

**Follow-Up Survey of Year 2002
Graduate/Exiters of Connecticut High Schools**

Final Report

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EXECUTIVE SUMMARY

In 2002, 3935 students with disabilities exited special education in the State of Connecticut. Two years after exit, each individual was mailed a survey by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes. The survey included items in three main areas: *Independent Living/Community Participation/Self-Advocacy*; 2). *Primary Employment: Current Status*; and 3). *Postsecondary Education and Training: Current Status*. Two waves of mailings were conducted, and responses were received from 695 exiters. When the total sample size was adjusted for surveys that were not deliverable due to incorrect or outdated addresses, the response rate was 22%.

Of the 468 exiters who responded to the questions about employment (67% of the total sample), the majority (47%) was employed full-time; Seventy-nine percent indicated that they were earning more than minimum wage (\$7.10 hour). The largest percentage of respondents (50%) reported that they are generally happy with their jobs. Females were less likely than males to be employed full-time (40% to 51%), and they reported earning less money and receiving fewer job benefits than males. Respondents with Attention Deficit/Hyperactivity Disorder (ADHD) and Learning Disabilities (LD) reported the highest levels of full-time employment, while respondents with Intellectual Disabilities (ID) reported holding full-time employment at rates much lower than respondents from any other category (17%). Respondents with ID also reported earning less money and receiving fewer benefits than respondents from the other disability categories. Black respondents were more likely than white or Hispanic respondents to be employed less than 21 hours per week, and they more

frequently reported earning the minimum wage than other respondents. Male respondents, and respondents with ADHD and Emotional Disorders (ED), were more likely to report having trouble with the law and with drugs or alcohol.

Nearly 60% of the sample reported being enrolled in a postsecondary education or training program. The most common type of program was a four-year college or university followed by community, technical or two-year colleges. It was more likely for white respondents, and for respondents with cognitive disabilities (e.g., LD, ADHD) to be enrolled in these postsecondary education programs.

Methodology

Survey Development

The instrument used in this investigation was based upon the survey used by Bruder and Gaynor (2002) in the report “*Follow-Up Survey of Year 2000 Graduates/Exiters of High School.*” The data from that study was used as a baseline upon which to facilitate comparisons to subsequent cohorts of exiters, including those in the current sample.

The instrument was revised by a panel of four content experts with expertise in Special Education and/or in survey methodology. The most significant change was the entire instrument being shortened from 34-items to 24-items. Additional directions were added to assist respondents in skipping non-pertinent items and moving directly to relevant items (e.g., for respondents who were employed versus those in postsecondary education).

A panel of 6 young adults with disabilities reviewed the revised instrument. Information was elicited related to the clarity and readability of each item and of the instructions. The survey was subsequently revised based upon this feedback. The final instrument can be found in Appendix A.

The instrument consisted of 22-items across three main categories: 1). *Independent Living/Community Participation/Self-Advocacy*; 2). *Primary Employment: Current Status*; and 3). *Postsecondary Education and Training: Current Status*. Most 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. The final item on the survey was open-ended and offered the respondent an opportunity to provide additional information about life after high school.

A letter explaining the purpose of the survey and inviting participation was created. The letter explained that the completed survey would be sent to the Project Principal Investigator (PI), Dr. 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 (Appendix B). The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB) and was approved on February 5, 2004.

Subjects

The subjects for this investigation consisted of 3,935 individuals who had exited special education during the year 2002 from one of the 169 Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the State Department of Education, Office of Research, Evaluation and Accountability, and in turn, the data is compiled and sent to the United States Department of Education. The LEA's assigned each exiter with a unique composite identification code (COMPID) that was based upon the last five letters of the student last name, the first initial, two digit year of birth, and "1" or "2" for gender (1= male, 2 = female). Data was also provided for the student's exceptionality, ethnicity, and reason for exit.

The data was sorted by the State Department of Education by LEA by all students who graduated during the period of January 1 to June 30, 2002 for any of the following reasons:

- Graduated with a regular education diploma;

- Graduated with an IEP diploma;
- Reached maximum age; or
- Dropped out of school

In December, 2003, each of the 169 LEA's in the State of Connecticut was mailed both a letter (Appendix C) and an electronic computer disk that contained the COMPID for each student in the district, and requested relevant contact information (e.g., name, address, telephone number).

