & STUDY SKILLS
TECHNOLOGICAL EDUCATION & WORK EXPERIENCE VIA WORK STUDY PROGRAMS**
- More consul on careers
- get into job before you graduate from school.
- **ADDITIONAL JOB TRAINING OPPORTUNITIES MORE COMMUNITY EXPERIENCES**
- job/career exploration
- Lots of work - different jobs to teach various skills.
- I would recommend volunteer work, any of the agencies listed on the last page, & any basic college courses or online classes.
- More on the job-training and life coping skills
- Help getting job in place before graduating
- More programs or opportunities/trade programs
- ~~more concentration on math and money skills,~~ take advantage of work study programs
- Somewhere to work, more workforce experience to learn life and social skills
- I would recommend vocational programs also to stay focus at what ever it is that you are doing.
- Learn to make a good Resume and work any job to gain experience.
- Helping them even as a volunteer somewhere where they might work in the future, job

shadow (even with help from brs it was a long process), so they could see more about how jobs work

- Finding out what students interest are so that they can be placed in jobs that are of their interest and career path.
- I would recommend for the students to figure out what career they would like to persue.
- There is a need for more oppotunities to explore trades such as carpentry, automotive, etc.
- More help w/ work experience.
- help with work- work program should be in place the last year so the kids transition from school to work.
- to be working while they are in school
- Make full use of internships; job opportunities
- Trying to find a job as soon possible
- Have job already lined up before you get out
- to get there education. To be able to learn more to find good jobs!
- I think life skills and working on getting a job because life is all about money and needs and wants
- ~~self advocacy~~, employment skills
- Job interviews.
- job training tailored to individual
- I would personally recommend the career services because of the programs ability to make ones job search more successful.
- do the work experiance program
- *** Transition Academy at ***. BRS in ***

Youth Development and Leadership

- Ask for a lot of help from your teachers and guidance counclers.
- Being on a sports team or club because it is great to help socialize and make new friends.
- ~~set plans early from a supportive HS team~~, be a strong self advocate regard every student with a disability as a real student that has a right to be taught to read, understand math and proficient with AT. ~~Respect a student's life choice and have a do what it takes attitude to help be successful.~~
- volunteer- chase your dream
- To get in touch with the university that they will be attending and let that university know about the services they got in high school. If the university has a program to help students with learning disabilities to get in touch with the head of that program.
- understand your own learning differences - consider alternative high schools - switch learning center if/when it is no longer as effective as it could/should be
- Focus on self-advocacy and social skills because they will help you a lot when you transition to college/ the workplace. Also time management is key.
- Have responsibilities for their works, be respectful, and focus in your goal in life.
- Written action plans for what they want to do after high school & how they're going to achieve it.

- to do what makes them happy
- ~~Education is important. Apply yourself academically & do HW. Be part of the community.~~ Know who to elect. Know your rights.
- ~~just get involved with school clubs and~~ don't be afraid to ask for help.
- set goals
- ~~Accounting class, time management, get a job,~~ learn to self advocate.
- To continue to seek help from tutors and teachers and do research on colleges and careers they will need to prepare themselves for and do.
- Senior Year- do projects with less physical support from teachers and parents
- Contract professors ahead of time. Attend any precollege programs at your college.
- Make sure if you are going to college you find out what services they will offer you.
- Look at all your options & choose best fit for you
- ~~Working with tech support (iPad, Reading Pen, Read & Write gold), learning strategies~~ class, teaching assistance when older to help with advocacy and organization.
- ~~Stay organized and~~ know that having an education is extremely important and will pay off in the end.
- self-advocacy, ~~time management & organizational skills, work experience~~
- If you need help get it! Don't procrastinate!
- check on all the services offered. Especially testing and accommodations
- Self Advocacy skills
- Don't jump into anything until you fully understand what it is about. (The only thing I recommend)
- be prepared- ~~focus on work not partying~~
- ~~Personal Finance~~, be involved so you can learn to multitask because you aren't doing one thing at a time in life
- ~~Get a job first before going to college, work hard,~~ be tired, have a terrible boss. Then you will appreciate a good education because you will really want it.
- start early on. ~~Teachers need to key into the individual need of the student—more resources for independent living. I learn more at home than I ever did at school and because of my lack of education I have to work twice as hard~~
- meet with mentors that could help with transition
- interview assistance, ~~more reading skills~~
- self advocacy, ~~money, social, study skills~~
- Our school was unorganized with communication. Keep on top of things.
- for assistance always ask for help when needed. I couldn't have gotten to where I am now without their help.
- A school bus that will take them to school, after school, that will bring them home from after school programs.
- Be proactive in pursuing any and all opportunities that will help you achieve your career goals
- to experience as much as you can enjoy the awesome opportunity that has been given to you.
- ~~Technology skill~~ and self motivation
- Being organized and understanding that it's time to be a grown up

