

**Connecticut Post-School Outcomes Survey:
2012-2013 School Year Exiters of Special Education Services**

Final Report

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EXECUTIVE SUMMARY

Indicator 14 Criteria

During 2008-2009, Indicator 14 of the State Performance Plan (SPP) was revised at the federal level to reflect the critical importance of postsecondary education on quality of life after leaving school. The new indicator requires the State of Connecticut State Department of Education (CTSDE) 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. These are the percentage of students who 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 2014 survey using a census method conducted by the University of Connecticut under contract with the CTSDE to determine 2012-2013 school year Exiter data in response to Indicator 14. A description of the research method, results, and how each percentage was calculated follows.

In 2013, 5,185 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: graduation with a standard diploma; obtaining a Certificate of Completion; reaching maximum age of eligibility for special education services or; dropping out of school.

Beginning on June 5, 2014, each of these individuals was mailed a survey sponsored by the CTSDE to obtain follow-up information on post-school outcomes at least one year after exiting public school. Additionally, Exiters had the option of completing the survey online. 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 seventh 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; 2010-2011; 2011-2012; 2012-2013). 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 CTSDE. Details of these revisions can be found in the 2013 Exiter survey report.

Survey data was collected via three processes: a paper survey mailed to Exiters at three different times (June 5th, July 11th, and September 12th); three waves of phone surveys administered by a call team at UConn (July 30th, November 20th, and November 21st between the hours of 5pm and 7pm) to select Exiters (e.g., those from groups traditionally underrepresented in prior studies, such as students from urban settings, students with ED, and students who dropped out); and an online survey that could be accessed using a link found in the paper survey.

In total, 780 surveys were returned. Among these, 45 surveys were not useable because they were either returned blank, indicated an alternative exit year, or the

respondent indicated that he or she did not wish to complete the survey. This brought the total of valid responses to 735. Additionally, a total of 875 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 17.1% (5,185 total exiters - 875 undeliverable surveys = 4,310 adjusted exiters; 735 responses / 4,310 x 100%).

Respondent Characteristics

The largest group of responders was those with learning disabilities (35.0%), followed by those with autism (13.7%), ADD/ADHD (10.9%), emotional disabilities (10.9%), other health impairment (9.5%), and intellectual disabilities (7.6%). Sixty-eight percent of the respondents were males. Approximately 73% were White (72.7%), followed by respondents who were Hispanic (12.9%) and Black (10.7%). The vast majority of the respondents graduated with a diploma (92.2%), followed by those who dropped out of school (3.8%), those who reached the maximum age for services (2.9%), and those who received a certificate of completion (1%).

Indicator 14 Results

A: Percent enrolled in higher education = 49.1%

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 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 = 63.3%

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education 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 = 77.7%

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

Methodology

Survey Development

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 seventh 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; 2010-2011; 2011-2012; 2012-2013). 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 2012-2013 school year Exiter data.

Current Survey Instrument

The instrument used in this investigation was based upon the Post School Survey instrument originally used in the 2007 study, and revised after 2008 and 2010. It is 4 pages long and consists of 12 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 his or her schooling. The final three items on the survey were open-ended and offered the respondent an opportunity to provide comments about the following questions: “What part of your high school education was most helpful in getting you ready for life after you left high school?”; “What could your high school have done differently to prepare you for life after high school?”; and, “Was there anything unclear about this 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 Principal Investigator (PI), Dr. Joseph Madaus, at the University of Connecticut, for analysis. A consent form that outlined the respondent’s rights and protections as a participant in this research was also created. Both the cover letter and the consent form indicated that completion and return of the survey was an expression of consent to participate. The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB). A letter from the IRB indicating exemption was received on May 8, 2014.

Subjects

The subjects for this investigation consisted of 5,185 individuals who had exited special education during the year 2012-2013 from each of the Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the Connecticut State Department of Education (CTSDE), Office of Research, Evaluation

and Accountability. Data was provided for the name, address, gender, exceptionality, ethnicity, and reason for exit by the CTSDE to the project staff in the spring of each survey year via a password protected file. It should be noted that this data set is the source of the demographic data described later in the report. Each survey contained a unique respondent code, and completed surveys could be linked to this code to allow the demographic information and responses to be joined. Although the two data sets could be linked, all data analysis was conducted at the group, not individual, level.

Data Collection

Survey data was collected via three processes. A paper survey was mailed to Exiters at three different times over the summer. The initial mailing of 5,185 surveys was sent on June 5, 2014. A second wave of 4,410 surveys was mailed on July 11, 2014. Finally, a third wave of 4,055 surveys was mailed on September 12, 2014. Each mailed survey also contained information about an online survey that respondents could chose to employ. Finally, a call team at UConn administered the survey over the phone on July 30th, November 20th, and November 21st between the hours of 5pm and 7pm.

Call team procedures. LexisNexis, a data-cleaning program, was used to obtain more accurate Exiter phone numbers. A batch process was conducted in which the database of student information obtained from the CTSDE was sent to LexisNexis through a secure server. The company then returned the database with updated phone numbers if possible.

Six graduate students from the University of Connecticut were recruited to call selected cohorts of Exiters using the phone numbers collected via the LexisNexis batch process. The graduate students prioritized calls to Exiters who had a history of

underrepresentation in past surveys (i.e. minority Exiters, Exiters with ED, individuals who dropped out, and Exiters residing in cities) to try and better represent these populations in the current survey. All callers participated in a one-hour training to prepare for the calls and data collection procedures. The training involved reviewing the survey and classifying Exiter responses. Upon completion of training, the team spent a total of six hours over three days making phone calls. In total, the graduate students called 480 Exiters, and collected 40 completed surveys. Phone numbers were often inaccurate or out of service, even with the use of the data cleaning service.

Completed surveys by method. Across the three waves of mailings, as well as information obtained through the call team and online survey, a total of 780 surveys were completed. Multiple names ($n = 45$) 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 735 usable surveys. An additional 875 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 4,310 individuals ($n = 4,310$), and a response rate of 17.1% ($735 / 4,310 \times 100\%$). The data collected via the online survey ($n = 64$) accounted for 8.7% of the overall response rate and data collected by the call team ($n = 46$) accounted for 6.3% of the response rate. Appendix B contains the response rates for all LEAs.

Data Analysis

Frequency analyses were conducted on each item for all respondents collectively (Appendix C). Because the majority of the data was dichotomous (i.e., Yes/No), selected

variables were analyzed using chi-square analyses. 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. In some cases, cells were collapsed to allow comparisons. 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

Disability type. The most common exceptionality of the respondents was learning disabilities (35.0%), followed by Autism (13.7%), ADD/ADHD (10.9%), emotional disturbance (10.9%), other health impairment (9.5%), and intellectual disabilities (7.6%). For additional information see Table 1 below.

Table 1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	101	13.7
ADD/ADHD	80	10.9
Deaf/Blindness	1	0.1
Emotional Disturbance	80	10.9
Hearing Impairment	12	1.6
Intellectual Disability	56	7.6
Learning Disability	257	35.0
Multiple Disabilities	38	5.2
Orthopedic Impairment	1	0.1
Other Health Impairment	70	9.5
Speech/Language Impairment	35	4.8
TBI	2	0.3
Visual Impairment	2	0.3
Total	735	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (92.2%), followed by those who dropped out (3.8%) and those who reached the maximum age for services (2.9%). Chi-square analyses were conducted between exit reason and ethnicity, age, gender, and disability type. Chi-square results indicated significant differences in the exit reasons are related to disability type (χ^2 (36, N = 735) = 93.361, $p < .001$; Cramér's V = 0.206) and age (χ^2 (21, N = 735) = 185.291, $p < .001$; Cramér's V = 0.290). Approximately 92% ($n = 678$) of students with disabilities graduated from high school with a standard diploma, including 97.5% of students with other health impairment ($n = 78$), 96.7% of students with learning disabilities ($n = 247$) and 95.0% of students with Autism ($n = 96$). For additional information see Table 2 below.

Table 2
Reason for Exit

Year	N	%
Graduated with Standard HS Diploma	678	92.2
Certificate of Completion	8	1.1
Dropped Out	28	3.8
Reached Maximum Age	21	2.9
Total	735	100.0

Ethnicity, age, gender. Of the 735 respondents, (72.7%) were “White”, followed by “Hispanic” (12.9%) and “Black” (10.7%). The Exiters ranged in age from 14 ($n = 1$; 0.1%) to 21 ($n = 32$; 4.4%), with a mean age of 17.8 years. There were over twice as many male respondents (68.0%) as female respondents (32.0%). For additional information see Tables 3 and 4 in Appendix C.

Comparison of the Respondents to the Population

Tables 3 – 6 present data comparing the respondents ($n = 735$) to the total population of Exiters of special education in 2012 ($n = 5,185$). Representativeness data

was examined using the National Post-School Outcomes Center Response Calculator (www.psocenter.org). Results indicated that minority Exiters were underrepresented in the final sample (15.1% lower than representation in total population), as were Exiters with learning disabilities (3.5% lower than representation in the total population) and emotional disabilities (5.8% lower than representation in total population). Total Exiters with ID were overrepresented (3.4% above representation in the total population) and Exiters with disabilities other than LD, ED, and ID (i.e., all remaining disabilities) were overrepresented (5.9% above representation in total population). For additional information see Tables 3-6 below.

Table 3
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	235	32.0	1,610	31.1
Male	500	68.0	3,575	68.9
Total	735	100.0	5,185	100.0

Table 4
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	16	2.2	77	1.5
Black	79	10.7	899	17.3
Hispanic or Latino of any Race	95	12.9	1,115	21.5
Native American or Alaska Native	2	0.3	31	0.6
Native Hawaiian or Other Pacific Islander	1	0.1	13	0.3
Two or More Races	8	1.1	64	1.2
White	534	72.7	2,986	57.6
Total	735	100.0	5,185	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 third year it has its own category with “Native Hawaiian.”

Table 5
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	101	13.7	339	6.5
ADD/ADHD	80	10.9	771	14.9
Deaf/Blind	1	0.1	2	0.0
Emotional Disturbance	80	10.9	866	16.7
Hearing Impairment	12	1.6	52	1.0
Intellectual Disability	56	7.6	219	4.2
Learning Disability	257	35.0	1993	38.4
Multiple Disabilities	38	5.2	216	4.2
Orthopedic Impairment	1	0.1	5	0.1
Other Health Impairment	70	9.5	425	8.2
Speech/Language Impairment	35	4.8	273	5.3
TBI	2	0.3	15	0.3
Visual Impairment	2	0.3	9	0.2
Total	735	100.0	5185	100.0

Table 6
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	678	92.2	4,408	85.0
Graduated with Certificate	8	1.1	33	0.6
Dropped Out	28	3.8	671	12.9
Maximum Age	21	2.9	73	1.4
Total	735	100.0	5,185	99.9

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; No, I enrolled but did not complete a full semester, and; No, I have never enrolled in postsecondary education or a training program). Respondents were instructed to select only one. Approximately sixty percent (60.1%) reported some degree of postsecondary engagement. Specifically, 42.0% reported being a full-time student (carrying 12 or more credits per semester), and 18.1% reported being a part-time student. An additional 3.2% 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 7 below.

Table 7

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)?

Category	N	%
Yes, I am a full-time student	304	42.0
Yes, I am a part-time student	131	18.1
No, I enrolled but did not complete a full semester	23	3.2
No, I have never enrolled in postsecondary education or a training program	265	36.7
Total	723	100.0

Differences in postsecondary attendance. Chi-square analyses were conducted between reported postsecondary attendance and ethnicity, gender, disability type, and exit reason. Chi-square results indicated significant differences in participation in postsecondary education related to disability type (χ^2 (12, N = 735) = 102.98, $p < .001$; Cramér’s V = 0.374), ethnicity type (χ^2 (6, N = 735) = 13.742, $p < .05$; Cramér’s V =

0.137 and exit reason ($\chi^2(3, N = 735) = 55.53, p < .001$; Cramér's $V = 0.275$).

Approximately 68.8% of students with speech and language impairment ($n = 22$) reported some degree of postsecondary enrollment, followed by students with learning disabilities (62.2%, $n = 160$), students with ADHD (62%, $n = 50$), and students with Autism (50.5%, $n = 51$). Additionally, more White exiters (51.7%, $n = 276$) enrolled in postsecondary education compared to minorities (42.3%, $n = 82$; note that because of small cell sizes, all non-White respondents were combined). The majority of students with Emotional Disturbance (68.7%, $n = 55$), those who reached maximum age for special education services (100%, $n = 21$), and those who dropped out (96.4%, $n = 27$) were never enrolled in postsecondary education or a training program since leaving high school.

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 “two-year community college (43.7%) and “four-year college or university” (39.3%) were most common, followed by “vocational/technical school” (9.7%). All other responses were below 5% and are reported in Table 8 below.

Table 8
If yes to Question 1, what type of school did you attend?

Category	N	%
Four or more year college or university	171	39.3
Two year community college	190	43.7
Vocational/ Tech School	42	9.7
Adult Education	5	1.1
Postgraduate or College Prep	4	0.9
Short-term education or employment program	11	2.5
Other	12	2.7
Total	435	99.9

Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Thirteen percent (13.0%) 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 25.1% responded that they worked part time, but for less than twenty hours per week. An additional 7.4% reported that they had been employed, but for less than three months, and 34.6% reported that they had never been employed since leaving high school. For additional information, see Table 9 below.

Table 9

Since 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)	94	13.0
Yes, Part-Time (20 - 34 hours per week)	144	19.9
Yes, Part-Time (less than 20 hours per week)	182	25.1
Yes, but less than three months	54	7.4
No, I have not been employed	251	34.6
Total	725	100.0

Differences in employment level. Chi-square analyses were conducted between employment level and ethnicity, gender, disability type, and exit reason. Chi-square results indicated significant differences in employment level related to ethnicity type ($\chi^2(6, N = 735) = 13.982, p < .05$; Cramér’s $V = 0.138$), disability type ($\chi^2(12, N = 735) = 68.718, p < .001$; Cramér’s $V = 0.306$), and exit reason ($\chi^2(3, N = 735) = 9.251, p < .05$; Cramér’s $V = 0.112$). Forty six percent of students with speech and language impairment

($n = 16$) reported being competitively employed after high school, followed by 41.6% of students with learning disability ($n = 107$) and 37.5% of students with ADHD ($n = 30$).