The computer discs were returned to the Bureau of Special Education, and a complete database was established. There was a 100% response rate from the LEA's for this request. Mailing labels were generated from this database, and additionally, each survey was coded to identify the LEA and the student's code.

Mailings

Multiple names ($n = 65$) were removed from the initial database for one of the following reasons: 1). Student address unknown/student moved ($n = 49$); 2). Deceased ($n = 7$); 3). Did not graduate in January to June, 2002 ($n = 2$); 4). Incarcerated ($n = 2$); and, 5). Duplicate Names ($n = 5$).

The initial mailing was conducted by the State Department of Education and consisted of 3,870 surveys. The surveys were mailed in batches of approximately 800 during the first week of May, 2004. The PI received a total of 454 completed surveys from the first wave. A second wave mailing was conducted by the PI and a graduate assistant in July 2004, and yielded an additional 241 responses for a total of 695 responses.

Across the two waves of mailings, a total of 733 surveys were returned as undeliverable because of incorrect or unknown addresses, and 12 names were

deleted from the database because the data duplicated an existing name or was incomplete. Five individuals, or their parents or guardians, contacted either the State Department of Education or the PI and requested that they be removed from the project database. Thus, the final sample for the present analysis is based upon 3,120 individuals ($n = 3,120$), and a response rate of 22%.

Data Analysis

Frequency analyses were conducted on each item for all respondents collectively. Responses were also analyzed according to Gender, Disability, Ethnicity, and Reason for Exit. Appendices D through H contain the specific results for all frequency analyses. Care must be taken in interpreting the observed differences between some of the categories; several of the cell sizes for the respondents are extremely small (e.g., on reason for exit, on disability type) and thus differences may appear that are in fact a result of the small and unequal sizes. Because all collected data was dichotomous (i.e., Yes/No), selected variables that appeared to be of note 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. Thus, only analyses that displayed effect sizes approaching a medium level and that had sufficient cell sizes are presented in the following results.

Results

Descriptive Information

The group was overwhelmingly “White” (87%), followed by “Black” (6%), “Hispanic” (6%), and “Other” (1%). Although the respondents ranged in age from 18 ($n = 4$, 1%) to 24 ($n = 20$, 3%), 81% of the group was in the range of 20 to 21

years. Appendix D contains the frequencies of the total sample on all of the survey questions. There were nearly twice as many males ($n = 430$, 62%) as there were females ($n = 265$, 38%). Appendix E contains frequency data on all survey items by Gender.

The most common exceptionality was “Learning Disability” (LD; 49%), followed by “Emotional Disturbance” (ED; 13%), “Other Health Impaired” (OHI; 10%), “Intellectual Disability” (ID; 8%), “Speech” (5%) and “Attention Deficit Hyperactivity Disorder” (ADHD; 5%). Because of the low incidence of other disabilities, the categories were collapsed from 14 to 7. As such, the following categories are reported on for the remainder of this report: ADHD, ED, ID, LD, OHI, Speech, and All Other Disabilities. While white respondents constituted the majority of respondents in all disability categories, this was especially pronounced in the categories of ADHD (97%), OHI (97%), LD (88%), and ED (86%). The lowest incidence within the categories for white students was ID (70%). Black respondents constituted 16% of respondents with ID, 7% of respondents with LD, and 7% of respondents with ED. Hispanic respondents represented 11% of those with ID, and 6% of those with ED. Appendix F contains data related to each survey item by disability type, and Appendix G contains data related to ethnicity for all survey items.

Nearly 90% of the respondents (89.4%) graduated with a diploma, while 4% dropped out, and 3% both graduated with an IEP diploma or aged out. While graduation with a standard diploma was the most common outcome across all disability categories, it was notable that 14% of the sample with ED dropped out. This rate was more than twice that of the next closest disability category who dropped out (Speech; 6%). Sixteen percent of the respondents in the category of

ID reached the maximum age, in comparison to 12% of students in the “All Other Disability Category” and to 1% in the category of ED. Appendix H contains specific data on Reason for Exit on all survey items.

Sixty-two percent of the graduate/exiters completed the survey themselves, while an additional 34% of the surveys were completed by a parent or guardian. In examining the pattern of who completed the survey by exceptionality type, it was notable that in the Intellectual Disability category, a parent or guardian completed 78% of the returned surveys. A Chi-square analysis revealed a significant difference in this area ($\chi^2(6, N = 644) = 77.433, p < .001, \text{Cramer's } V = .35$).