- Self-advocacy, Self Assurancy/Confidence Classes, capier oriented and work based learning
- Get involved with both in-school and out-of-school sports and clubs. It will help you develop social skills for life after high school.
- Self advocacy, ~~work experience~~
- Just to stay in school or at least to finish it... it would be worth it!
- I would recommend to look into all the things you can. Getting the help needed, is really good to use.
- wishes he paid more attention, not something you can get back
- Get a job young and stay in school never give up no matter what
- work hard, difficult to get a GOOD job
- thing ahead but don't stress, take it day by day and work towards your goals.
- honestly I would just tell them to make a plan & stick to it
- work hard at it
- Stop all the testing look at student and direct them into an area they can excel in, if someone can't learn to read it doesn't mean they can't excel doing that function differently. (audio)
- self advocacy, ~~learning interviewing skills, build confidence, money skills are big, time management is also big, work experience for resume.~~
- Check out everything you can
- be your own advocate. I found my college with no help from the guidance dept. Find your passion and go for it. Becoming an Eagle Scout was the most important thing I did.
- ~~Work experience programs, Time management organizational skills, money management~~—lots of exposure to technical skills programs so many out there push seems to be college which is not for everyone.
- more trade school courses and less academic
- Get help-- push for help the school is not the best support group.
- **SELF-ADVOCACY, MONEY MANAGEMENT & STUDY SKILLS
TECHNOLOGICAL EDUCATION & WORK EXPERIENCE VIA WORK STUDY PROGRAMS**
- Advocating for yourself, she's really good at that.
- take every available program to help you achieve
- They need to help the student with disabilities gain confidence
- I would say stick to your plans and follow your heart
- life goals
- self advocacy, ~~employment skills~~
- Whatever the love doing, stick to it and never give up.
- Do what you need to do to keep yourself happy and honest and everything else will work itself out.

Connecting Activities

- ~~A lot of my remedial classes were unhelpful—geared towards passing the CAPT (which was not a graduation requirement do to my disabilities)—or there was not~~

- ~~enough 1 on 1 help. My parents ended up paying for a lot of private tutoring.~~
- ~~Interview skills for a job.~~ How to open & manage a bank account. ~~More career planning— what you would be good at. What types of jobs.~~
 - more focus on life away from home
 - Time management to be able to balance life @ college I Attended a summer program @ *** that really helped.
 - IStudents should participate in their school-to-career internship and/or vocational skills program. There should be note taking skills, money management/personal finance classes for students with nonverbal LD or dyscalculia, study skills, social skills, and executive function writing, binder skills, and writing college essays (preparing for college-level work, not just in AP classes) Students should be teaching towards different learning styles of individual students rather than categorical instruction and teaching towards the test in district and statewide standardized tests.
 - get involved in activities (in and out of school)
 - financial planning & management- loans, credit cards, banking services, running a household/apt.
 - Driver's Ed.
 - Money management
 - more formal dances, more clubs, create a National Honor Society for kids that have disabilities and can get in with a gpa of a 2.8-3.0.
 - more tutoring
 - Do as much for the community as you can focus on school.
 - Probably money management.
 - just get involved with school clubs ~~and don't be afraid to ask for help.~~
 - money management, life skills, futher education
 - extra curricular activities
 - I think life skills are missing. We need to know about money management
 - I would recommend more help with vocational, independent living and social skills.
 - More discussion to help prepare students for the future. Budgeting, finance, job skills, and patience.
 - Peer mentoring. Do not group all students with disabilities together. Have regular education educators be more involved. ~~More work experiences~~
 - Get involved in the hs
 - Take a CWE course, something I didn't take financial course; take a course that's gets you something not just for credits
 - ~~job skills~~, money management
 - Joining a music class, singing or playing an instrument! I play clarinet.
 - Join as many activities as possible
 - Try to get away from being dependent on programs.
 - ~~Time management~~ Daily Skills like doing laundry, preparing food, handling + managing money
 - Personal Finance, ~~be involved so you can learn to multitask because you arent delt one thing at a time in life~~
 - Strong support group -- ~~parents, family, friends, guidance counselors.~~