There were over twice as many White respondents (32.0%, $n = 171$) as minority respondents (15.9%, $n = 32$) reported being competitively employed. Moreover, students with multiple disabilities were less likely to get employed (0.03%, $n = 1$) compared to other disability types. Among all respondents who graduated with a high school diploma, only 30.0% ($n = 204$) have been competitively employed within one year of leaving high school. No respondents who reached maximum age for special education services reported being competitively employed since leaving high school. For additional information, see Table 10 below.

Table 10

If yes to Question 3, please 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)	274	67.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	4	1.0
Self-employed	9	2.2
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	6.2
In supported employment (paid work with services and wage support to the employer)	22	5.4
In sheltered employment (where most workers have disabilities)	15	3.7
Employed while in jail or prison	5	1.2
Other	52	12.8
Total	406	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, 88% of the respondents selected earning at or above the minimum wage (\$8.70 per hour in 2014). Of this group, 52.4% reported earning above minimum wage, and 35.7% were at the minimum wage.

Differences in salary. Chi-square analyses were conducted between reported salary level (compensation) and ethnicity, gender, disability type, age, and exit reason. Chi-square results indicated significant differences in salary level related to ethnicity type (χ^2 (18, N = 735) = 31.885, $p < .05$; Cramér’s V = 0.120), disability type (χ^2 (36, N = 735) = 159.56, $p < .001$; Cramér’s V = 0.269), age (χ^2 (21, N = 735) = 124.661, $p < .001$; Cramér’s V = 0.238), and exit reason (χ^2 (9, N = 735) = 34.685, $p < .001$; Cramér’s V = 0.125). Results revealed that 33.3% of Whites, 43.1% of students with learning disabilities, and 30.7% of students who graduated with a diploma reported earning above minimum wage. Forty four percent ($n = 7$) of Asian American students, 31.2% ($n = 25$) of students with ADHD, and 19.6% of students graduated with a diploma were earning at the minimum wage in the labor market. Additionally, students with intellectual disabilities (21.4%, $n = 12$) were less likely to find satisfied jobs and more likely to earn below minimum wage. For additional information, see Table 11 below.

Table 11
If yes to Question 3, how much did you earn at your most recent job?

Category	N	%
Below Minimum Wage (less than \$8.70/hour)	48	12.0
Minimum Wage (\$8.70/hour)	143	35.7
Above Minimum Wage (more than \$8.70/hour)	210	52.4
Total	401	100.1

Adult Participation

To further assess engagement of young adults, the following question was asked: “Are you taking part in any of the following?” Four options and a choice of “other” were provided. Two hundred and sixty-six people responded to this item. Of those who responded, 26.5% participated in an adult day service program, 15.5% in an independent living skills program, 50.0% in volunteer/community service programs, and 17.7% in adult day vocational programs. An additional 27.0% selected “other.” For additional information, see Table 12 below.

Table 12
Are you taking part in any of the following?

Category	N	%
Adult Day Services	60	26.5
Adult Day Vocational Programs	40	17.7
Independent Living Skills Program	35	15.5
Volunteer Work/Community Service	113	50.0
Other	61	27.0

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

Contact with Agencies and Services

An additional question that goes beyond the requirements of Indicator 14 has been part of recent Connecticut Postschool surveys. The question asks if the respondents received services through any of eight state based adult agencies since high school. The respondents were allowed to select all choices that applied. There was also an “other” option, and respondents were asked to provide an open-ended response. If the respondents did not use any of the agencies listed, they could also select either “No help received; It is not necessary,” “No help received; Did not want to use services,” or “No help received; Did not know that any agencies were available.”

The most commonly selected response was “Yes” (47.7%) followed by “No help received; It is not necessary” (28.7%), “No help received; Did not know that any agencies were available” (14.4%), and “No help received; Did not want to use services” (9.2%).

The most commonly selected agencies were Department of Developmental Services (32.8%), followed by Services at my College or University (31.7%) and the Bureau of Rehabilitation Services (28.5%). For additional information see Table 13 below.

Table 13

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

Category	N	%
Bureau of Rehabilitation Services	98	28.5
Department of Developmental Services	113	32.8
Department of Mental Health and Addiction Services	22	6.4
Board of Education and Services for the Blind	9	2.6
Department of Public Health	1	0.3
Department of Social Services	90	26.2
DOL	2	0.6
Social Security Administration	96	27.9
Services at my College or University	109	31.7
Other Agencies	14	4.1
No Help Necessary	207	28.7
Did Not Want to Use Services	66	9.2
Did Not Know Help was Available	104	14.4

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 Unsure and

Agree (Mean = 2.4). Approximately sixty-two percent (62.2%) of the respondents selected Agree or Strongly Agree, while 20.2% 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 the following Indicator 14 Categories: Postsecondary Education ($\chi^2 (5, N = 735) = 38.884$, $p < .001$, Cramér's $V = 0.23$), competitively employment ($\chi^2 (5, N = 735) = 37.886$, $p < .001$, Cramér's $V = 0.227$), and Not Engaged ($\chi^2 (5, N = 735) = 57.424$, $p < .001$, Cramér's $V = 0.28$). Seventy-two percent of students ($n = 154$) who have been employed reported more satisfaction with life since leaving high school, compared to 57% of students who have not been competitively employed ($n = 298$). Students who were not engaged in both postsecondary education and being competitively employed reported the lowest ratings of satisfaction with life after graduation, with 0.09% ($n = 14$) selecting strongly agree and 32.9% ($n = 54$) selecting agree with the statement "I am satisfied with my life since leaving high school." For additional information see Table 14 below.

Table 14

How much do you agree with this: *"I am satisfied with my life since leaving high school"*

Category	N	%
Strongly Disagree	59	8.1
Disagree	88	12.1
Unsure	128	17.6
Agree	262	36.0
Strongly Agree	190	26.1
Total	727	99.9

Skills Taught by High Schools

The respondents were asked to indicate skill areas taught by their 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 15 below.

Table 15
What skills did your high school teach you? (*Check all that apply*)

Category	N	%
Social Skills	426	60.0
Self-Advocacy	397	55.9
Technology Skills	346	48.7
Money Management	181	25.5
Study Skills/ Learning Strategies	353	49.7
Work Experience	237	33.4
Independent Living Skills	201	28.3
Time Management/ Organizational Skills	304	42.8
None	71	10.0
Other	29	4.1

Note: N = 710

Open Ended Questions

Appendices E, F and G contain responses from three open-ended questions. These include 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 could your high school have done differently to prepare you for life after school?”; and Question 12: “Was there anything confusing or unclear about this 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.

Qualitative responses to Questions 10 and 11 on the survey 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 was also created for responses that did not fit into one of the five guideposts, and a “no/none/unsure” category was created for responses that indicated respondents were unsure of what to respond, had nothing to respond, or who stated that they were satisfied with their education. For more information and examples, see Appendices E, F, and G below.

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. It should be noted that respondents from Vocational/Technical Schools and Connecticut agencies such as the Department of Corrections were omitted from this analysis.

Representativeness by region. 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 6.6% to 25.9%, with an average of 13.8%. Exiters who dropped out were underrepresented in all regions. The percent of underrepresentation for Exiters who dropped out ranged from 7.8% to 9.9% with an average of 8.4%. Respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented in four regions (Northwest, North Central, Southwest, Southeast). The overrepresentation in these four regions ranged from 4.6% to 16.8% with an average of 8.8%. ED was underrepresented in all but the Southwest region. In the remaining five regions, ED was underrepresented between 6.7% and 9.3% with an average of 7.9%. LD was underrepresented the Southwest (8.4%) and Southeast (11.5%) regions. In each of the other four regions, individuals with LD were accurately represented. Finally, female Exiters were underrepresented in the Southeast region (10.5%) and overrepresented in the Northwest (5.83%) and North Central (4.44%) regions.

Engagement by region. Results (see Table 16) indicated that the percentage of respondents in higher education ranged from 46% (Northeast) to 59% (Northwest). Percentages of respondents who were in some other postsecondary education or training program ranged from 2% (Northwest) to 8% (North Central and Southwest).

Data for competitively employed respondents ranged from 9% in the Southwest region, to 18% (Southeast). The percentage of respondents in some other employment ranged from 3% (Northwest) to 11% (Northeast). Respondents who were not engaged was fairly consistent and 19% (Northwest) to 23% (South Central). It is important to note

that these results should be interpreted with caution as the Northwest, Northeast, and Southeast regions.

Table 16
Indicator 14 Category by Geographic Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	47	88	30	85	66	29
	%	59.5	48.6	46.2	53.8	51.6	48.3
Competitively Employed	N	12	25	10	15	13	11
	%	15.2	13.8	15.4	9.5	10.2	18.3
Some Other PS Ed. or Training Program	N	2	15	4	13	7	3
	%	2.5	8.3	6.2	8.2	5.5	5.0
Some Other Employment	N	3	15	7	10	13	4
	%	3.8	8.3	10.8	6.3	10.2	6.7
Not Engaged	N	15	38	14	35	29	13
	%	19.0	21.0	21.5	22.2	22.7	21.7
Total	N	79	181	65	158	128	60

Summary and Comparison to Prior Years

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 seventh year of the revised Indicator 14 and the eighth 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 2011, 2012, and 2013 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 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 2013, is 49.1% (361 youth enrolled divided by 735, 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 2013, is 63.3% (361+104 youth competitively employed within one year of leaving high school divided by 735). 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 2013, is 77.7% (465+ 50 youth in some other postsecondary education or training program + 56 youth in “some other employment” divided by 735). Consequently, this data also indicate that 22.3% of respondents are not experiencing education or employment of any kind in their

postsecondary lives. Stated differently, approximately 1 out of 5 of the respondents with disabilities is not engaged in postsecondary life, as measured by Indicator 14 criteria one year after exiting the Connecticut school system.

Comparison of 2011, 2012, and 2013 Exiters

Similarity between the 2011, 2012, and 2013 survey instruments, data collection procedures, and the consecutive years of data collection allow for post-school experience comparison between groups.

Response rate. The response rate for the current survey (17.1%) is higher than the 2012 and 2011 Post-School Outcomes data collection (14.4% for the 2012 Exiters and 14.8% for the 2011 Exiters); however, the response rates over the last three years have been lower than years prior. Previous Exit Surveys ranged from 19% to a high of 23%.

Employment. Among the 2013 Exiters, 65.4% reported some level of employment since high school exit. This is an increase of 6.9% over the 2012 Exiters (58.5%) and 2.1% over the 2011 Exiters (63.3%). It is possible that the 2013 results continue to remain low as a direct result of the economic downturn that has characterized the last few 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 2013 Exiters includes the 7.4% of respondents who were employed but for less than the required three months. When comparing the types of earnings from 2011 to 2013, the number of respondents working for pay has increased slightly this year as compared to the previous two years (63.6% of 2011 Exiters; 62.2% of 2012 Exiters; 67.5% of 2013 Exiters). Additionally, results related to earnings have increased slightly

over the past three years in regard to Exitters earning at or above minimum wage (88.1% of the 2013 Exitters; 86.7% of the 2012 Exitters; 84.0% of the 2011 Exitters).

Postsecondary education. 2013 Exit Survey data also indicate that 60.1% of 2013 Exitters enrolled as either full-time or part-time postsecondary students. This is a 2.7% decrease over the 2012 data (62.8% of Exitters) and a 1.7% increase over the 2011 data (58.4% of Exitters). The 2013 survey showed a 1.0% increase in part-time enrollment as compared to 2011 Exitters and a 0.8% decrease as compared to the 2012 Exitters (17.1% of Exitters in 2011; 18.9% of Exitters in 2012; 18.1% of Exitters in 2013). Full-time (more than 12 credits) enrollment increased as compared to the 2011 data, but decreased as compared to the 2012 data (41.3% of Exitters in 2011; 43.9% of Exitters in 2012; 42.0% of Exitters in 2013). The number of students enrolled in higher education but who did not complete at least one semester decreased by 1.8% from the 2011 survey and increased by 0.7% from the 2012 survey (5.0% of Exitters in 2011; 2.5% of Exitters in 2012; 3.2% of Exitters in 2013).

Enrollment in a community or two-year college increased by 9.9% from the 2011 survey and increased by 2.7% from the 2012 survey (43.7% of 2013 Exitters; 41.0% of 2012 Exitters; 33.8% of the 2011 Exitters). Enrollment in a four-year college or university decreased by 4.7% from the 2011 survey and 2.0% from the 2012 survey (39.3% of the 2013 Exitters; 41.3% of the 2012 Exitters; 44.0% of the 2011 Exitters).

Limitations

Despite the increased response rate this year as compared to the last two years, a significant limitation to these results remains the overall low response rate. This is important because a significant number of student voices are not being heard. In part this

is also due to the 875 (or $[875/5,185]*100=16.9\%$) returned envelopes with incorrect or “bad” addresses that never reached potential study participants.

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 learning disabilities, emotional disabilities, and minority respondents were underrepresented in the final sample. Conversely, respondents with ID and disabilities other than LD, ED, and ID were overrepresented in the final sample.

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year or less out of high school after exiting during school year 2013. 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.

2014 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 \$8.70/hr.)
- Minimum wage (\$8.70/hr.)
- Above minimum wage (greater than \$8.70/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 could your high school have done differently to prepare you for life after school?