Comparison of the Sample to the Population

As noted, responses were received from 695 individuals who were part of a larger population of 3,935 individuals who exited special education in Connecticut during 2002. Descriptive data was run on the total population ($n = 3,395$) and this was compared to the actual responding sample ($n = 695$). Investigation of this data reveals that the gender distribution was fairly similar (68% male in the population versus 62% of the respondents) and was nearly identical in terms of disability type (Table 2).

However, Whites are over represented in the present sample (75% of the population versus 87% of the respondents), while Black and Hispanic respondents are underrepresented (12% for blacks and 11% for Hispanics in the total population versus 6% for both groups in the present sample). Likewise, those individuals who graduated with a diploma are over represented in the sample (80% of the population versus 90% of the sample), while those who dropped out are under represented (14% of the population versus 4% of the

sample). Therefore, the results related to ethnicity and reason for exit should be considered with some caution.

Table 1
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	265	38.1	1269	32.2
Male	430	61.9	2666	67.8
Total	695	100.0	3935	100.0

Independent Living/Community Participation/Self-Advocacy

Living arrangements. The respondents were asked to indicate where they lived during a majority of the year. The overwhelming majority responded that they live in a “Parent’s or Relative’s Home” (65%), followed by “On-School Campus Housing” (18%), and a “Rented Apartment” (11%). Correspondingly, most respondents indicated that they live with a “Parent/Guardian” for a majority of the year (64%), followed by “Roommate(s) – Not Related” (21%), and “Alone” (6%).

Regardless of disability type, most respondents lived in their parent’s home, with their parents. This is especially true of respondents with Intellectual Disabilities, who live at home in a higher percentage than any other disability type (81% compared to 65% of respondents with ED and 63% of respondents with LD). This trend was also found across all categories of ethnicity. The only significant difference between the ethnic categories was that white respondents

were more likely to live in “On Campus School Housing” than respondents in any other category (20% compared to 7% of respondents in the “Other” ethnicity category and 2% of black respondents).

Table 2
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>
ADHD	33	4.7	169	4.3
Autism	9	1.3	28	.7
Deaf/Blind	2	0.3	6	.2
ED	90	12.9	670	17.0
Hearing Impairment	14	2.0	46	1.2
Intellectual Disability	57	8.2	267	6.8
Learning Disability	337	48.5	1981	50.3
Multiple Disability	25	3.6	83	2.1
Neurological Impairment	15	2.2	52	1.3
Orthopedic	1	0.1	5	.1
Other Health Impaired	68	9.8	373	9.5
Speech	33	4.7	204	5.2
TBI	3	0.4	9	.2
Visual Impairment	8	1.2	31	.8
Other	0	0.0	11	.3
Total	695	100.0	3935	100.0

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

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian/Pacific Islander	4	0.6	37	.9
Black	44	6.3	471	12.0
Hispanic	31	4.5	443	11.3
Native American	3	0.4	21	.5
Other	8	1.2	17	.4
White	605	87.1	2946	74.9
Total	695	100.0	3935	100.0

Table 4
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	621	89.4	3157	80.2
Graduated with Certificate	23	3.3	156	4.0
Dropped Out	30	4.3	557	14.2
Maximum Age	21	3.0	65	1.7
Total	695	100.0	3935	100.0

Independent living. The respondents were provided with a list of ten items related to independent living (e.g., driver's license, car, checking account, credit card, computer, internet access) and were asked to select all choices which they had access to. Most respondents reported having, or having access to a telephone or cell phone (90%), a computer (78%), internet access (77%), a driver's license (74%), a savings account (72%), a car (68%), and a checking account (67%). Analysis of these responses across disability type revealed that young adults with ID generally had less access to each of the items than respondents from any other disability category. White respondents reported higher levels of access to each of the items than respondents from any of the other ethnicity categories.

Community participation. The respondents were provided with a list of seven items related to Community Participation (e.g., voting, membership in clubs or churches) and were asked to select all items in which they participate. It was most likely for respondents to report having hobbies and regular fun activities (70% each), to have access to transportation (68%), and to attend sporting or cultural outings (59%). Only 48% of the respondents reported voting, and 42% reported belonging to clubs, churches, and other organizations.