- (sports, study skills)—early intervention if my parents had not early intervened at an early stage age 2 birth to 3—going forward—private testing and removing me from public school I would never have been able to attend college
- Taking more life skills classes, banking, financial planning
- start early on. Teachers need to key into the individual need of the student— more resources for independent living. I learn more at home than I ever did at school and because of my lack of education I have to work twice as hard
- Setting your goal's and what you enjoy doing the most and contuning on to college. Services D.D.S.
- Money management and social skills
- Girl Scouts - It looks great when u go to fill out college applications. ~~Related Services, Employment and/or career and technical experiences, Functional vocational evaluation—when appropriate, Specialized instruction in areas of need (including academic and daily living skills, when appropriate), and the development of post school objectives~~
- Taking a city bus, Banking, Job searching, Applications, Interview Practiee
- self advocaey, money, social, study skills
- Independent Living Skills
- Project Worth Young Adult Academy
- ~~More job training, trying out jobs, skills like banking, budgets, public transportation, practiee interviews, practiee applications~~
- to use BRS to help you get a job and give help in the future
- ~~Career CTR, BRS~~
- Money management, ~~time management~~ and how to be cautious of others because people take advantage of you once you start making money. Also how to save money once you start making it. I had to learn the hard way for both of these things.
- I think they should start practicing on their money mangement and saving. It's a very hard thing to do when you have to pay your own bills. I wish *** High School Had something like that for everyone!
- ~~Find any services that are available at the college that you wish to attend before hand. Find out about them later, you could've been using them all this time.— Force yourself to manage money. Spend everything and you'll find yourself scrounging. Find websites that rate teachers based off of students who actually know what they're talking about. RateMyProfessor has helped me make MANY worthwhile choices for teachers of classes I have taken...one of which is the most interesting professor/teacher I've ever had with regards to school.— Figure out transportation. Sometimes they can be a hassle just to learn...such as their time-frames which cities do not always make clear.~~
- Join clubs and keep active
- Cooperate with services and assistance
- BRS
- hospital program
- Join Advocacy groups
- Wrestling
- Budgeting
- Attend BRS.

- BRS- DDS--> Independent Provider (job coach)
- Strong on Money Management Teach kids about living among your means. Saving money is important.
- Sports get involved in the school like sports volleyball, cheerleading, GSA
- ~~self advocacy, learning interviewing skills, build confidence, money skills are big, time management is also big, work experience for resume.~~
- independent living skills
- Look into a program such as ***.
- ~~Work experience programs, Time management organizational skills, money management-- lots of exposure to technical skills programs so many out there push seems to be college which is not for everyone.~~
- Start independent work, transportation, money management skills now instead of later
- SELF-ADVOCACY, MONEY MANAGEMENT & STUDY SKILLS
~~TECHNOLOGICAL EDUCATION & WORK EXPERIENCE VIA WORK STUDY PROGRAMS~~
- Independent Living, ~~Social Skills Group Activities (IF Available) -- research bridge program~~
- Involvement in the community
- social skills. How to get on the community
- money management skills, more time spent on independent living skills & organizational skills. Interactions with BRS & DSS which seems to be difficult to schedule and continue to be true
- ~~ADDITIONAL JOB TRAINING OPPORTUNITIES MORE COMMUNITY EXPERIENCES~~
- DDS, START ASAP, PRAY THE BUDGET HAS SOMETHING LEFT WHEN YOU GET THERE
- DDS case worker was most helpful
- More emphasis needs to be on how to look for employment & getting the interview. Also, transportation skills in the town for a disabled *** resident to find affordable transportation & depending on family is a necessity. We teach how to use a bus or role play interviews but not enough emphasis is on social skills of how to get an interview, or how to locate transportation rather than how to use it. The assumption is that this is available.
- voc. & Ind. Living skill-- Reality check
- DDS, DSS, SSA & SPECIAL OLYMPICS
- BRS
- DDS, BRS, Employment services
- stay involved with it, connect with state agencies before leaving high school
- more life skills, budgets, balancing checkbook, knowing how to pay bills, life skills
- Bus, friend's car, drive responsible without a license.
- more concentration on math and money skills, ~~take advantage of work study programs~~
- Learn about your money, job, and how to maintain your house
- More intensive life skills training
- I don't do any of service help but what I did is participating Best Buddies activities.