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
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	20	4	20%
Avon	29	7	24.1%
Berlin	27	7	25.9%
Bethel	16	0	0.0%
Bloomfield	26	2	7.7%
Bolton	8	4	50.0%
Bozrah	3	1	33.3%
Branford	34	1	2.9%
Bridgeport	220	18	8.2%
Bristol	98	14	14.3%
Brookfield	12	2	16.7%
Brooklyn	9	1	11.1%
Canterbury	4	1	25.0%
Canton	14	1	7.1%
Cheshire	82	13	15.9%
Clinton	18	4	22.2%
Colchester	50	9	18.0%
Columbia	5	1	20.0%
Cornwall	1	0	0.0%
Coventry	23	2	8.7%
Cromwell	13	2	15.4%
Danbury	73	9	12.3%
Darien	29	9	31.0%
Derby	13	0	0.0%
Eastford	1	0	0.0%
East Granby	5	0	0.0%
East Haddam	15	3	20.0%
East Hampton	8	1	12.5%
East Hartford	66	4	6.1%
East Haven	14	0	0.0%
East Lyme	28	2	7.1%
East Windsor	18	0	0.0%
Ellington	20	3	15.0%
Enfield	63	5	7.9%
Fairfield	74	16	21.6%
Farmington	31	5	16.1%
Franklin	6	0	0.0%
Glastonbury	51	11	21.6%
Granby	3	0	0.0%
Greenwich	80	15	18.8%
Griswold	8	0	0.0%

Groton	56	4	7.1%
Guilford	29	3	10.3%
Hamden	63	9	14.3%
Hartford	271	8	3.0%
Hartland	1	0	0.0%
Killingly	25	2	8.0%
Lebanon	6	1	16.7%
Ledyard	27	4	14.8%
Lisbon	6	0	0.0%
Litchfield	9	3	33.3%
Madison	33	6	18.2%
Manchester	58	8	13.8%
Meriden	130	12	9.2%
Middletown	42	6	14.3%
Milford	120	17	14.2%
Monroe	48	10	20.8%
Montville	22	2	9.1%
Naugatuck	49	3	6.1%
New Britain	125	11	8.8%
New Canaan	67	14	20.9%
New Fairfield	25	4	16.0%
New Haven	125	8	6.4%
Newington	32	8	25.0%
New London	37	6	16.2%
New Milford	40	5	12.5%
Newtown	24	10	41.7%
North Branford	22	3	13.6%
North Haven	34	9	26.5%
North Stonington	5	2	40.0%
Norwalk	83	14	16.9%
Norwich	62	5	8.1%
Old Saybrook	18	2	11.1%
Oxford	14	4	28.6%
Plainfield	32	2	6.3%
Plainville	37	7	18.9%
Plymouth	10	0	0.0%
Pomfret	2	0	0.0%
Portland	7	2	28.6%
Preston	7	1	14.3%
Putnam	14	2	14.3%
Ridgefield	21	4	19.0%
Rocky Hill	18	4	22.2%
Salem	5	0	0.0%

Seymour	18	4	22.2%
Shelton	11	1	9.1%
Sherman	1	1	100.0%
Simsbury	36	6	16.7%
Somers	14	2	14.3%
Southington	71	11	15.5%
South Windsor	42	12	28.6%
Sprague	2	2	100.0%
Stafford	9	0	0.0%
Stamford	134	27	20.1%
Sterling	6	1	16.7%
Stonington	17	3	17.6%
Stratford	58	6	10.3%
Suffield	12	1	8.3%
Thomaston	10	1	10.0%
Thompson	12	2	16.7%
Tolland	39	12	30.8%
Torrington	47	11	23.4%
Trumbull	36	9	25.0%
Vernon	27	6	22.2%
Wallingford	65	5	7.7%
Waterbury	154	15	9.7%
Waterford	24	2	8.3%
Watertown	26	6	23.1%
Westbrook	8	1	12.5%
West Hartford	78	19	24.4%
West Haven	40	6	15.0%
Weston	7	1	14.3%
Westport	41	10	24.4%
Wethersfield	16	1	6.3%
Wilton	32	4	12.5%
Winchester	15	2	13.3%
Windham	43	3	7.0%
Windsor	46	3	6.5%
Windsor Locks	15	6	40.0%
Wolcott	8	0	0.0%
Woodstock	2	0	0.0%
Regional SD#1	12	2	16.7%
Regional SD#4	13	2	15.4%
Regional SD#5	26	3	11.5%
Regional SD#6	11	1	9.1%
Regional SD#7	9	1	11.1%
Regional SD#8	31	11	35.5%

Regional SD#9	21	3	14.3%
Regional SD#10	17	1	5.9%
Regional SD#11	13	1	7.7%
Regional SD#12	12	1	8.3%
Regional SD#13	19	4	21.1%
Regional SD#14	18	5	27.8%
Regional SD#15	43	12	27.9%
Regional SD#16	15	2	13.3%
Regional SD#17	22	4	18.2%
Regional SD#18	7	3	42.9%
Regional SD#19	35	11	31.4%
Corrections	174	25	14.4%
DMHAS	2	0	0.0%
DCF	25	1	4.0%
Vocational-Tech	259	38	14.7%
Total	5,185	735	

Appendix C

Frequencies for Respondents (Tables 1-16)

 $n = 735$

Table 1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	101	13.7
ADD/ADHD	80	10.9
Deaf/Blindness	1	0.1
Emotional Disturbance	80	10.9
Hearing Impairment	12	1.6
Intellectual Disability	56	7.6
Learning Disability	257	35.0
Multiple Disabilities	38	5.2
Orthopedic Impairment	1	0.1
Other Health Impairment	70	9.5
Speech/Language Impairment	35	4.8
TBI	2	0.3
Visual Impairment	2	0.3
Total	735	100.0

Table 2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	678	92.2
Certificate of Completion	8	1.1
Dropped Out	28	3.8
Reached Maximum Age	21	2.9
Total	735	100.0

Table 3
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	235	32.0	1,610	31.1
Male	500	68.0	3,575	68.9
Total	735	100.0	5,185	100.0

Table 4
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	16	2.2	77	1.5
Black	79	10.7	899	17.3
Hispanic or Latino of any Race	95	12.9	1,115	21.5
Native American or Alaska Native	2	0.3	31	0.6
Native Hawaiian or Other Pacific Islander	1	0.1	13	0.3
Two or More Races	8	1.1	64	1.2
White	534	72.7	2,986	57.6
Total	735	100	5,185	100.0

Table 5
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	101	13.7	339	6.5
ADD/ADHD	80	10.9	771	14.9
Deaf/Blind	1	0.1	2	0.0
Emotional Disturbance	80	10.9	866	16.7
Hearing Impairment	12	1.6	52	1.0
Intellectual Disability	56	7.6	219	4.2
Learning Disability	257	35.0	1,993	38.4
Multiple Disabilities	38	5.2	216	4.2
Orthopedic Impairment	1	0.1	5	0.1
Other Health Impairment	70	9.5	425	8.2
Speech/Language Impairment	35	4.8	273	5.3
TBI	2	0.3	15	0.3
Visual Impairment	2	0.3	9	0.2
Total	735	100.0	5,185	100.0

Table 6
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	678	92.2	4,408	85.0
Graduated with Certificate	8	1.1	33	0.6
Dropped Out	28	3.8	671	12.9
Maximum Age	21	2.9	73	1.4
Total	735	100.0	5,185	99.9

Table 7
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)?

Category	<u>N</u>	<u>%</u>
Yes, I am a full-time student	304	42.0
Yes, I am a part-time student	131	18.1
No, I enrolled but did not complete a full semester	23	3.2
No, I have never enrolled in postsecondary education or a training program	265	36.7
Total	723	100.0

Table 8
If yes to Question 1, what type of school did you attend?

Category	<u>N</u>	<u>%</u>
Four or more year college or university	171	39.3
Two year community college	190	43.7
Vocational/ Tech School	42	9.7
Adult Education	5	1.1
Postgraduate or College Prep	4	0.9
Short-term education or employment program	11	2.5
Other	12	2.7
Total	435	99.9

Table 9

Since 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)	94	13.0
Yes, Part-Time (20 - 34 hours per week)	144	19.9
Yes, Part-Time (less than 20 hours per week)	182	25.1
No. I have been employed, but for less than three months	54	7.4
No, I have not been employed	251	34.6
Total	725	100.0

Table 10

If yes to Question 3, please 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)	274	67.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	4	1.0
Self-employed	9	2.2
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	6.2
In supported employment (paid work with services and wage support to the employer)	22	5.4
In sheltered employment (where most workers have disabilities)	15	3.7
Employed while in jail or prison	5	1.2
Other	52	12.8
Total	406	100.0

Table 11

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

Category	N	%
Below Minimum Wage (less than \$8.70/hour)	48	12.0
Minimum Wage (\$8.70/hour)	143	35.7
Above Minimum Wage (more than \$8.70/hour)	210	52.4
Total	401	100.1

Table 12

Are you taking part in any of the following?

Category	N	%
Adult Day Services	60	26.5
Adult Day Vocational Programs	40	17.7
Independent Living Skills Program	35	15.5
Volunteer Work/Community Service	113	50.0
Other	61	27.0

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

Table 13

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

Category	N	%
Bureau of Rehabilitation Services	98	28.5
Department of Developmental Services	113	32.8
Department of Mental Health and Addiction Services	22	6.4
Board of Education and Services for the Blind	9	2.6
Department of Public Health	1	0.3
Department of Social Services	90	26.2
DOL	2	0.6
Social Security Administration	96	27.9
Services at my College or University	109	31.7
Other Agencies	14	4.1
No Help Necessary	207	28.7
Did Not Want to Use Services	66	9.2
Did Not Know Help was Available	104	14.4

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 14

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

Category	N	%
Strongly Disagree	59	8.1
Disagree	88	12.1
Unsure	128	17.6
Agree	262	36.0
Strongly Agree	190	26.1
Total	727	99.9

Table 15
What skills did your high school teach you? (*Check all that apply*)

Category	N	%
Social Skills	426	60.0
Self-Advocacy	397	55.9
Technology Skills	346	48.7
Money Management	181	25.5
Study Skills/ Learning Strategies	353	49.7
Work Experience	237	33.4
Independent Living Skills	201	28.3
Time Management/ Organizational Skills	304	42.8
None	71	10.0
Other	29	4.1

Note: N = 710

Table 16
Indicator 14 Category by Geographic Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	47	88	30	85	66	29
	%	59.5	48.6	46.2	53.8	51.6	48.3
Competitively Employed	N	12	25	10	15	13	11
	%	15.2	13.8	15.4	9.5	10.2	18.3
Some Other PS Ed. or Training Program	N	2	15	4	13	7	3
	%	2.5	8.3	6.2	8.2	5.5	5.0
Some Other Employment	N	3	15	7	10	13	4
	%	3.8	8.3	10.8	6.3	10.2	6.7
Not Engaged	N	15	38	14	35	29	13
	%	19.0	21.0	21.5	22.2	22.7	21.7
Total	N	79	181	65	158	128	60

Note: Respondents with the LexisNexis identifications “corrections” (n = 25), “DCF” (n = 1), and Vocational-Tech” (n = 38) were removed from this analysis due to lack of geographic region designation.

Appendix D

2011, 2012, and 2013 Exit Survey Data Comparison

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

Gender	2011				2012				2013			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	213	34.9	1548	31.5	189	35.2	1454	31.6	235	32.0	1610	31.1
Male	398	65.1	3370	68.5	348	64.8	3149	68.4	500	68.0	3575	68.9
Total	611	100.0	4918	100.0	537	100.0	4603	100.0	735	100.0	5185	100.0

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

Ethnicity	2011				2012				2013			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	12	2.0	61	1.2	13	2.4	58	1.3	16	2.2	77	1.5
Black	58	9.5	919	18.7	54	10.1	767	16.7	79	10.7	899	17.3
Hispanic or any Latino Race	66	10.8	961	19.5	53	9.9	912	19.8	95	12.9	1115	21.5
Native American or Native Alaska	1	0.2	24	0.5	4	0.7	27	0.6	2	0.3	31	0.6
Native Hawaiian or Pacific Island	0	0.0	1	0.0	1	0.2	3	0.1	1	0.1	13	0.3
Two or More Races	1	0.2	26	0.5	14	2.6			8	1.1	64	1.2
White	473	77.4	2926	59.5	398	74.1	2,779	60.4	534	72.7	2986	57.6
Total	611	100.0	4918	100.0	537	100.0	4,603	100.0	735	100	5185	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 second year it has its own category with "Native Hawaiian."

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

Disability Type	2011				2012				2013			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Autism	72	11.8	230	4.7	49	9.1	224	4.7	101	13.7	339	6.5
ADD/ADHD	56	9.2	571	11.6	54	10.1	627	13.6	80	10.9	771	14.9
Deaf/Blindness	0	0.0	4	0.1	0	0.0	0	0.0	1	0.1	2	0.0
ED	63	10.3	863	17.5	64	11.9	813	17.6	80	10.9	866	16.7
Hearing Impairment	8	1.3	53	1.1	11	2.0	38	0.8	12	1.6	52	1.0
Intellectual Disability	56	9.2	243	4.9	35	6.5	240	5.2	56	7.6	219	4.2
Learning Disability	208	34.0	1979	40.2	207	38.5	1823	39.6	257	35.0	1993	38.4
Multiple Disability	43	7.0	200	4.1	31	5.7	175	3.8	38	5.2	216	4.2
Orthopedic	4	0.7	6	0.1	1	0.2	5	0.1	1	0.1	5	0.1
Other Health Impaired	58	9.5	459	9.3	50	9.3	391	8.5	70	9.5	425	8.2
Speech	35	5.7	277	5.6	30	5.6	237	5.1	35	4.8	273	5.3
TBI	4	0.7	16	0.3	2	0.4	15	0.3	2	0.3	15	0.3
Visual Impairment	4	0.7	17	0.3	2	0.4	13	0.3	2	0.3	9	0.2
Total	611	100.0	4918	100.0	537	100.0	4603	100.0	735	100.0	5185	100.0

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

Exit Reason	2011				2012				2013			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduated with Diploma	540	88.4	3825	77.8	493	91.8	3749	81.4	678	92.2	4408	85.0
Graduated with Certificate	5	0.8	18	0.4	5	0.9	38	0.8	8	1.1	33	0.6
Dropped Out	9	1.5	398	8.1	22	4.1	703	15.3	28	3.8	671	12.9
Maximum Age	45	7.4	552	11.2	17	3.2	113	2.5	21	2.9	73	1.4
Transferred to Gen. Ed.	12	2.0	125	2.5								
Total	611	100.0	4918	100.0	537	100.0	4603	100.0	735	100.0	5185	99.9

Note: The response "transferred to Gen. Ed." was removed beginning the 2012 Exiter Survey.