Socialization. The respondents were asked to select with whom they spend a majority of their free time. There was a good deal of variability in this response, with 25% indicating "Family Members", 24% indicating with a "Girlfriend, Boyfriend, or Fiancée," 22% reporting with "New Friends Since High School" and 17% with "Old Friends from High School." When this item is analyzed by ethnicity, most responses are fairly evenly distributed, with one exception. The most common response for Black respondents was "With Family

Members” (47%), with the second most common response being “With a Girlfriend, Boyfriend, or Fiancée (21%). In comparison, spending time with family members was the second most commonly selected response for Hispanic respondents at 23%, and the third most commonly selected response by White respondents (23%). It was also notable that when the response is analyzed by exceptionality, 74% of the respondents with ID selected “With Family Members.” In no other disability category did this response exceed 24%. The majority of the respondents reported that they “Get Together Socially” with people that they do not live with more than one day per week (70%), while 13% reported one day per week, and an additional 13% reported once or twice per month.

Decision-making. The respondents expressed strong perceptions of skills in the area of self-advocacy. Fifty-two percent indicated that they made a majority of their own decisions, while 40% indicated that they made decisions with input from others. Only 8% indicated that others, notably Parents or Guardians, make all decisions. However, when this response is broken out by disability type, a clear trend is revealed. Only 14% of respondents with ID described themselves as making the majority of their own decisions, compared to the next two lowest categories (29% of respondents from the “Other” disability category and 56% of respondents with ADHD). The most commonly selected response (50%) for students with ID was that a parent or guardian makes the majority of decisions for them. In comparison, respondents from the “Other Disability” category were the next largest cohort to select this option (16%). A chi-square analysis revealed significant differences for Disability Type versus Perception of Independence (χ^2 (12, N=683)=194.140, $p<.001$, Cramér’s $V=.377$).

On a related topic, the respondents were asked to indicate to what degree they “Speak Up For Yourself When Necessary.” Sixty-one percent reported “Most of the Time,” followed by those who selected “Sometimes” (34%). Only 6% selected “Never.” As with the question on Independence, respondents with ID were more likely to indicate that they “Never” speak up for themselves (27%) than respondents in any other disability category, and less likely to indicate that they speak up for themselves “Most of the Time” (36%).

Social and work difficulties. The respondents were provided with a list of eight work or social scenarios in which they may have experienced difficulty as a result of their disability and were asked to select all that applied. The most commonly selected response was experiencing “Difficulty Feeling Comfortable in Social Situations with People I Do Not Know Well” (35%). Nineteen percent reported experiencing bullying or harassment, and 18% indicated having difficulty making and keeping friends. When these responses are examined by gender, Males were more likely than females to report having “Problems with Drugs or Alcohol” (14% to 8%) and nearly three times as likely to report having “Trouble with the Law” than females (16% versus 6%). While chi-square analyses were significant for both variables, the resulting effect sizes were low (i.e., .16 for Trouble with the Law and .10 for Trouble with Alcohol and Drugs). Likewise respondents with ADHD and ED responded affirmatively to both of these questions more often than respondents from other categories. For example, 33% of respondents with ADHD selected both items, while 27% of respondents with ED reported having trouble with the law and 22% reported having trouble with drugs or alcohol. In comparison, the next largest group to report having trouble with the law was students with LD at 9%, and to report having trouble with drugs

and alcohol were students with OHI at 16%. Chi-square analyses were significant with effect sizes approaching the medium range for both Disability Type and Having Trouble with the Law ($\chi^2(6, N = 695) = 46.239, p < .001, \text{Cramer's } V = .26$) and for Disability Type and Having Trouble with Drugs and Alcohol ($\chi^2(6, N = 695) = 45.523, p < .001, \text{Cramer's } V = .26$).

Contact with agencies and services. The respondents were provided with a list of adult service and community agencies that provide supports to people with disabilities in the State of Connecticut, and were asked to select all of the agencies with which they worked. The most commonly selected response was “No Help from any Adult Service Agencies or Community Agencies, it is not Necessary” (40%), and “Did Not Know that Any Adult Service Agencies or Community Agencies Were Available” (16%). The service most commonly selected was the Department of Social Services (16%), followed by the Bureau of Rehabilitation Services (12%) and the Department of Mental Retardation (11%).