- volunteering-- for parents ~~DDS case worker appointments for the future very important~~
- DDS has been helpful. I have signed up with DDS but have more paperwork to send in to get a case manager. ~~Activities: any group that would enhance social skills.~~
- ~~DDS has been helpful. I have signed up with DDS but have more paperwork to send in to get a case manager.~~ Activities: any group that would enhance social skills.
- Learn a skill, so he can earn his own money.
- DSS and DDS!
- volunteering within community to get experience socializing & working
- PREPARATION FOR LIFE SKILLS
- Getting involved with a good agency that wants to reach your highest degree of work skills.
- *** program
- B.R.S.
- Appropriate adult day programming for those medically fragile
- Better helpers who understand you-- living skills
- Plan far in advance for programs that may assist/improve your skills
- Applying for college and working on independent living
- community skills, learning patience, being able to work with others in a group
- Pre college courses at NCCC, Reading club, tutoring, sports.
- independent skill program
- Community Service
- unified sports + working out in the real world also child development class (teach kid not to have kid in school)
- Learn all you can about living life on your own!

Family Involvement and Supports

- ~~A lot of my remedial classes were unhelpful—geared towards passing the CAPT (which was not a graduation requirement due to my disabilities)—or there was not enough 1-on-1 help. My parents ended up paying for a lot of private tutoring.~~
- A much better support system. ~~Truthful assessments of preparedness for college. No BS. Don't say kids are ready when they are not just to get them out of the school. An outside, non-affiliated person should be available to work with someone who needs to decide if they have the necessary skills to go to college.~~
- Work with an advocate from a state or private agency who specializes in your disability.
- Strong support group -- parents, family, ~~friends, guidance counselors.~~
- ~~(sports, study skills)—early intervention~~ if my parents had not early intervened at an early stage age 2-birth to 3- going forward- private testing and removing me from public school I would never have been able to attend college
- ~~start early on. Teachers need to key into the individual need of the student—more resources for independent living.~~ I learn more at home than I ever did at school and because of my lack of education I have to work twice as hard
- Listen to your parents.
- getting to know younger people in diff programs, more schools for Special ed teens, not

mixed with 60 year old Special Ed people.

Other

- More help for acquiring scholarships for people that receive special education services. They should have the same privileges as everyone else.
- small programs better
- Help with financial aid and scholarships
- Use your resources,
- Get involved with wherever/whatever you are doing next.
- intervention activity involving students & teachers aimed at improving the level of respect for teachers with student & student with teacher.
- more exposure to what real life is after high school
- Camp *** is priceless and should be recommended asap. Major growth opportunity. Also helps students recognize what "they like" rather than always pushing office skills, food service, child care, animal care, and janitory skills.
- A better look at classroom life as opposed to the campus.
- slow \$\$ is better than no \$\$...
- stay in school, don't be a fool, cause its not cool
- Follow up
- Deal with behavioral issues before getting to the "real world".
- Using services, assistance and agencies like DDS way before leaving high school
- Do it early!!
- More state and town assistance with planning.
- Start checking out programs available as soon as possible. We feel we were well-prepared in making an informed choice
- go to secondary school