Table D5
Disability Type

Category	2011		2012		2013	
	N	%	N	%	N	%
Autism	72	11.8	49	9.1	101	13.7
ADD/ADHD	56	9.2	54	10.1	80	10.9
Deaf/Blind	0	0.0	0	0.0	1	0.1
ED	63	10.3	64	11.9	80	10.9
Hearing Impairment	8	1.3	11	2.0	12	1.6
Intellectual Disability	56	9.2	35	6.5	56	7.6
Learning Disability	208	34.0	207	38.5	257	35.0
Multiple Disability	43	7.0	31	5.7	38	5.2
Orthopedic	4	0.7	1	0.2	1	0.1
Other Health Impaired	58	9.5	50	9.3	70	9.5
Speech	35	5.7	30	5.6	35	4.8
TBI	4	0.7	2	0.4	2	0.3
Visual Impairment	4	0.7	2	0.4	2	0.3
Total	611	100.0	537	100.0	735	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	2011		2012		2013	
	N	%	N	%	N	%
Female	213	34.9	189	35.2	235	32.0
Male	398	65.1	348	64.8	500	68.0
Total	611	100.0	537	100.0	735	100.0

Table D7
Ethnicity

Category	2011		2012		2013	
	N	%	N	%	N	%
Asian	12	2.0	13	2.4	16	2.2
Black	58	9.5	54	10.1	79	10.7
Hispanic or any Latino Race	66	10.8	53	9.9	95	12.9
Native American or Native Alaska	1	0.2	4	0.7	2	0.3
Native Hawaiian or Pacific Island	0	0.0	1	0.2	1	0.1
Two or More Races	1	0.2	14	2.6	8	1.1
White	473	77.4	398	74.1	534	72.7
Total	611	100.0	537	100.0	735	100

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 second year it has its own category with "Native Hawaiian."

Table D8
Age

Category	2011		2012		2013	
	N	%	N	%	N	%
14	0	0	0	0.0	1	0.1
15	2	0.3	2	0.4	6	0.8
16	55	9.0	60	11.2	61	8.3
17	253	41.1	247	46.0	333	45.3
18	151	24.7	114	21.2	154	21.0
19	22	3.6	23	4.3	32	4.4
20	105	17.2	72	13.4	116	15.8
21	23	3.8	19	3.5	32	4.4
22	0	0	0	0.0	0	0.0
Total	611	100.0	537	100.0	735	100.1

Table D9

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)?

Category	2011		2012		2013	
	N	%	N	%	N	%
Yes, I am a full-time student	249	41.3	232	43.9	304	42.0
Yes, I am a part-time student	103	17.1	100	18.9	131	18.1
No, I was enrolled but did not complete one full term	30	5.0	13	2.5	23	3.2
No, I have never enrolled in postsecondary education or a training program	221	36.7	183	34.7	265	36.7
Total	603	100.0	528	100.0	723	100.0

Note: The response "Yes, I was enrolled but did not complete one full term" was changed to "No, I was enrolled but did not complete one full term" for the 2013 survey.

Table D10
If yes to Question 1, what type of school did you attend?

Category	2011		2012		2013	
	N	%	N	%	N	%
Community College or Two-Year College	119	33.8	136	41.0	190	43.7
Four Year College or University	155	44.0	137	41.3	171	39.3
Technical/Trade School	47	13.4	30	9.0	42	9.7
Adult Education	6	1.7	3	0.9	5	1.1
College Prep/Postgraduate Program	5	1.4	2	0.6	4	0.9
Other School or Program	5	1.4	3	0.9	11	2.5
Short-term education or employment program	15	4.3	21	6.3	12	2.7
Total	352	100.0	332	100.0	435	99.9

Table D11
Since leaving high school, have you been employed for at least 3 months? (it does not have to be in a row)

Category	2011		2012		2013	
	N	%	N	%	N	%
Yes, Full-time (35 hours or more, per week)	72	11.9	70	13.1	94	13.0
Yes, Part-Time (20 - 34 hours per week)	121	19.9	119	22.3	144	19.9
Yes, Part-Time (less than 20 hours per week)	139	22.9	123	23.1	182	25.1
No, I have been employed, but for less than three months	52	8.6	41	7.7	54	7.4
No, I have not been employed	223	36.7	180	33.8	251	34.6
Total	607	100.0	533	100.0	725	100.0

Table D12
If yes to Question 3, how much did you earn at your most recent job?

Category	2011		2012		2013	
	N	%	N	%	N	%
Below Minimum Wage	39	11.7	40	13.3	48	12.0
Minimum Wage	99	29.8	93	31.0	143	35.7
Above Minimum Wage	180	54.2	167	55.7	210	52.4
Total	332	100.0	300	100.0	401	100.1

Table D13
If yes to Question 3, select the best description of your most recent job.

Category	2011		2012		2013	
	N	%	N	%	N	%
Work for pay	211	63.6	194	62.2	274	67.5
Self-employed	5	1.5	5	1.6	4	1.0
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	5	1.5	6	1.9	9	2.2
Supported employment (working only with other individuals with disabilities in a work site)	17	5.1	16	5.1	25	6.2
Family business	28	8.4	24	7.7	22	5.4
Sheltered employment	18	5.4	16	5.1	15	3.7
Employed while in jail or prison	0	0.0	0	0.0	5	1.2
Other	34	10.2	36	11.5	52	12.8
Total	332	100.0	297	100.0	406	100.0

Table D14

Have you used any of these agencies since leaving high school? (*Check all that apply*)

Category	2011		2012		2013	
	N	%	N	%	N	%
Bureau of Rehabilitation Services	84	29.5	75	32.1	98	28.5
Department of Developmental Services	87	30.5	81	34.6	113	32.8
Department of Mental Health and Addiction Services	15	5.3	15	6.4	22	6.4
Board of Education and Services for the Blind	5	1.8	4	1.7	9	2.6
Department of Public Health	3	1.1	3	1.3	1	0.3
Department of Social Services	91	31.9	67	28.6	90	26.2
One Stop Centers	5	1.8	7	3.0	2	0.6
Social Security Administration	83	29.1	70	29.9	96	27.9
Services at College or University	72	25.3	75	32.1	109	31.7
Other Agencies	27	9.5	16	6.8	14	4.1
No Help Necessary	190	31.8	169	32.9	207	28.7
Did Not Want to Use Services	56	9.4	48	9.3	66	9.2
Did Not Know Help was Available	71	11.9	75	14.6	104	14.4

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

Are you taking part in any of the following?

Category	2011		2012		2013	
	N	%	N	%	N	%
Adult Day Services	51	25.1	25	14.0	60	26.5
Adult Day Vocational Programs	46	22.7	21	11.7	40	17.7
Independent Living Skills Program	29	14.3	27	15.1	35	15.5
Volunteer Work/Community Service	82	40.4	110	61.5	113	50.0
Other	29	14.3	24	13.4	61	27.0

Note: Question changed from “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*)” to “Are you taking part in any of the following?” beginning with the 2012 Exit Survey.

Appendix E

Open-Ended Responses to Question #10: Most Helpful Aspects of High School Education

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

Note: Data is presented as written by the respondent. Responses which contained information that might reveal the identity of the respondent are modified to preserve anonymity.

Table of Qualitative Findings

School-Based Preparatory Experiences	278
Career Preparation and Work-Based Learning Experiences	83
Youth Development and Leadership	77
Connecting Activities	73
Family Involvement and Supports	3
Other	44
None/Nothing/Unsure	107

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.

School-Based Preparatory Experiences

- [teacher] prepared me with a lot of like science stuff but honestly all of my techers have helped me!!!
- Coop. Work program fin: Literature
- <Name of Program>
- 12 year special ed
- 5th year super senior additional high school year
- Technical aspect (trade skills)
- technical classes like auto and carpentry
- technical shop or specialty training, I attended automotive
- technology area
- technology skills
- technology skills
- A college writing class I took
- A few of the personal contacts with specific teachers were helpful
- a study skills class
- a teacher in grades 10 & 12 (English teacher)
- Academic skill set
- Academic support as a class, and <person's name>
- academics, social skills, internships
- Access to information, I am still in school one more year for getting more training me to be I wont to 3rd level of independeing out of 5th
- access to the school psychologist, social worker, and resource rooms
- agriculture and science program. Excellent department
- all my years at <school> mostly the auto tech program

- all of high school years
- all of the hands on work
- All the business classes
- allowing me to get the extra time that I needed on test or any kind of work was the most helpful.
- almost nothing except some vocational support
- Although there were special education programs that helped me I feel the most helpful parts of my education were classes such as choir or art. Classes like these would allow me to be creative, and they would help me learn about and improve myself as a person.
- American Sign Language in English
- Being in diverse classes with diverse people.
- being on a team sport
- being part of athletics and a team
- Auto tech, I am now in <community college> AD program
- basketball team manager
- being a section leader in band senior year
- Being able to attend <name of a school>
- being able to have that one on one with the teachers when I needed help in certain subjects
- business math
- Career planning including mock interviews and resume writing
- By far both my course work with the agriscience department of my high school and the skills learned in support services.
- climb program
- college prep courses
- college programs offered, handling & saving money
- english as second language
- English helped me progress with reading and writing
- english, some math
- every class and teacher helped me
- every piece played a part in helping me be prepared
- EVERYTHING
- Everything
- everything at once
- everything I had learned from my teacher was very helpful...
- Extra services with teachers, counselor, & coaches
- extra services, ppts and transition services
- Extra time on assignments, extra help on assignments
- Getting help from special education
- getting the help I needed to succeed
- getting to know teachers
- going to a guidance counselor
- good grades

- Graduating because I received my diploma
- graduating from a technical high school and learning a trade
- guidance counselor's and teacher interest
- having a schedule to go by on each day
- Having great teachers who gave a lot of time to any student wanting it.
- Health. Specifically healthy foods class
- Hearing audio tape to help me focus on reading
- his self-contained class which focused on life skills
- history/political courses, AP government and politics
- home economics
- Homework whenever we did are topic we mastered it before going on to next topic so we really learned it
- honestly I really can't say I mean of courses the subjects will help me out in life period besides that I guess social skills and controlling myself
- In special program - meeting with counselors
- independence and money management skills
- Independent Living Kills
- Independent living skills
- Independent living skills
- independent living skills
- interaction with other handicapped people and situations
- Interaction with special needs services, counseling, and physcal evaluations
- when you are reading they help by shortening the story to better understand it. Communication, extended time
- working in shop at [school]
- work education
- work education
- Work experience
- work experience
- work experience
- work experience
- work experience (yet fired from job w/ job coach during H.S.)
- work experience program & learned social skills, learned to follow directions, complete a task
- work experience program taught me about career choices
- work experience, independent, money
- work experience, reading & writing skills
- Work experience, social skills
- work experience: Learning school to work
- work program
- work study program - worked part time during senior year
- worked when they had parents night. I could go see him when they worked at the high school. Had to learn to do what they asked him to do.

- Working with <teacher's name> I learned that it was important to have goals & a routine to keep my anxiety down.
- working with special education teacher
- working with the guidance counselor who checked in with my employer on my progress
- Vocational agriculture. The skills I learned helped me a ton in welding school
- vocational classes
- vocational education
- vocational part - try different jobs on site
- vocational training in and placement. Behavioral assistance
- Well rounded education and participation in extra-curricular activities such as varsity athletics and volunteer activities/organizations
- went to aquaculture which was a valuable experience
- What I found most helpful was how my high school differed from others in the way class schedules are structured. The classes were longer and they met in the same order every other day. Because this is closer to the way colleges schedule classes, it made the transition much easier.
- special education teachers helped me a lot. Without them I would not be able to succeed
- sports
- sports and coaching. SPED services did not help - felt I was "pushed through"
- sports teams
- sports, social skills
- strong academics, allowing me to take honors courses
- jr to sr year and what to expect from college.
- JROTC
- just educational information was helpful
- just having a basic education
- The part of my high school education that was the most helpful in getting me ready for life was the career center going there during study hall. [Teacher] helped me with interviews
- The part that was most helpful to me was my teacher pushing me to do better in life and at school
- The resource center and the teachers who supported me and gave me guidance.
- The services at <my high school>.
- the sharp work training work program and getting work experience
- The social aspect.
- the special education teachers did an excellent. The <transition> program after H.S. was great too
- the structured schedule
- The support and aid of Resource Teacher
- the support from the special ed teachers.
- The support I had, my teachers, and sports.
- The support throughout high school was very valuable
- The teachers helped me prepare for college by having me take really hard tests & other stuff too.