Perception of life satisfaction. The respondents were asked to provide a rating of their perspective on how they feel about their lives. Thirty-one percent indicated “Great,” 32% selected “Good,” while 34% reported “Sometimes Good, Sometimes Bad.” An additional 4% indicated that they felt “Bad” about their lives. Respondents with ED were more likely to select “Sometimes Good, Sometimes Bad (54%) or “Bad” (8%) than respondents from other disability categories.

Primary Employment

The second section of the survey related to those respondents who work full- or part-time throughout the year. Those respondents who only work a summer job were instructed to skip the section. As a result, 468 (67%) to 488

(70%) respondents answered the items related to employment (depending upon the item).

Level of employment. The majority of the respondents (47%) were employed full-time (35 hours or more), while the number of respondents working part-time either 21-34 hours or less than 21 hours was nearly identical (26% and 27% respectively). Interesting trends emerged when this data was examined by gender. Males were more likely to be employed full-time (51%) than females (40%), and consequently, more females were employed part-time (60% in the combined part-time categories) than males (49%). Respondents with ADHD reported the highest level of full-time employment (68%), followed by respondents with LD (55%) and ED (50%). Conversely, students with ID reported the lowest level of full-time employment (17%), and the highest levels of part-time employment (83% in the combined categories). A chi-square analysis for Disability Type vs. Employment Level revealed that these differences were significant (χ^2 (12, N=468)=53.619, $p<.001$, Cramér's $V=.24$).

Black respondents also reported lower levels of full-time employment (38%) than respondents from other ethnic categories, including Hispanic (41%) and White (48%). Black respondents were also more likely to be working less than 21 hours per week (52%) than respondents from other categories (35% for Hispanic respondents, 25% for White respondents).

Number of jobs. There was a range in the number of jobs held since high school exit, from 1 job (33%) to more than 5 jobs (3%). The most commonly indicated number of jobs held since exit was 2 (34%), while 19% reported holding 3 jobs. Students with ID were more likely to report holding only 1 job since high

school exit (66%), compared to respondents with LD (30%) and with OHI and ED (both 24%).

Type of employment. The respondents were provided with a list of 13 common job titles and were asked to select the type that best applied. While most respondents selected “Other” (32%), the next most commonly selected responses were “Sales and Related” (21%), “Service Industry” (16%), and “Construction” (8%). Female respondents were more likely than male respondents to be employed in “Sales and Related” (26% to 18%). Males were more likely to be employed in “Construction” (12% to 1%), “Technical” (7% to 1%), and in the “Military” (4% to 1%) than females. Respondents with ID most often indicated working in the “Service Industry (34%), while respondents with ED were most likely to indicate employment in “Sales and Related” fields.

Salary. The majority of the respondents (79%) indicated that they are earning more than the minimum wage (\$7.10 per hour), while 12% were earning the minimum wage and 9% were earning below this wage. Males were somewhat more likely than females to be earning more than the minimum wage (82% versus 73%). A majority of respondents from the disability categories of LD (87%), ADHD (91%), ED (82%), and OHI (86%) reported earning more than the minimum wage. Conversely, only 20% of respondents with ID reported earning above minimum wage. Respondents with ID more commonly reported earning less than minimum wage than respondents from any other disability category (e.g., 57% compared to 15% of respondents from all “Other” disability categories). White respondents tended to report earning more than the minimum wage (81%), compared to Hispanic (63%) or Black (54%) respondents who earned this rate.

Conversely, Black respondents were more likely to be earning minimum wage (39%) than Hispanic (19%) and White (10%) respondents.

Job benefits. The respondents were provided with a list of common job related benefits, and were asked to select all that were received in the current job. The most commonly selected response was “I Receive No Benefits” (35%), followed by “Paid Vacation Time” (23%), and “Health Insurance” (21%). Males were more likely to receive all types of benefits than females.

Job satisfaction. The majority of respondents were “Overall, Generally Happy” with their jobs (50%), and 22% selected the descriptor of “Some Days Happy, Some Days Not Happy.” Seventeen percent selected the descriptor “Parts of My Job I Like, Parts I Don’t Like”, while 11% reported “I Wish I Could Get a New Job.” There were no noticeable differences between the perception of job happiness between males and females. Respondents with ID were most likely to indicate they were “Overall Generally Happy” (69%). It is important to remember that 78% of the completed surveys in the ID exceptionality category were completed by parents or guardians; thus this response is largely a second hand perception of the exiter’s life satisfaction.

Postsecondary Education and Training

Four hundred and twelve respondents responded to the section related to postsecondary education and training. This represents 59% of the total sample.