Challenging Observations

- Every senior who has, or had in the past, an IEP be given transition services during senior year. My child did not want to attend "skills" class sr. year, and it was not under an IEP as a result, and did not get transition svcs. Sr. year.
- Its not too late to call a lawyer.
- ~~A much better support system.~~ Truthful assessments of preparedness for college. No BS. Don't say kids are ready when they are not just to get them out of the school. An outside, non-affiliated person should be available to work with someone who needs to decide if they have the necessary skills to go to college.
- It depend ends on their issue. I still need help with speach therapy and my mom is looking into treatment at UConn Medical Center. The therapist I had was overworked covered both the high school and middle schools and had a bad attitude, not very helpful. For those graduationg, you may need to seek private care to get the help you need, but not everyone can afford it.
- bullied in H.S.-- physical/emotional health suffered some mismanagement and abusive (emotionally) by administration; problem ignored, no accountability
- get out of the *** public school system now! They will never change, the teachers

never tried their best.

- My transition plan was non-existent. There should be a realistic plan in place.
- In highschool the way they help you is completely different than college. The special education resources in both places are very different. And I feel like they need to make it the same to make it less frustrating. I can say a lot more.
- Hire teachers who care about the students & their well being.
- Educate Guidance Counselors on Tech College's & work.
- guidance counselors need to have a different attitude toward students with disabilities
- STRIVE model terrible, can't get out of it, he was bored, worst 4 years of his life, no outlet in district to talk about problems
- Just let the kids be themselves if you nag and nag the kids not gonna want to do anything.
- Our best decision was to remove *** from High School and enrol him into the *** Voc Ed program. The HS program was terrific for higher functioning students, but overwhelming for our son. *** VocEd provided the services our son needed most.
- My high school did nothing if anything to address transition for me or my parents. We need more information + assistance from the high school!!
- Sometimes its hard. I have sleep problems. Depression. Schools should send people to your house to talk to you.
- Don't drop us because we are hard to deal with. Our "no" doesn't really mean "no."
- Parents need more guidance from objective resource people to manage the upcoming maze. I don't think public schools are objective enough. Also outside evaluation for skills assessment. My own experience went well only because the outplacement school provided knowledgeable, objective assistance. I don't think many parents feel secure/confident enough to line everything up in a timely fashion. I know several coming out of public schools who have not had all their ducks in a row for smooth transition w/o gap in services. Parents expressed concern over the unknown territory they were approaching.
- HS's work with ADL, but group homes don't. Even for very disabled students they send staff to do the job because it is easier. They should teach students how to do this (i.e. laundry). Agencies aren't meeting the needs, the state needs to force what transition plans say
- In otherwards, it was not the lack of programs or people in the special education process, but it was a lack in this child to benefit from the training and experiences that were available.
- give agency info to parents. Early understanding of how child will cope and clear talk with parent about it. Don't worry so much about graduation requirements

Post-Transition

School-Based Preparatory Experiences

- Talk to academic advisers for preparation for starting college
- Spend time in a college classroom - learn time management & organizational skills. Learn how to access edu services. I did not receive the help I needed. I left this school after 1 year. Very disappointed.
- start with a community college. Look for classes, having professionals who can teach

from experience!

- Go to college!
- ~~Girl Scouts—It looks great when u go to fill out college applications. Related Services, Employment and/or career and technical experiences, Functional vocational evaluation—when appropriate, Specialized instruction in areas of need (including academic and daily living skills, when appropriate), and the development of post school objectives~~
- Ask for help and learn what resources are available at your college.
- Join a postgrad/college prep program
- ~~Job placement & training, Guidance about available services, Adult ed programs must have spec ed services!~~
- They should get into a work study program.