- The teachers helped with a lot of understanding about financial aid and stuff like that
- the technology and time/organization skills
- My most helpful part of my education was teachers understanding that I had a learning disability and that they would help me with my accommodations. Also having a computer program that helped me with writing my papers, It would read it back to me so I know when I wrote something wrong.
- My music appreciation taught me tolerance, mentoring, taught me how to work with others
- my relationship with the school psychologist and chemistry teacher
- My resource teachers were most helpful because they were able to bring in people that can help you out of school
- my social skills class
- My special ed teachers did their best to help prepare me for life after high school/guidance counselors were useless!!!
- My support teachers
- my teacher who assisted me through the special education dept. She believed in me and understood my learning disabilities
- My teachers guided me well in improving my writing skills in writing papers and essays.
- My teachers taught me how to learn, even with a learning disability. They were remarkable.
- My track coach [name]
- my vocational education class helped me a lot teachers who told me about college made me ready
- I feel the topics we covered in my health class were most helpful
- I gained a lot of independence from my instructors
- I had people that were willing to help and support me.
- My agricultural education teacher, Mrs. [name]
- My CADD training
- My case manager, <name>. If it wasn't for her I would have dropped out. Not many teachers with level 3 kids cares what happens to us.
- my clubs like for example SADD, and my other clubs that allowed me to work with other student when they were going through hard times
- my cooking class helped me the most to become independent and not have to eat fast food all the time
- my culinary class in high school
- probably the period I was eating lunch
- provide opportunities life skills prepared for the course
- public speaking, social environment, team sports - just about everything else came from my family
- pupil services staff helped a lot to bring me out of myself & be able to respond appropriately to situations
- quality of my education
- reading and math that's all...
- reading and writing
- reading skills, vocational experience

- I was a bit of a troubled student, it was difficult for me to learn in a "standard" classroom setting, even though I am smart. The special Education dept/staff and teachers changed the way they taught to fit me. That was most helpful.
- I was very close with the head of the special education department at my high school, and I was often invited into her office to discuss any problems I was facing. It really felt good having someone I could talk to help me when I was having trouble withing, and talking with her helped me develop strategies to deal with these problems on my own.
- math was difficult if they could've went over multiplication tables more + cursive
- math, mostly because of taxes and vocational education for job training experience
- math, science, and history classes continuing my education at college (4yr)
- mathematics, English
- most valuable skills were taught/learned at specialized school, not public school. But resource room teacher in public school where individualized guidance was given was very valuable
- taking (ECE) classes, learning what I need to know.
- Taking a job informant class (CWE)
- taking a variety of different courses that helped me be better prepared for life after high school.
- Taking C.W.E.(Career Work Education) course and knowing how to make a resume although couldn't get jobs in this tough economy.
- Taking college prep classes and not being made to take lower level classes
- taking the class helped me a lot. It helped me fined a job and how to manage my money
- taking the classes, like English, math, the guidance classes. You have to be like an adult and do the things right way.
- talking to my teachers one on one and making relationships with friends and teachers
- Talking with my school counselor
- teacher & faculty input into what they thought was best fit
- teacher who taught for a reason!
- teachers helping improve my testing abilities
- teachers who took time to explain to me so I was successful
- teachers/staff
- The most helpful part of my high school education was having extended time, a word processor, and a reader.
- The most helpful part of my high school education was my writing skills because it helped me become a better writer which helped me understand how to revise and edit my mistakes
- The most helpful part of my high school education was working hard and also having support around me
- the most helpful was probably meeting with my counselor to talk about the next step after high school
- the need to do community service where I was volunteering gave me a job <at job location>
- Transition program at <community college>
- transition program: I had a variety of internships to learn about working
- transitional team

- various business electives
- when I was in 11 & 12. I worked w/ the resource department which helped a lot
- When I was tested sophomore year for learning disabilities + then all the help + instruction I was given afterwards to help me succeed.
- The trade school and the shops
- The transition program.
- the transitional program; working in different areas + having a job coach
- the work experience and organizational skills were key to keeping me on track. The school did a great job! Hands on was best.
- the work placement program i was in for the last two years of high school helped me develop social skills and work experience.
- They taught me how to write research papers
- things I did senior year
- this course I took, life after high school helped out.
- having social workers, good case managers some years and the teachers who understood my issues and were able to provide appropriate support
- Having the services I needed in order to be in mainstream schooling, such as captioning, notetaking, and FM system
- Help becoming an excellent writer
- I learned the most from football. Being a team sport I learned how to work with other teammates
- I think it was support and belief teachers had in him. Life skills, building strengths
- I took a career exploration class
- I would say cooking class because someday when you are ready to live on your own you need to know how to cook for yourself and take care of yourself.
- I would say every part. I went to several schools, so I was able to take something from every school.
- the <name> program
- The <name> program. My teacher and aids and other students were great to be with
- The 2 years at <a program> in <a town>
- the 8 week internship program at the end of senior year.
- The ability to receive support in the areas that I needed which changed throughout the years from my resource and regular teachers.
- the advocate helped me the most. She was able to work with the teachers to help them meet my learning needs without her school would have been very difficult
- the agricultural program
- the business classes that were offered later
- The business skills class that I took
- the capstone project
- the career center assisted with the application process at the community college I enrolled at
- the class I was taking, academic support
- the classes which focused on skills actually applicable to daily life (i.e. work skills, health, etc.)

- The connection with staff at the Learning Clinic in <city>
- the diploma
- The English classes, math class, health class. Needed to teach us more basic knowledge things
- the homework
- The internship program
- shop
- shop - culinary arts
- shop class
- shop class
- Shop work at <school name>.
- social study
- Some of the services provided by the teachers to help clarify information as well as provide insight into problems I was facing
- Some social skills & organizationl skills
- Student teacher interaction. Work with programs with teachers and they have been helpful
- Support and understanding so I could get my diploma.
- support due the various things talked about at the career center
- support from advisors
- Support team all 4 years in high school
- Nursing class
- one teacher out of 4 years actually cared!
- only general education
- papers and their lengths. The [school] prepared me most for college. DPS let me down
- participation in <program>
- patient instructors allowing "me" to realize my full potential and successful transition to my current program
- paying for the private school I went to instead of H.S.
- Person to work and helping me get around the building
- Presentations
- prevocational supports. Typical papers.
- repetition and structure skills teacher
- Resource room helped me. Learned how to ask for help and to manage my time correctly.
- Resource room to check in and make sure was getting assistance with executive functioning and learning.
- Resource/Special Education
- Robotics team, and work in the campus TV studio
- ROTC
- Learning basic skills.
- Learning Center to get help re-teaching my classes in a smaller group.
- learning English
- Learning to read.
- math

- math class
- knowing how to improve my writing abilities
- my junior year
- my meetings with my social worker
- Friendly teachers that were almost always available
- general education
- Get me to graduate & get accepted to <a university>. The Army is my next stop though.
- It was academically challenging and well-respected (which helped me get into nearly all schools I applied to go out of 11). There were a lot of great extracurricular activities which gave me a good balance
- It was helpful getting life advices from my counselors and teachers, who also guided me through the process of transitioning from high school to college
- It was my transition academy funded by my school system before I got my diploma
- it was the support of the staff working together to help me succeed with patience and great support
- [school] offered me hospitality training which the current employment
- Technology skills, social skills
- math & cooking & other living skills
- math and English it show me how to be independent

Career Preparation and Work-Based Learning Experiences

- [school] offered me hospitality training which the current employment
- A connection at school got me a paid internship during school at [work name]
- being able to know how to get a job what the working life is like and being able to do stuff on my own
- By taking an entrepreneurship class I also took computer math & auto tech just in case I want to be an auto mechanic one day.
- Career planning including mock interviews and resume writing
- community work experience through volunteering. Resume
- Consumer mathematics course taught me money management skills and purchasing skills
- organizational skills time management + work
- cooking and info processing
- Coop. Work program fin: Literature
- culinary class
- different work experiences in the community through the school
- job opportunity, behavior management, money skills, reading comprehension
- job search, job skills
- Job training which I cannot do now. Independent living, social skills, being w/ people that love me + make me happy
- Working in a job site for the future.
- working in shop at [school]
- Working part time while in high school
- trade – carpentry
- trade classes & economics class

- trade part
- Technical aspect (trade skills)
- technical classes like auto and carpentry
- technical shop or specialty training, I attended automotive
- technology area
- technology skills
- technology skills
- the outside of school work experience
- The trade of carpentry
- sadly the part of work experience with applications, the rest of it I knew! P.S. everyone should know how to write thank you notes
- Letting me work one day per week outside of school
- Going offsite for job experiences
- Going out into community and learning different jobs
- Internship
- Doing small jobs in the building, ie. Filling soda machines, placing cookies on trays.
- filling out job applications
- Film production course and working with cameras within high school clubs and beyond
- Learned a tech skill
- learning a trade/hands on education
- learning all subjects, job training
- mostly vocational because I got more skills that I can use to work in another job and college
- My internship at <place>
- It was my masonry trade. If all of my academic courses were taught in a way that directly linked and related to my trade it would of benefited others and me the best.
- my most helpful high school education was work experience
- academics, social skills, internships
- almost nothing except some vocational support
- Auto tech, I am now in <community college> AD program
- work education
- work education
- Work experience
- work experience
- work experience
- work experience
- work experience (yet fired from job w/ job coach during H.S.)
- work experience program & learned social skills, learned to follow directions, complete a task
- work experience program taught me about career choices
- work experience, independent, money
- work experience, reading & writing skills
- Work experience, social skills
- work experience: Learning school to work

- work program
- work study program - worked part time during senior year
- worked when they had parents night. I could go see him when they worked at the high school. Had to learn to do what they asked him to do.
- Vocational agriculture. The skills I learned helped me a ton in welding school
- vocational classes
- vocational education
- vocational part - try different jobs on site
- vocational training in and placement. Behavioral assistance
- went to aquaculture which was a valuable experience
- Taking C.W.E.(Career Work Education) course and knowing how to make a resume although couldn't get jobs in this tough economy.
- the need to do community service where I was volunteering gave me a job <at job location>
- various business electives
- The trade school and the shops
- the transitional program; working in different areas + having a job coach
- the work placement program i was in for the last two years of high school helped me develop social skills and work experience.
- the 8 week internship program at the end of senior year.
- The internship program
- prevocational supports. Typical papers.
- my meetings with my social worker
- Self-advocacy; school co-op work experience
- social & work skills
- social interaction and job skills
- Math skills, job coaching social skills- <school> did a better job at preparing me.

Youth Development and Leadership

- advocating for myself and taking on new challenges
- becoming a self advocate
- communication skills
- Being able to know what to do in different situations
- Being able to learn to interact with others & also independence.
- being ready to face the world as a grown up and how to prepare for the future
- being responsible, as well as being on time
- Being treated as a normal teenager. After going through two different special education schools, the big thing with high school was not being singled out as a "special ed kid".
- being with typical peers for behaviors and friendships. Attended life-skills program after 19 yrs old in conjunction with high school but on a college campus
- building a good work ethic
- by getting work and making sure its all done
- continued social interaction
- learning to advocate for myself

- Learning to advocate for myself
- learning to be a self advocate
- learning to get along with others
- self advocacy
- self advocacy
- self advocacy, time management
- self advocacy, time management/organizational skill
- self motivation for studying on my own, and organization of my mind to understand why I need to work harder than others.
- self-advocacy
- Self-advocacy
- self-advocacy
- self-advocacy
- self-advocacy was the most important skill learned in high school.
- Self-Advocacy, learning to ask when you need something in life is extremely important in any aspect
- self-advocacy, study skills
- Self-advocacy; school co-op work experience
- social part
- social skills
- social skills + learning how to use a dynovox communicator
- social skills are good
- social skills because you have to be good with communicating with people in order to get through life
- social skills from high school
- social skills. Other skills are difficult to maintain
- Social Skills-Learning to talk to people-Working experience
- following directions & schedules
- Trying to help me with my life in education and how it has changed my way of life
- understanding my learning disability and how it impacts me
- Time management, and self-advocacy skills
- toward the end of my HS career I had many resources to use & finally did use them, self advocacy was very helpful and I progressed & learned a lot about my limits
- Learning how to manage my emotions and gaining work experience in a clinical school
- Learning that it is ok to ask for assistance when you need it
- learning the [city] transportation + life skills to be indepent

- getting along with people
- Daily inclusion in a community of peers of similar age and varying disabilities
- It gave me basic knowledge to comprehend and understand how to handle good and bad situations
- having my independence
- encouraging me to use my creative/artistic talents in my career path
- Having to deal with people you don't like and learning to get along
- How to be independent and not always depend on people
- Math skills, job coaching social skills- <school> did a better job at preparing me.
- mostly how to become an adult and a decent human being
- The interaction with other students was by far the most helpful learning experience.
- socialization
- they taught me emotional skills
- since I'm working in human services, all the interactions with staff & peers
- Technology skills, social skills
- The time I spent socializing helped me develop my interpersonal relationship skills, which helped prepare me for life after high school
- The work experience gave me confidence and comfort to begin work after graduation. I also gained more experience in working with different people. I learned how nice it is to hear I have great people skills
- The ability to appear speak and act as the most common man
- the ability to know what I need and ask for it
- Job training which I cannot do now. Independent living, social skills, being w/ people that love me + make me happy
- honestly I really can't say I mean of courses the subjects will help me out in life period besides that I guess social skills and controlling myself
- The most helpful part of my high school education was working hard and also having support around me
- Learning how to manage my time, self advocate for myself and learning different study skills.
- Learning social skills and self-advocacy
- Study skills, team taught academic classes and self advocacy skills

Connecting Activities

- daily living skills
- Daily skills
- day to day activities
- Medication from doctor, computer
- money magement skills
- money management
- Money management - making change + counting money
- Money management and English class such as speech, reading.
- money socialize and on the farm

- Learning how to manage my time, self advocate for myself and learning different study skills.
- learning how to study & take tests
- learning skills
- Learning skills to organize - and get motivated
- Learning social skills and self-advocacy.
- learning strategies - understanding my learning style & challenges. How to ask for help & being ok with it
- Learning study skills and how to organize my time
- time management, organization skills, study skills & learning strategies (but not enough);
- time management/organizational skills taught
- TLC-Independent living skills
- study skills
- study skills
- study skills and learning strategies
- Study skills sessions one period per day junior year - senior year they let me go only if I wanted and there were more skills I really needed to learn. But as a 17 year old boy I did not go to special ed sessions given the choice
- Study skills, asking for help - lots of help w/ the college application process & finding a school that would "fit" me
- Study skills, team taught academic classes and self advocacy skills
- Study skills/learning strategies/organizational skills
- study skills/social/technology
- personal finance
- personal finance
- personal finance class
- personal finance or the life after college project
- Possibly the money management class I was able to take. Having management skills with money in today's world is an absolute essential.
- prep for college
- preparing for college
- Preparing for my life after school helping me in my social skills management skills and work experience & I like to further my skills in the health field can you help in this
- learning how to fill out jobs forms
- learning how to help myself and make some I do what is best for me
- Learning how to manage money
- learning the info I need for the real world
- Learning the time management skills and study skills I learned.
- life coping skills
- life skills classes
- life skills education
- just the technology skills - nothing else
- Letting me know about services that would help me.
- letting me know what schools are out there for me.