Type of program attending. Of those individuals who reported attending a postsecondary program, 41% are enrolled in “Four Year College or University,” followed by those enrolled in “Community, Technical, or Two-Year College” (36%). Thirteen percent indicated that they were participating in program they described as “Other,” while 5% were enrolled in a “Trade School.” Responses

among males and females were nearly evenly distributed. Only three respondents with ID indicated they attended a Four Year College or University or a Community, Technical, or Two-Year College. The majority of respondents with ADHD (53%) and respondents with LD (44%) were enrolled in a four-year institution, while 24% of students with ADHD and 35% of respondents with LD were in two-year institutions. Respondents with ED (40%) and OHI (47%) were most likely to be enrolled in a two-year institution. In general, white respondents were more likely to indicate being enrolled in some type of school or program (61% total) in comparison to Black (45%) or Hispanic (41%) respondents.

Types of services received. While enrolled in college or a training program, 16% indicated that they received “Accommodations (e.g., extra time on tests, note takers),” 14% reported accessing both “Disability Services” and “Academic Support Centers.” Additionally, 16% of the respondents selected “No Help Looked for, or Needed to Complete My Coursework.”

Open Ended Question

The final question on the survey was “Is there anything else you would like to tell us about your life after you have left high school?” Responses were received from 487 members of the sample. The responses clustered into ten major themes. These included: “life is great or better since high school,” “life is not easy,” “life is hard, but not because of the disability,” “I attend college and enjoy it,” “I was discouraged by high school/special education,” and “I want to thank those who have helped.” Appendix I contains each of the major themes and specific examples that summarize each, while Appendix J contains all of the responses in their entirety.

Discussion

Current Sample

Approximately two-thirds (67% - 70%) of the sample responded to the questions related to being employed. Of these, the majority of the respondents were employed full-time. Seventy-nine percent indicated that they were earning more than minimum wage (\$7.10 hour). The largest percentage of respondents (50%) reported that they are overall generally happy with their jobs. However, some trends within the data should be recognized. Females were less likely than males to be employed full-time (40% to 51%), and reported earning less money and receiving fewer job benefits than males. Respondents with ADHD and LD reported the highest levels of full-time employment, while respondents with Intellectual Disabilities reported holding full-time employment at rates much lower than respondents from any other category (17%). Most likely as a consequence, these respondents reported earning less money and generally receiving fewer benefits than respondents from the other disability categories. Likewise, black respondents were more likely to be employed less than 21 hours per week than white or Hispanic respondents, and more frequently reported earning the minimum wage than other respondents.

For the most part, the respondents reported making most of their own decisions, or making decisions after receiving input from others, and being able to speak up for themselves when necessary. Certainly, such self-determination skills are critical for successful adult life. However, respondents with Intellectual Disabilities were much more likely to have decisions made for them and more likely to report never speaking up for themselves. This trend is more pronounced

when one considers that a parent or guardian completed the survey for 78% of the respondents with ID.

In general, low numbers of respondents reported experiencing a variety of possible social or work related difficulties caused by the disability. It is notable that males and respondents with ADHD and ED were more likely to report having trouble with the law and with drugs or alcohol.

It is encouraging that when the respondents were asked what type of adult service or community agency, the most common response was that no support or services were necessary. However, it is alarming that the third most common response (selected by 108 individuals) was not being aware that such services were available.

Nearly 60% of the sample reported being enrolled in a postsecondary education or training program. The most common type of program was a four-year college or university followed by community, technical or two-year colleges. It was more likely for white respondents, and for respondents with cognitive disabilities (e.g., learning disabilities, ADHD) to be enrolled in these postsecondary education programs.

Comparison to 2000 Exiters.

Several of the changes to the present survey from the 2002 Follow-Up Study (Bruder & Gaynor) restrict direct comparisons on many of the items (e.g., the choice "I am Not Employed Right Now" was removed from the 2002 Exiters survey). However, comparisons can be made on several other items. For example, the gender distribution was quite similar, with males constituting 59% of the 2000 Exiters and 62% of the current sample. In both samples, the vast majority of respondents were White (85% of 2000 Exiters versus 87% of the

2002 Exitters), followed by respondents who were Black (7% of 2000 Exitters versus 6% of the 2002 Exitters). In both samples, the most common disability was LD (56% of the 2000 Exitters and 49% of the 2002 Exitters). The percentage of respondents with ED was nearly identical between the two samples (12% of the 2000 Exitters and 13% of the 2002 Exitters). This was also true of respondents with Speech/Language disorders (5.2% of 2000 sample and 5% of the current sample) and respondents with ID (10% of the 2000 sample and 8% of the current sample).