Career Preparation and Work-Based Learning Experiences

- What programs or services are out there and how to access them (programs I'd use for college or work) *for those going on to college -- who to meet with in school and how to conduct those meetings without help. (Advisor)
- work study for kids with disabilities
- Jobcorp.
- ~~Job placement & training, Guidance about available services, Adult ed programs must have spec ed services!~~
- get a good case manage. Get a real job with a job coach
- having a job coach

Youth Development and Leadership

- If you are going to college, be sure to advocate for the services you need.
- I would recommend talking to the person in charge of disability services at where ever you are planning to transition to.
- to do their best and continue their education.
- If having job, save money b/c you will need it in college. Get good grades.
- Take a trade, go to the military, or continue college.

Connecting Activities

- Depends on their needs There is not a lot for autistic adults out there in CT unless your IQ is below 70. That needs to be addressed
- DDS
- BRS.
- BRS.
- Go to a college where you know you will get the most help. For example, my college has PLS (Personalized Learning Services) and you meet with a tutor for the whole year as many times as you need for one hour.
- Its difficult to say volunteering is a good start especially in the field of your career interest. As for services no one was willing to support me going to college. They were more interested in on the job training, so its difficult for me.
- ~~volunteering~~—for parents DDS case worker appointments for the future very important

- ~~High school addressed transition planning appropriately.~~ There is a lack of good day programs available in the community to choose from.

Family Involvement and Supports

- H.S. teachers need to understand that not everybody is ready or will go to a 4 yr. college. If you don't fit that mold folks don't seem to care. Parents and students need to understand this and not let it get you down. You can be something. There is something for everyone. My parents helped me 8 months after I left H.S. They helped me see I would do it, my friends too.

None, Nothing, or Unsure

- They were not very helpful so I have no suggest
- none that I can think of.
- Unsure at this point
- None
- None
- Not sure
- N/A
- Not sure
- I don't know what I would recommend, because I have never used any services, assistance, or participated in any activities.
- None
- No
- I'm not sure.
- N/A
- none come to mind
- none, just don't be a lazy
- Not sure.
- Can't answer that
- N/A
- N/A
- Not sure.
- None that were applied to *** high school when I was there.
- None
- Unsure
- None
- not sure
- none
- none
- Not sure
- No
- I don't know.
- Unsure

- No Comment.
- N/A
- not sure
- I have no idea.
- Nothing
- No
- N/A
- i really can't say
- I would not know
- I don't know since I was not provided with any transition services, nor was I informed of any transition services.
- im not sure.
- No
- A lot of my remedial classes were unhelpful-- geared towards passing the CAPT (which was not a graduation requirement do to my disabilities)-- or there was not enough 1 on 1 help. ~~My parents ended up paying for a lot of private tutoring.~~
- None
- Unsure
- N/A
- I'm not sure
- Im no sure.
- not sure here - our experience was unique
- Nothing really to say, they have to figure out on their own
- Not sure

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 (*).

465 of the respondents replied to this question.

- “No,” “None,” or “Nothing” X’s 375
- "Add'l Comment" section
- #7- shouldn't there be a "none of the above" answer?
- #8 is not a very pleasant question.
- A little bit confusing
- call me, mom ***. I would love to talk.
- Can't answer that
- could not read it clearly, needed dad to help me
- Despite receiving assistance in school, my son says "they didn't teach me anything." From my perspective as a parent, my son didn't put any effort in. Even if he did, he believes the teacher "gave me the answers."
- Did not ask if I will be attending college. I took off a gap year to play hockey and now enrolled in college for Fall 2012.
- Didn't get anything in the mail
- Don't send me this survey again.
- Everything was great I was more than happy to complete this survey! Hope the teachers are doing great. With new crazy students.
- He is Autistic, unable to complete survey, done by parent.
- I didn't find anything confusing or unclear
- I got confused on the last question.
- I hate survey's
- I never graduated high school
- I spent my last 2 yrs of high school at a residential program & survey doesn't ask-- assumes a public high school was adequate. I have trouble transitioning and leaving home to go to HS was very difficult and stressful for me. Did much better in a residential program.
- I'm not sure what Adult day programs are.
- It was very clear
- Just a little bit hard to figure out question #6 and 1
- Just that H.S. isn't isolated middle school & HS need to work together so questions might have included how they go together as learning to read/write is a journey for disabled students
- Just this last page.
- mom assisted me with the form
- mother filled out!
- Mother's note: #9 school worked on teaching him, skills not learned, however there's a difference