- last year program = 1/2 vocational ed; 1/2 personal skills
- math & cooking & other living skills
- math and English it show me how to be independent
- my money management class
- My English class had us make resumes and then had us interview like we where applying for a job
- organizational skills
- organizational skills time management + work experience
- probably taking a college course in my senior year; it gave me a taste of what college would be like
- teaching me to better manage my time
- When I went to the [school] they helped prepare me for work and life after school
- when we would talk about how to manage time, and money was the most useful
- work ethic
- What to expect when I get a job. And so far with my full time job it has been great!
- using computer and managing money
- skills training and training in ADL
- Time management
- time management & life skills
- trying and finding the right college for me
- the part of high school education that was most helpful was organizational skills
- The part of my high school education that was most helpful in getting me ready for life after high school was the organizational skills and high standards for fostering independence and self-discipline
- A connection at school got me a paid internship during school at [work name]
- being able to know how to get a job what the working life is like and being able to do stuff on my own
- the classes which focused on skills actually applicable to daily life (i.e. work skills, health, etc.)
- self advocacy, time management/organizational skill
- self-advocacy, study skills
- Time management, and self-advocacy skills
- learning the [city] transportation + life skills to be indepent

Family Involvement and Supports

- It's been a huge struggle for my mother as I am autistic & ADHD
- None - my mother prepared and helped me
- public speaking, social enviornment, team sports - just about everything else came from my family

Other

- accountability
- accounting, life after high school
- all above

- all the above skills on line #9
- Anything
- appropriate behavior
- behavioral supports
- college
- did not spend enough time to gather skills offered besides the social skills picked up
- didn't like school
- do not remember
- doing homework and getting work done in home
- Sophomore year because then he "just slacked off" after that grades got bad
- pertaining to college? Creating an analogous atmosphere with all the homework and whatnot
- high school is not a place for disabled people
- High school taught me life is never fair.
- no comment school was hard for me
- I don't know how to explain that. She's like a baby. She just sits in her wheelchair and we do everything for her
- I hated high school and wish I could have skipped the whole thing altogether.
- I learn that if I want to be a professional I need to work on my own, the high school doesn't care for students that have some difficulty. If it was not for the administration I would be without diploma
- Friends
- Friends, clubs, activities, networking
- getting up early and getting on with it
- hearing how to speak in front of people and do my best in jobs that they provide for me
- I transferred high schools so making first impressions
- never graduated, left at 17 - 10th grade
- It made me hate myself so much that I realized I didn't hate myself as much since it stopped.
- only focused on attending college. Did not offer or explain other options (job, certificates, etc)
- overall experience
- parent answering
- really didn't care for high school
- receiving high school education that's it
- residential care and therapy
- surely not you guys. You coddle many students so much that you ruin any chance of having a normal life.
- schedule
- school has continued in the form of college
- senior year
- senior year
- struggles will be and are always going to be a part of life
- the hope that I can do anything

- Nothing
- Nothing
- nothing - I'm just glad they helped me stay in so I did graduate :)
- nothing at all the teachers were all push overs I wish I was able to learn more then having teacher yelling at children
- nothing I don't know your school system how to teach children
- nothing really
- nothing really - my coach believed in me
- Nothing.
- Nothing.
- Nothing-They do not help children with special needs at all.
- n/a
- n/a
- n/a
- NA
- NA
- I don't know.
- I don't know.
- I don't think my high school education was helpful in getting me ready fer life after I left high school
- Don't Know
- don't know
- very little. Parental & private tutoring/counseling were more helpful than anything provided by the high school
- unsure
- unsure
- unsure. I feel lost
- There was limited focus on the most important aspects to help prepare for adulthood
- There was no part of my high school education that was the most helpful in getting me ready for life after I left high school.
- there was none.
- The high school itself has done nothing
- No
- No
- no answer
- My High School did NOT get me ready for Life.
- My HS did not prepare me at all for the college expectations
- I would say no part of my high school education helped me get ready for life high school was a joke!
- I'm not sure.
- I really don't know
- I really wasn't there that much
- I wasn't interested in school at ALL!! Glad to be done!

Appendix F

Open-Ended Responses to Question #11: Things High School Could Have Done Differently

What could your high school have done differently to prepare you for life after school?

Note: Data is presented as written by the respondent. Responses which contained information that might reveal the identity of the respondent are modified to preserve anonymity.

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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.

School-Based Preparatory Experiences

- advise + show me what college level papers and work was like
- <program> make program & instruction more challenging and not just push me through - not prepared for college level work.
- allotted more time for open-ended info class discussion, providing an environment for more critical thinking to take place in
- believe test taking and test preparation should be required course throughout high school
- better assistance in my post high school/college I don't feel that the skills listed in #9 were able to be worked on during my school day - only what was integrated into my content classes with my level of disability, which allowed me to take a typical load of content, very little time was spent working on the #9 listed skills
- better math skills
- better or more in depth training for vocational skills (carpentry)
- better prep for post high school, employment & independent living skills
- better study skills
- Better support from the disability services team would have been helpful. I did not feel ready to go to college directly after graduation from high school
- BRS, volunteer out in your community, and also get involve in school clubs.
- Care more about the students education and pay more attention to them
- caring more with pushing me to do homework or going to some classes
- challenge me with classes I was not bored with. I am intelligent but was not challenged
- Checking on me after high school. Worked so hard to get Diploma & make up work that I had learned no skills for college. Not enough homework and reports to learn

skills for college work. I feel lost.

- Could have employed a teacher that was familiar with medically fragile students
- did the right tests the first time instead of my senior year
- Educate assistant principal & principal on special needs/education
- enforce/help student get better grades and want to achieve more
- every student is different, group students together. More focus on academics. Transition program is good. Provide more chances to go to college
- everything listed in question 9
- Expand the program I was in to include classes that would teach skills mentioned above (not history, math & english)
- Explain the services could have been paid for at my college by the high school <community college transition program> but decided not to inform me of that and had to pay out of pocket, \$20,000.
- Find and meet with an advisor before scheduling classes.
- Focus on typing & algebra - horrible teachers.
- follow IEP thoroughly. Only some times
- force an accounting class
- Full time transition program with work opportunities.
- get involve with academic club
- get regular teachers to understand and believe that learning disabilities are real
- getting more social with other students
- give its students more hands on experience
- given me more direction for after high school
- given me more technology education
- grammar on papers and revising & editing papers
- guidance could have been more supportive about attending college
- Had a more specific program for transition for L.D. students/rather than meetings with checklists - stop covering their ass and actually try to affect a change
- had some type of work hall program
- Have a class on money management and economics
- have a less incompetent mathematics department
- have better and dedicated teachers, do something about my bullying, teach me about the outside world and what was coming my way
- have better no bullying policies
- have better program for special ed kids
- have classes that would prepare us for the real world, everything I know is because of my mother
- have more academics
- have more classes available like the ones listed above, There was nothing to get us ready for life and college
- have more classes that can help you learn more about different career options some people aren't cut out for college
- **HAVE MORE TEACHERS THAT CARE!!!!**
- have teachers and administrators be more supportive and helpful

- have therapy at least 2 times a week
- help me stay in school
- helped make sure I had a job already that I LIKED and wanted to stay at. I quit what I was doing I didn't like job coaches watching over me
- helped me more with college preparation
- Helped more with independent studies. Guide through the application process. Show importance of having tutors in classes in college. Helped to discuss what classes would be appropriate to take in my freshman year.
- high school - getting better organizational skills, help us focus on our weakness
- high school could've had more elective classes to choose from
- High school just passed me on. I was not taught things I would need for SAT + College which was my goal. I was not encouraged to take challenging classes + work to my potential
- High school students are not ready for the basic testing at the college level, I would recommend that the state look at the competency levels of high school students before they leave H.S.
- I could write a whole essay on what they can improve such as teaching the fundamentals like math and english and not just pushing people through the system
- I think that although I was in special education I think the high school should have kept me with the mainstream classes instead of putting me in special classes
- I would recommend that high school students working on transition plans now should participate in transition programs.
- IEP process/program too formulaic. Very difficult to address individual needs by committee of administrators. Understandably the schools cannot address individual needs of so many individuals -- it would be beneficial to students to have classes by learning profiles
- In junior and senior year, when the college preparation and application process started, I found it to be unclear and difficult and not handled well by my teachers or counselors
- instead of rushing through work slow down and really help me learn it I always felt rushed in high school and don't feel like I actual learned the material and I feel like that didn't give me ready for college at all
- integrate carpentry CAD design better facilities
- Internships and academic support when necessary
- Internships, career-services to try out to see if you want to further pursue the career
- It depends on what they struggle with. I have an Autism Spectrum Disorder, and I was put in the <name of center> outside of school. In school, I did Best Buddies. I guess schools could offer a program to help with communication and advocacy. Those are both things I still struggle with.
- It is important to get involved with other kids - joining clubs or sports. You need to get used to doing things on your own, and making decisions. As to services and assistance, two things about that: 1. Remember that they are there if you need them... and 2. The people in the service and assistance programs NEED to remember to keep a low profile, it is not fun to be singled out as a spec ed kid.
- keep the environment distraction free! Get rid of quiet rooms, stop bullying, stop having teachers being controlled by a corporation! <name>

- Kept him in the class all day long with the same teacher. If they had more time to spend time with him. They need to work a little more the special ed teachers.
- Less not challenging me - should have pushed me more senior year
- less restrictions - more independence
- Let the children go to a School like the <school name> in West Hartford. Those kids are much better off.
- LISTEN TO WHAT I THINK IS THE BEST FOR ME... not what they think
- made it manatory to meet with a club or be a part of a team
- Made the work program available to me earlier without me having to request it
- make it more easy
- make the class time shorter
- Math and English at 10th graders -> learning center. If they have put me in regular class, I would have done better - like I was in the 9th and 12th grade, I was at regular class, that was more beneficial.
- more 1 on 1 or more help with stuff
- more career counseling to help determine a major
- more career focused classes, money management
- more career training - I still don't know what I want to do. Better learning strategies
- more carreer services and social skills
- more classes to help become independent (money managing, self advocacy, real life issues)
- more college style classes/smaller classes more caring teachers
- more computer skills training
- more educational
- More engineering courses with more scheduling flexibility
- More hands-on lessons.
- more homework to do outside school
- more interactive
- more job training
- more long term assignments
- more math & reading. Social skills learning about application for job & resource where to get help
- more one on one
- more one on one education longer time with money and life skills
- more one on one teaching
- more options for a different trade, more customer work
- more peperation for college and communication skills.
- More pro-active in enrolling in college credit courses. I think I could have handled those classes but they were mostly offered to non-special ed students at the top of the class
- More robust transition planning & vocational interest/skill evaluation & exploration.
- more teacher to student attention
- more teachers who understand that it is all about the learning - no always the speed. I was pretty lucky to have a few really good teachers who gave me the space to research

and respond with some flexible scheduling

- more vocational classes I have yet to use many things learned
- My transition plan was horrible. <Case manager name> had left and I was assigned a new case manager who never sat with me to complete or review my transition plan. They just wanted me out of school.
- Need to have a better transition for students in area of math, it is great to be able to use notecards, calculators and such but they are NOT allowed in college and this results in failing classes in math
- Needs to have an extensive transition program
- not all teachers prepared me for life after high school
- not be lazy and actually take the time to teach us something besides coming in and throwing paper in my face and expect me to learn it all in one day.
- not give up on someone who has a hard time wanting to learn.
- Not have so many unnecessary rules regarding students
- Offered some of the other skills listed in #9 above
- paid more attention to me and help me more
- peer mentor programs
- Provide more hands on. Staff was overwhelmed with the number of kids they help
- provide necessary support & information to allow for a smooth(er) transition
- provided a more advanced curriculum for students with disabilities who range in the higher IQ levels - There are no programs available for smart kids with disabilities
- Provided me a mentor/help obtain a mentor or role model. Needed anger management
- provided more intensive reading programs
- provided more structured courses specifically on social skills, hygiene, and started transition at age 15 instead of 18
- provided work-study
- Realize sooner that the way I learn and the way they teach were different. Not every student learns nor understands in the same manner. It took a couple years to find the right teachers (who were willing to change the way they teach.)
- school days should have been half days
- shorter days
- Should have kept me until I am 21 concentrating on all of the above (9) math & English as well
- smaller classes and more 1 on 1 help with math-I'm VERY behind and need to take algebra 2 in college remedial class
- smaller classes taught stuff that I could really use after school
- social skills after school programs
- spent more time in helping me in class with the school work..
- Start earlier instead of pushing me along till 7th grade. If it wasn't for parents scraping to pay lawyer I would not have gotten any services
- started earlier but that was [school] fault - they delayed my IP by over 37 weeks A ITE was great though!
- started this program even sooner
- started work skills much earlier

- Student: follow-up on the one job application they helped me fill out. Parent: having ADHD & student having a 13-15 year old mind set, I believe the school should have been there to remind the student to keep checking on the application & fill out more than one & following up, instead of letting the student fall further into the cracks & thinking noncare or unpercistance from adults is the norm. "push-push & help & teach" telling a student & not seeing that the advice was digested & properly administrered is also an ISSUE. You can't make the mind of an adalesent work & act like an adult just because they are 18 yrs old
- take there time and really understand/ the kids in class see what they really need help in
- Taught areas listed in #9, to prepare for real life experiences by teaching skills.
- taught her to talk or read sign lang
- taught me better. I was put in a school for bad kids in a learning disability class.
- taught me more math
- taught me to read earlier
- teach me a different language
- teach me how to do basic computer skills
- teach me to read
- teach me to read whete
- teach me!!! Teachers & administrators don't care to teach special students
- Teach newer things - more currently used things.
- teach us about APA formatting, write more 3 page papers to prepare for college
- teachers more available after school
- tell me about AP classes
- tested her so that we know that she is mildly retarded. No one tested her for that.
- the best plan is to get all the help they can and being able to know what the work life is like and really just take any opportunity they can
- the entire education system is broken. You need to support creative and critical thinking, not just keep the students in line every day.
- the high school should have prepared me better for work
- the learning of mathematics, English reading skills
- The technical part of my high school career in manufacturing could've been better by being run a lot of a more orderly fashion and with instructors who expressed more enthusiasm, creativity, and intriguing insight into what they were teaching that would make students want to learn more and apply the knowledge.
- There is an awful lot that could have been done much better. I believe there should have been classes on Feminism, police brutality and racism.
- They (started in middle school who work closely with high school) directed my academics to lower levels versus my true potential. They should have supported my attending honors classes and gotten my teachers more help to modify materials to meet my accomodations
- they could have at least showed up at meetings and done the testing they said they would
- They could have given us more time to study for exams so we could actually pass it
- they could have taught me the things mentioned in question 9