Of the respondents who reported working, there was a small increase in the percentage of those reporting full-time employment (43% of the 2000 Exitters versus 47% of the 2002 Exitters), and a small increase in the number of respondents earning above minimum wage (73% of the 2000 Exitters versus 79% of the 2002 Exitters). There was a large decrease in the percentage of respondents reporting receiving no job benefits (51% of the 2000 Exitters versus 35% of the 2002 Exitters). However, it is notable that there was a decrease in the percentage of respondents who indicated that they receive Health Insurance (30% of the 2000 Exitters versus 21% of the 2002 Exitters). The most commonly reported areas of employment in both groups were "Sales and Related," "Service Industry," and "Other." Bruder and Gaynor (2002) reported that White respondents reported the highest level of employment, and Black respondents the lowest. In the present sample, White respondents were more likely to report being employed full-time, while Black respondents were the least likely to be employed full-time and the most likely to be employed part-time. Bruder and Gaynor also reported that students with ID had the highest rate of employment. While this is true in the current sample, in that respondents with ID were the least

likely to be attending Postsecondary Training programs and more likely to be working, these individuals were less likely to be employed full-time than respondents with other disability types.

A higher percentage of the 2002 Exiters reported being enrolled in a Four-Year College or University (25% of the 2000 Exiters versus 41% of the 2002 Exiters) and in a Community, Technical, or Two-Year College (16% of the 2000 Exiters versus 36% of the 2002 Exiters). The percentage of respondents reporting attending a Trade School was nearly identical (3% versus 5%).

Limitations

The results of the current survey should be viewed with some caution given the overall low response rate of 22%, the under representation of Black and Hispanic exiters, and the under representation of those who dropped out of school. Efforts were made to enhance the response rate, including conducting two-waves of mailings and providing postage paid reply envelopes. The survey instrument was also carefully reviewed to ensure it was properly worded and that the directions were clear for the intended audience. It is unclear if the response rate is a reflection of non-respondent bias or a case of incorrect addresses. Across both waves of mailings, 733 surveys were returned as undeliverable because of incorrect or unknown addresses. If a survey was returned as undeliverable from the first wave, that name was removed from the second mailing. However, there were nearly as many returns as undeliverable in the second wave. Thus, it is not know how accurate or current other addresses may be.

Additionally, caution should be exercised when examining differences in frequency of responses across some of the categories. Especially in the

analyses by reason for exit and ethnicity, some of the cell sizes are extremely small. Thus, what may appear to be a significant difference in percentage size may actually be more reflective of the small number of respondents in a particular cell.

Finally, care must be taken in generalizing the current results. These data represent the characteristics of a sample of exiters with disabilities from the state of Connecticut alone, and may not be similar to exiters with disabilities from other states. Additionally, because comparative data does not exist, the results cannot be compared to students without disabilities who exited Connecticut schools in the 2002.

Appendix A
Survey Instrument

Code# _____
Will not be linked to name

**FOLLOW-UP SURVEY
YEAR 2002 GRADUATES/EXITERS OF CONNECTICUT HIGH SCHOOLS**

Introduction: This survey asks questions about your life since you left high school. Please fill it out and return to us in the enclosed envelope. If you have any difficulty answering the survey questions, please ask someone who knows you well to help you complete it. All information you provide will be kept confidential. Please place a “✓” mark in front of the appropriate response.

Who is filling out this survey?