- My/Our concern is not about the high school it is about programs after high school for adults who are severely mentally disabled.
- No-- but difficult to answer for someone who is nonverbal & can't read or write & dependent for most ADLs
- No but thank you for sending it!
- no everythign was clear and well written.
- no everything was clear
- No everything was clear.
- no-- I did it with my mom P.S. thanks for caring! (mom)
- No-- I hope H.S. will change
- No it was okay.
- no read directions info after starting survey
- No there was nothing confusing about this survey.
- No very clear, because nothing will ever change.
- no-- your not asking the right or enough questions. Prepare me? School?-- No way
- No, but I just want to say that special ed is the hardest part overall and need patience from a lot of people.
- No, but needed more options and other for NO answers on question #6.
- No, I say it was straight to the point and very clear.
- No, I understood everything just fine.
- No, it was good.
- No, it was nice and helpful. I hope it can help for future students.
- no, the survey was brief and easy to understand
- No, there was nothing unclear about this survey.
- No, this survey was easy and clear to fill out.
- No, this survey was indeed very clear for the most part.
- no. I hope it helps improves the wonderful special education program CT already has. Thank for you all your help!
- No. *Students required to take skills class to receive help with homework. Too many students in a small space made my child uncomfortable.
- No. although I'm not sure it was specific enough to really come up with any useful information
- No. Except some of the wording did not apply (ie) #5
- No. P.S. Future surveys should include question about which college we are attending.
- Not confusing but made me have to think about some of these questions longer
- Not enough options.
- Not only are teachers playing an important role on a student's life, helping mold them into a person who adds to society and just doesn't leech off of it, but parents do to. Without the parents I have, I may have never gotten as far as I did (i.e. immediately being accepted into school of technology @ CCSU, high grades, common sense, etc.).
- Not really. But it's just that I need more time to prepare myself to back to college and take more classes than just one since last year Then I'm set to choose one for my permanent career.
- QUESTION #11

- Question 10 was unclear.
- Some of the questions were a little hard to understand.
- The last two questions
- The overall intention.
- The survey wants to prove the schools were successful and is slanted that way. At *** High School, the honors level math, science, and video production were strong; special ed needs more attention and the foreign language is awful. I am also advantaged because my parents are educated making them to help me and they could afford a private tutor when needed.
- There was no place to put negative reviews/critiques.
- This is my second time doing this survey, if possible could you email me info on your branch office in waterbury please. Jimbo_19892008@hotmail.com
- This survey was pretty straight forward.
- This survey was well written and very easy to understand the reasoning on why this survey is being conducted.
- unsure if questions 3,4, & 5 were supposed to be in lieu of being a full time student and my responses to 3,4, & 5 pertain to a summer job.
- Well there was one question that got me confused it was Number 11.
- What is it for?
- Yes-- 10 & 11
- yes questions 10 and 11.
- yes, # 11.
- Yes, # 11. Every person is differentially abled." The earlier services are received, the better change they have at being successful. They need repetition. Because a goal is reached does not mean it should not be carried through and just "check it off". The loss is terrible. Repetition is a must always.
- Yes, I needed help filling it out-- Too many choices made it confusing to me
- Yes, my dad had to help me.
- Yes. The first few questions were about college. Just by asking if I was enrolled does not give you information on whether I succeeded once I enrolled. I signed up for four classes two of which I failed. One of the classes I failed was English 101. I passed a math class that was two levels below the math class required to get college credit. second semester I took four classes and passed one. Failed English again and failed the next level math class still below the basic math class to get college credit. I would say I did not have the necessary skills to pass. I am currently enrolled in one class. I have had two jobs working minimum wage and have lost both. Your survey does not get enough information to measure how prepared I was.
- Yes. Questions 10 and 11.
- Yes. The agencies living I'm on food stamps . You didn't have an option for that.
- yes. These ? Are implying that I had disability. I only was placed in SE because when I first come to the USA in sch. I did not talk much.