- They could've let me take classes to prepare me for college such as chem and anatomy. [town] school system didn't help me, they held me back. I'm not going to let my kids get an education in [town] it was horrible!
- they could work more on math skills
- They could've also prepared me for not just the college experience but for a job & the experience of having one, they didn't do that much.
- They could've made history class a bit more fun for students so none of them would fall asleep in class
- They had no clue how to help a chronically ill person.
- They should have placed me in a school that was able to help me succeed.
- they should have told me to take SAT's or at least try
- They should have treated me nicer.
- They should've put a class for students with disabilities and they should take out resource.
- To focus more on the trade and less on academic courses for people that desire to work in the trade world after high school.
- to get children with issues more severe than mine under control so they could spend more time teaching students
- To have more transition options for students who want to attend college & go directly into the work force
- transitional program - time in the community
- transitioning was poor. They took us to meaningless jobs like we were too stupid to get better jobs and decent pay
- treat learning disabled students as equals and to remove the existing culture of high paid incompetence
- Try to fit me in more regular classes that other kids took
- was in AIM classes that didn't challenge me enough and ended up quitting school
- Well, they never believed I was not on drugs, I wasn't then we did all these neurological tests that proved I was totally learning disabled. I failed 3 years of high school once I had a tutor come to my house and I did well. They wanted me to leave the school.
- what my high school could have done differently to prepare me for life after school is using real world problems. When we do test the stuff or wording we study is not on the test & the math problems on capt or cmt we don't even learn half of that stuff.
- Wish there was a variety of trades or samples of everything to help guide us on a career path
- wish they would have had certificate programs so when they get out of school they have a trade to grow on
- worked harder in the basics of math and english
- worked on my math skills there low
- Yes. They could have put me in upper level classes with the proper training. If that was I would be right in line with the majority of my classmates

Career Preparation and Work-Based Learning Experiences

- better or more in depth training for vocational skills (carpentry)

- better prep for post high school, employment & independent living skills
- could have done more in work - providing more work opportunities/experience
- do more work, more focus
- Earlier pre vocation
- help students start cooperative businesses. Avoid BRS where they stigmatize and mistreat you for being what you are.
- I would have done the vocational agriculture program
- inservices on preparing for out of school life more on researching for jobs, careers
- integrate carpentry CAD design better facilities
- Internships and academic support when necessary
- Internships, career-services to try out to see if you want to further pursue the career
- introduce us to aspects of real jobs
- Job interview preparation. Start job skill training in Freshman year - have educator who knows what to do for autism students (PDD-NOS Asperger.)
- job search; job training;
- job skills
- job skills
- job skills, independent living skills
- join a team to learn how to work with a group
- Make sure they have a plan that allows for fulfilling work of some sort (paid or unpaid), no matter having an intellectual disability. Also, a chance to mingle socially with the outside world on a daily basis and peers at least every week.
- more career counseling to help determine a major
- more career training - I still don't know what I want to do. Better learning strategies
- more job training
- more options for a different trade, more customer work
- more vocational classes I have yet to use many things learned
- more vocational skills
- more work experience and college prep organizational skills
- My high school could have better prepared me for life after school by offering the CAN trade
- provide meaningful job opps - vocational program was inadequate
- provided work-study
- Realized the testing results & condition of this child's mind meant this student was NOT college bound and promote greater life skill training AND technical school direction
- stronger vision of what careers look like
- taking more courses in the career that I was interested in and going to college for.
- taught me skills I could get a job doing
- the high school should have prepared me better for work
- The technical part of my high school career in manufacturing could've been better by being run a lot of a more orderly fashion and with instructors who expressed more enthusiasm, creativity, and intriguing insight into what they were teaching that would make students want to learn more and apply the knowledge.
- They could've also prepared me for not just the college experience but for a job & the

experience of having one, they didn't do that much.

- To focus more on the trade and less on academic courses for people that desire to work in the trade world after high school.
- Trade...!!!
- Wish there was a variety of trades or samples of everything to help guide us on a career path
- wish they would have had certificate programs so when they get out of school they have a trade to grow on

Youth Development and Leadership

- (1) social pragmatics (2) self advocacy skills for special education options/resources acquisition in college setting.
- 2 items that are listed above - time management, how to organize & balance school work with living on my own (college); how to budget my money at college. (every high school student should learn that before hand).
- a class on independent living skills
- Assistance in being as independent as possible in completing assignments.
- Checking on me after high school. Worked so hard to get Diploma & make up work that I had learned no skills for college. Not enough homework and reports to learn skills for college work. I feel lost.
- Don't be like me and take the easy way out. I took advantage of special treatment at times to get placed in the easiest classes with the easiest teachers just because it was so easy to be lazy, not because I could not meet the challenges academically. I hated getting services at school because I am very high functioning and don't ever use them. It was counter productive in my case because I suffered more torment from my peers questioning why I went to special classrooms than I actually benefited from any of them. My peers did not perceive me as different and the "services" adults forced me to get were not beneficial to me at all.
- Expected more of me within reason. Pushed me harder
- Figure out exactly where I was in basic needs so they could get me ready to be independent and know what I'm talking about
- Focus hard, study hard, and prepare yourself, have confidence in yourself
- give a list of things I can do, that fits me and information on how to get me started
- having kids too young. Parenting
- help me learn how to "operate" out of school environment. Money management, technology experience, work experience.
- help me understand more not just pass me because I'm special needs
- I could have learned more self-advocacy in high school
- If I had known ahead of time that I would graduate I could have made a serious effort to see what my best options would be. I am attending [college] but I am still nervous about seeking help. This is something I need to work on. Focus and study skills are a problem for me
- increase my confidence in my disability
- It is important to get involved with other kids - joining clubs or sports. You need to get used to doing things on your own, and making decisions. As to services and assistance,

two things about that: 1. Remember that they are there if you need them... and 2. The people in the service and assistance programs NEED to remember to keep a low profile, it is not fun to be singled out as a spec ed kid.

- It's not what the high school could have done. I wish I did more such as sports and participated in clubs
- Learning how to deal with problems
- Learning to face a lot of more real world challenges (life problems)
- Learning to use a cell phone and wallet, to bring to school and practice making doctors appointments etc.
- more "stranger danger" instruction or circle of friends
- perhaps actually helping me deal with my social anxieties
- taught the value of hard work
- teach me how to get appointments, how to work a bank and how to get a car
- Tried to help understand me as an individual
- Try to fix problems rather than just do things for me
- work to determine best path to take post high school

Connecting Activities

- a class on independent living skills
- A plan of action for what to do and how to advocate for oneself given different scenarios (i.e. college, job, etc)
- A smoother transition to BRS and better opportunities for transportation support
- advise + show me what college level papers and work was like
- Asking teachers for advice on the college process a friend or family member who is or has recently gone through a similar process.
- Attend as many college fairs, college planning lectures etc as you can they help.
- Being able to sample or tour different programs that are appropriate for the individual.
- Better classes or at least a packet to handle special education forms in college
- better money management skills
- better prep for post high school, employment & independent living skills
- Better teach independent living skills
- better world experiences smooth transition from school to "real" work after completion of school - meaning start job in program then continue upon exiting at 21
- BRS
- BRS, volunteer out in your community, and also get involve in school clubs.
- by having driving education in school
- College Disability Services
- college planning - finding the right fit stronger social skills programs
- College planning and time management
- Connect me with services
- Coordinate with parents regarding services. Programs available post high school.
- could have better helped w/ college admissions, drivers license
- could have gone over some more of the everyday kind of skills they are going over the same things over & over again!!!

- could have prepared me more for the work load in college
- did not expose us to other social classes or ways of living
- discussed more the impact some school courses had in preventing qualifications to play in D1 colleges with a sport
- Educate me with life skills and independence
- feature more life after high school classes
- focus more on life after school college prep
- focus on money management/life skills
- had classes that prepared students for the real world
- had money management taught, independent living skills as well
- have classes that would prepare us for the real world, everything I know is because of my mother
- Have many hands on learning experience, get more involved in community.
- help find a job
- Help get a paying part-time job. Teach me more academics
- help get more prepared for the real world and less stuff we're never going to use
- help get some work training for the future or tell us where we could go for more education
- help job seeking, more money management skills better way for public school to be able to work with colleges for students with special ed needs
- Help me advance my skills or further my education
- Help me find safe opportunities for work.
- help me get a job
- help me get a job
- help me prevent problems, and focus on bigger things such as education and life
- help more of job, interviewing skills, money management
- help students start cooperative businesses. Avoid BRS where they stigmatize and mistreat you for being what you are.
- Help students that struggle get into to college or help them get a job.
- help with finding jobs while in school and also telling me what is available afterward
- Help with going to a tech college
- Helped more with choosing a tech college. Very happy to choose <school> perfect choice
- helped with college application process
- how to drive. I am turning 23 this <month> and would love to learn
- I feel that it is important for high school students in transition programs to experience both living on their own and having a job or internship.
- I thought services stopped after graduation, so I would say try to decide the plans for yourself & make one.
- I wish I would have had help finding a job
- i would recommend them to look into colleges and/or programs that best suit them and make them feel comfortable.
- independent living skills, how to get a job
- Independent living skills, self-advocacy, money management

- Independent living skills, social skills, money skills, life skills - transportation, getting to know community, learning how to count money, how to find out about adding phone, cable stuff like that to my life, interview skills, job seeking skills
- inservices on preparing for out of school life more on researching for jobs, careers
- job skills, independent living skills
- knowing what to do in future with a better structured plan
- Learn how to budget time and study for exams
- Learn how to manage your time and visit as many schools as you can to see where you fit the best.
- learn more about independent living
- learn study skills
- Learning how to deal with problems
- Learning to face a lot of more real world challenges (life problems)
- Let me know how hard it was...(LOL) Just kidding but I think help me get a job would of helped
- let us spend a day like a college student may spend it, not hold our hands as much
- Life skills
- life skills, self advocacy, money skills, Independent living skills
- Living skills, job application
- Made sure I could count money. Know multiplication tables, tell analog time, interview
- Make sure they have a plan that allows for fulfilling work of some sort (paid or unpaid), no matter having an intellectual disability. Also, a chance to mingle socially with the outside world on a daily basis and peers at least every week.
- manatory class on personal finance (keep a checkbook, budgeting, credit cards, and learning about the stock market)
- Maybe help me address my total inability to budget + my complete lack of self-discipline
- maybe more life skills - vocational skills. Education parents - helping with finding what to do after high school
- Money Management
- money management
- money management schold be a mandatory class, credit checking accounts etc
- money management skills
- money management skills
- More daily living skills
- more education on money management
- more education on money management and personal finance
- more focus on study skills/report writing
- more general living skills.
- more guidance on options for after high school such as colleges that offer help with special ed students
- More hands on stuff and working in society
- more life management classes
- more life skill courses available

- more life skills
- More life skills class.
- more life skills if don't go to college or tech school
- more life skills, interaction w/ peers NOT isolation
- more life-skills - budgeting, time management
- more living skills training
- more money management
- more motivation
- more one on one education longer time with money and life skills
- more programs for life in general - work, better student social skills
- more real life connection in school
- more real life type classes
- More real world subjects
- More robust transition planning & vocational interest/skill evaluation & exploration.
- more services - time and money management skills
- More skills for budgeting, checking account, and tax prep
- more social skills/work skills/independent living skills
- more study skills applying to my learning needs
- more things on taxes and bills how to get a lone or something along the lines of that
- more time for seeing adult programs and transition times
- More time management
- More time.
- more training & advisory services re: executive functional & ADHD strategies SHS failed me w/ that
- more training in social skills
- More transportation skills, staying on task skills
- more work experience and college prep organizational skills
- more work programs, and help finding jobs
- more work skills
- more work -study type programs
- need more independent living skills & money management
- Needed to teach us more common knowledge things to use in everyday life
- offer a course for dorm living for seniors to prepare you for what a dorm will be like
- offer a course in budgeting, a course in investing
- offer us classes that can help us with life after school instead of giving us more of the other classes like history
- offered classes to prepare me for the skills I would need to be self sufficient - post secondary education - career related - independet living skills - work experience
- offered more college based classes for students in academic level classes.
- offered more courses in managing finances + how to budget
- offered real life skills such as money management, learning strategies, tech skills
- organizational + time management
- personal finance classes and college preparation classes

- preparation skills in entering college
- prepare for college freshman year
- prepare me better for the unknown to happen
- prepare more for college ->not enough time to feel comfortable; more college seminars
- prepare students that don't go to college have more courses dealing with getting a job, work skills
- prepare us more for college, rather than pointless class sessions that have not, and do not prepare us more for the future.
- probably to explain how we could go to certain of people for help like what to do next
- Provide me with more information about what services were available to me after school. Make sure I was ready for basic math skills before entering college. I wish that better independent study skills were taught.
- Realized the testing results & condition of this child's mind meant this student was NOT college bound and promote greater life skill training AND technical school direction
- Really go to any of the college career fairs and ask a lot of question about FAFSA and there student success rate of students getting jobs after graduating.
- require us to take personal finance classes and classes to get jobs
- Resume writing, interview training, career training and planning if students are not going to college. Also entry level jobs that have an opportunity for growth rather than minimum wage jobs with no advancement options.
- Scholarships, apply for jobs, apply for financial aid, NASF
- school got us involved in ICAPS/NAFI/Care plus - they tried
- Self advocacy and study skill
- social skills after school programs
- Spend more time on 'real occupations and less on life skills. Parents have to teach skills because the student has to be 'trained' before they can enter any school system - training is ongoing from birth til the parents die.
- spend more time teaching organizational skills
- spent a lot more time on different strategies to get me engaged in learning
- Study skills - learn how to learn
- Study skills! I never was challenged acadmically in HS and college is very hard for me now
- study skills, learning to memorize important information for long term.
- Taught me more about independent living as in money management and running a household
- teach basic/everday skills
- teach me how to get appointments, how to work a bank and how to get a car
- teach me more about working skills
- teach me more in counting money and things that would be relate to life after high school
- teach me what I need to know in life
- teach more about independent living and tools you could use after school
- teach more about money management
- teach more about time & study management

- Teach self medication administration
- teach the students more time management skills study skills
- Teach time management. Give more independence so college wasn't a shock! Needed more self esteem
- teach us a future
- teach us how to study
- teach us real life skills
- teach us the do's and don'ts about buying a house and car
- Teaching me social skills for different life situations
- Teaching more about taxes.
- test taking & communication to resolve problems
- The Independent living and work experience skills could have received more emphasis
- There should be more business & school relationships to give kids goals for further education or career options
- They could have given me more independence.
- They could have helped prepared me for life after school
- They could have told me more about when you leave high school how hard it is to find a job
- they could of went over different things that you might need for everyday life
- They could prepare me better by making me learn a profession for example
- They could prepare you better for studying for final exams
- They should push these students to be more independent and offer choices, I had to personally push very hard to leave
- time management personal finances
- To ask for help when they need it, and to start looking and planning early for college.
- to explain to me what I had to do to prepared me for life after school.
- to prepare me/others y this crazy world./& the mix of battle of war z. Also eco/Earth friendly And. Reduce. Reuse. Recycled.
- to teach what life is like out on your own
- Told me I could qualify for BRS as I have tourettes syndrome. I got scholarships but did have to take out a loan
- transition to college and workforce now I'm 21 unable to go to college full time I don't now how to hold down a job, since I've been living with mom I've moved 6 times
- Vocational assessments, post-secondary based transition programs, independent living skills, social skills, community involvement.
- work experience
- work more with time management
- work related semester
- work study program. Internship program

Family Involvement and Supports

- Coordinate with parents regarding services. Programs available post high school.
- have meetings with parents discussing different programs out there and what to expect after graduation

- help us (his parents) with the transition process to DDS for a group home + day services
- let parents be involved in the child's experience

Other

- any that help and whatever I need to help me
- Ask for help, look at tons of options
- be more fun but high school is difficult to get you ready for college
- be real
- better opportunities for them.
- better reading glasses and more and better service in the in the beginning of the high school not after I leave
- by getting me higher but my choice
- don't
- Don't feel bad about your decision. High school isn't for everybody. Get a job and get a GED.
- Earlier intervention helping diagnose ADHD, I used to loose homework I had completed and would be punished. In 8th grade the school kept calling my parents in and did not allow me to go on graduation trip because of homework. That summer I was diagnosed with ADHD and I did not get special education testing + services until Junior year once the testing showed I also had a LD
- have no job experiences & opportunities
- I am a person that was born with a disability
- I believe this is something that should be determined on a case to case basis. Every person has different learning styles, strengths, and weaknesses.
- I think this should be for everyone not just me or special ed kid. There should be life skills class that everyone should take, that way no one lands flat on their face.
- If you are like me, drop out and go fucking start your life.
- language development, better job opportunities + skills
- Moved quicker into job training/work force
- Never give up and GO TO COLLEGE
- Not institutionalizing me.... Now I don't know how to function without structure (extreme) like jail
- not let me slip through the cracks
- not letting me get away with a lot of things... lol :) p.s. stop sending me this shit bye
- not put so much pressure on kids to attend 4 yr colleges. It is not for everyone and help find more vocational opportunities
- Not shove me aside with criminals for a anxiety disorder when I was asking for a chance maybe teach me how to write a term paper. Give me actual hard work.
- Not treat me like I was special ed/needs or like I was a criminal or outcast
- Our high school wasn't willing to support her socially. I tried to get Best Buddies into the school.
- parent answering
- Personal Therapy
- Public HS worked w/ my private placement well but now I'm not allowed to work w/o

- pay and that's not right. Money doesn't matter to me as I'm unsure of things like that
- raise the bar higher and not assume I wouldn't be going to a four year college
 - Speech "clarity" could have been worked on more, but very satisfied none-the-less
 - supported kids who are twice exceptional
 - take it more seriously
 - taken 'special education' seriously - not give me a 'pass' made sure I had high school math & reading skills. Should put less energy into 6 year plan and more energy into reaching, writing & math
 - talk about contemporary issues more instead of academic
 - talk more about the future, less of the past
 - tell you later in life
 - there were no options presented other than school options are needed and we fund them ourselves
 - they try to make me a good person
 - to be honest, the bullying needs to stop that's why I was in a program. I'm a straight A student
 - transferred out of local HS which concentrated on academics & college prep to a trade school to prepare me for work.
 - what I could have done was try a little harder at school
 - work and partner with the student rather than against the student. Extremely disengaged administration
 - You don't realize how important your education is when you're in high school. You need good grades to get into college for scholarship. If you had some kids speak to freshman who are trying to go to college

None/Nothing/Unsure

- ?
- ?
- ?
- ?
- [town] high school prepared me so well
- Can't think of anything bad
- Did all I hoped for
- Didn't have a problem. Between principal/social worker everyone was on top of it. PPTs were very helpful
- Don't Know
- Everything is fine, but one thing, better math classes
- everything was good
- everything was good.
- great high school preparation
- great school - can't think of any thing to change
- honestly, nothing I had a great year in my senior year
- I am satisfied with my high school education
- I can't think of a single thing. They did great.

- I don't know
- I don't know
- I don't know
- I don't know anything.
- I don't know.
- I don't know. I am happy with what I got.
- I don't think anything
- I don't think they could do much differently....my son really did not like school & was not always negative to ideas
- I think it's fine the way it is now
- I think they did a great job. I started [school] only in 2008 <month> less than 6 year. They taught me how to be more independent and use technology. I need more job training
- I think they did what they could except he felt they weren't helping him. Students assigned to untrained services providers "Throw kids to the wolves" w/o trained teachers.
- I'm not sure
- my clinical school helped me graduate. They did great
- My high school could have done nothing differently; I am/and was satisfied with the job they did preparing me.
- my high school did everything it could
- my high school did quite a lot to help me
- my high school was fabulous
- n/a
- NA
- NA
- NA
- No
- no
- no
- no
- No
- no
- no - excellent job
- no answer
- no comment
- no concerns at this time

high school/college life

- nothing different
- Nothing different - felt very prepared - took advantage of all the help given to me - special ed does a great job!
- nothing differently, they helped me a lot through my 4 years to make sure I was succeeding and doing well in my classes.
- nothing else...
- nothing much that I can think of except making me volunteer more in a field of my interest
- nothing really
- nothing really I chose to drop out because I was embarrassed wearing the same clothes
- nothing that I am aware of
- nothing the way they showed me is fine because now I'm hard working ready for life
- nothing they did a good job
- nothing they did what they were supposed to do
- Nothing! They taught me all I needed to know. I had a very good special ed program at my high school.
- Nothing, [school] was very supportive. Teachers really cared here.
- nothing, everything turned out the way I wanted it to be.
- nothing, excellent program
- nothing, high school prepared me very well
- nothing, high school taught me what I needed
- nothing, it was all good
- nothing, it was fine
- Nothing, they did a good job
- Nothing. I don't think they could have helped her because of the way she is.
- the school did an excellent job - DDS could have helped with the transition to adult day program
- The school did their best to support son. There was nothing more they school could have done.
- There couldn't have been anything different than how my high school has done to prepare me for life after school
- there is nothing they could of done to help prepare me when they did all the could and were supposed to
- They couldn't have done anything differently. I just have to apply myself.
- they did a good job
- they did a great job in all areas
- they did a very good job
- they did everything possible and were of great assistance
- they have helped me a lot I can't think of anything they could have done differently
- They helped with what I needed help in
- they tried their best
- transition is hard. I don't know what they could have done to make it easier
- unsure

- unsure
- unsure
- unsure
- unsure. More job connections, like [work] Career advice, etc.

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 to preserve anonymity.

413 respondents answered this question.

General Feedback About Survey

- like any survey it is generic and not always talored to every individual
- "Employment" through a school program was not discussed.
- ?
- high school was [high school] not [high school]
- how are you going to help me know. Are you going to offer me DSS
- I don't see how anyone can learn from this if there isn't a question of what are the goals you have after college or whaat career you want.
- I try to do this survey for the best of my abylity please if have any concern feel free to contact me my phone number is [#] I'm [student's name] mother and I need help to make him to be ready for a really life!!!
- I would like to know what changes you are going to make as a result of these.
- If you replace the word "survey" and replace it with "school" then yes they really fucked everything up.
- I'm confused as to why the Department of Education wants my input when they spent most of my life putting me in a cycle of failure.
- Is this going to give me ajob?
- Its not really geared to someone chronically ill. Same with high school education--not geared to someone severely ill with Chronic Fatigue Syndrome, Postural orthostatis Tachycardia syndrome, and Fibromyalgia.
- confusing this survey will what need to do.
- do you intend to use the data to help other children?
- the main point of all this
- The purpose?
- the wording
- this questionis a lil confusin I'm sorry but I don't understand
- seems pushy + how did you get my name? HIPPA???
- some of the questions were somewhat wordy, maybe a little bit of clarification on some of the services and what they provide.
- why is my confidential info being shared w/ uconn without my consent?
- Yeah. Why you sent it 3 times when I clearly could care less about the state department of ed. You suck
- yes - it has a bias or emphasis to assuming no further education
- unable to complete due to disability

Feedback About Specific Questions

- just question 11 which was the most hoard thing to ask in this survey
- Question #2 - which school - high school or college?

- question 7 was unclear
- number 7, because I do have special needs but I have used any of these services
- why would you aski questions # 1, 2, 9, 10, 11 to a person who is in prison?
- Would be nice to have a space for any general comments.
- The questions on employment. assumed survey not incuding summer or work-study employment
- this survey was completed by [name] mom, [name]
- This survey was filled out with the input oby my guardian
- yes # 11
- yes #7
- Yes question 13 was confusing
- Yes. Number four

Who Completed the Survey

- Just that it should be noted if the individual or guardian is filling it out --- My son would not be capable of responding himself
- dad helped
- parent answering
- this is difficult to complete for a parent/guardian of a severely disabled person. I understand this must be general for the variety of students in the state.
- No. Guardian filled it out, due to graduate's degree of intellectual disability.

No/No Questions/Survey Clear

- "no" x 270
- "nope" x 15
- I don't think so
- I don't think so, I pretty much understood
- n/a
- n/a
- n/a
- n/a
- n/a
- no-short & sweet. Very clear
- east at.
- everything is clear
- everything was very clear
- no - but it seems very special ed
- no - everything is clear
- no - good idea
- No but there was a lot that was confusing and unclear in high school
- no comments
- No everything was clear to me.
- No everything was pretty much clear.

- No I did not find it confusing. Also thank you for trying to help others with special education
- no I felt that the questions were very straight forward.
- no I understood it all
- no it was clear and I was able to understand
- No it was simple.
- No not at all...
- No there was not
- No there was not anything confusing or unclear about this survey
- no there was not anything unclear about this survey
- no there was not everything was clear.. Thank you I'll love to help at anytime...
- No there was not.
- no there was nothing confusing or unclear about this survey
- no this survey was fine it was good
- no, be nice to be able to add more but it was clear
- no, but questions are very broad
- no, everything was pretty easy to understand.
- no, everything was understandable
- no, everything was understandable
- No, everything was very clear and to the point.
- no, I understood everything
- no, it was all clear!
- no, it was fine
- no, it was straight forward
- no, it was very clear
- No, nothing to complain about
- No, the survey was clear
- No, this is very clear and simple
- No, this survey was quite easy to understand.
- No, very well put questions
- no. Everything was clear
- no. Thank you for sending this to me
- No. Disabilities don't end after high school.
- No. However, the survey feels a bit constricted
- none
- None
- none
- none
- none
- none, no
- nope it's all good
- nope nothing
- not at all
- Not at all

- Not at all.
- not really.
- not really.
- not that I know of. The survey is simple to complete
- nothing
- nothing was confusing or unclear about this survey
- Nothing was confusing in this survey, everything was clear.
- nothing was unclear about survey
- nowe
- there was no confusing about this survey
- there was nothing confusing or unclear about this survey
- there was nothing unclear or confusing
- this survey was flawless
- This survey was perfectly understandable for me as far as the presentation/ wording for the questions goes

Other

- no, except that I went to 3 different High Schools because they weren't able to meet my needs and there isn't a question about that
- Not really but I went to school for EMT but it wasn't a college course. It was for certification and training. I haven't passed the national exam even though I passed the course. I learn the information but I don't pass standardized exams like this. So I am looking for something else to do without school and my high school didn't help me with this. If a student isn't going to college, they don't bother with you.
- no. but it did say high school in the singular + I understand most people go to one HS for all four years - but for those of us who did not, it did make it a little difficult to answer being at [school] for only senior year. But I would like to say that I don't think I would have ever graduated if it hadn't been for my teachers at [school]. So, yeah, they're awesome especially [teacher] .
- my experiences with BRS was negative
- No. As a parent - would just comment w/a few things (1) Initially (after graduation) was determined to not be eligible for BRS services (after work eval) because of social challenges. Told we need to get help from DDS (~4 y wait) or pay private. We have since been before state Autism Committee 2x and one year later he is about to start a job ~ 8 hrs per week. Academics have been easy but social challenges of college much harder. We have used College Autism program [name] and a private mentor. Parents did not want him to graduate HS so he could still work on skills but PPT (all school staff) disagreed. Very happy with private resources but we still don't know if he will be able to be able to work full time + self sufficient - so our resources may need to go elsewhere - Frustrating!!! Challengest of high IQ and autism
- no *[name] attended a special needs school [town] school before transitioning to [school] received his diploma from [town] hs at age 21-
- sometimes, some thing. I don't know how high school was most helpful.
- somewhat but at the same time not many
- what about created created classes ?n college

- yea I don't have my GED and they wont help me
- Yes- Dropped out of college after 1st term - failed all my classes. Also-Attended a "special needs" college.