	The Graduate/Exiter		Other - Please specify: _____
	The Parent/Guardian on behalf of the Graduate/Exiter		_____

Section A. Independent Living/Community Participation/Self-Advocacy

1. Where do you live the majority of the year? (Check only **one**)

	Parents' or relatives' home		On-campus school housing (during the school year)
	Rented Apartment/room		Supervised apartment/home
	My own house/condo		Community Training home
	Group home		

2. With whom do you live the majority of the year? (Check only **one**)

	Husband/Wife		Boyfriend/Girlfriend
	Roommate(s)-not related		Parent/guardian
	Other relative(s)		Alone

3. Which of the following do you have, or have access to? (Check **all** that apply)

	Drivers license		Car
	Car Insurance		Health Insurance
	Checking Account		Savings Account
	Credit Card		Computer
	Internet Access		Telephone/Cell Phone

4. Do you: (Check **all** that apply)

	Vote?
	Take part in sports/recreation activities?
	Belong to any clubs, churches, organizations?
	Attend sporting, cultural outings? (ball games, concerts)
	Have any hobbies?
	Have regular fun activities? (card night, friends over regularly)
	Have access to transportation? (bus, train)

5. With whom do you spend **most** of your free time? (Check only **one**)

<input type="checkbox"/>	Alone	<input type="checkbox"/>	With family member(s)
<input type="checkbox"/>	With old friends from high school	<input type="checkbox"/>	With new friends since high school
<input type="checkbox"/>	With a girlfriend/boyfriend/fiancée	<input type="checkbox"/>	Groups/Social Organizations

6. How often do you get together socially with people you **do not** live with?

<input type="checkbox"/>	Never	<input type="checkbox"/>	Once or twice a month
<input type="checkbox"/>	One day a week	<input type="checkbox"/>	More than one day a week

7. Do you consider yourself independent? (Check only **one**)

<input type="checkbox"/>	Yes, I make the majority of my own decisions.	<input type="checkbox"/>	Somewhat, I make decisions with input from others (parents, friends)
<input type="checkbox"/>	No, my parents/guardian make most of my decisions for me.		

8. Do you speak up for yourself when it is necessary (with your boss, professors, in social/community situations)?

___ Most of the time ___ Sometimes ___ Never

9. Because of your disability, have you personally experienced any of the following difficulties related to work or social situations? (Check **all** that apply)

<input type="checkbox"/>	I have difficulty making and keeping friends.
<input type="checkbox"/>	I have difficulty getting along with boss and/or co-workers.
<input type="checkbox"/>	I have difficulty keeping a job.
<input type="checkbox"/>	I have difficulty feeling comfortable in social situations with groups of people I do not know well.
<input type="checkbox"/>	I have experienced bullying or harassment.
<input type="checkbox"/>	I have had trouble with the law.
<input type="checkbox"/>	I have had problems with drugs/alcohol.

10. Have any of the following adult service or community agencies worked with you since leaving high school? (Check **all** that apply)

<input type="checkbox"/>	Bureau of Rehabilitation Services (BRS)
<input type="checkbox"/>	Department of Mental Retardation (DMR)
<input type="checkbox"/>	Department of Mental Health and Addiction Services (DMHAS)
<input type="checkbox"/>	Board of Education and Services for the Blind (BESB)
<input type="checkbox"/>	Department of Social Services (federal financial assistance, benefits such as SSI, SSDI)
<input type="checkbox"/>	One-Stop Centers (Employment Centers)
<input type="checkbox"/>	Other – Please specify:
<input type="checkbox"/>	No help from any adult service agency or community agency, it is not necessary
<input type="checkbox"/>	Did not know that any adult service agencies or community agencies were available

11. In general, how do you feel about your life? (Check only **one**)

<input type="checkbox"/>	Great	<input type="checkbox"/>	Sometimes good, sometimes bad
<input type="checkbox"/>	Good	<input type="checkbox"/>	Bad

Section B. Primary Employment: Current Status

If you are currently working full or part-time throughout the year, complete this section (If not, please go to Section C, question 18). If you only work a summer job, skip this section.

12. How many hours do you work each week?

<input type="checkbox"/>	Full-time (35 hours or more, per week)
<input type="checkbox"/>	Part-time (Between 21 and 34 hours per week)
<input type="checkbox"/>	Part-time (Less than 21 hours per week)

13. What type of job do you have? (Check the general career area)

<input type="checkbox"/>	Managerial and Administrative (in charge of a business or program)
<input type="checkbox"/>	Professional (e.g. doctor, lawyer, nurse, teacher)
<input type="checkbox"/>	Paraprofessional (e.g. teacher's aide, para-legal)
<input type="checkbox"/>	Technical (e.g. computers, auto repair)
<input type="checkbox"/>	Construction (e.g. building houses, related trades such as plumber, electrician)
<input type="checkbox"/>	Sales and Related (e.g. working in a store)
<input type="checkbox"/>	Office work (e.g. temporary agency)
<input type="checkbox"/>	Service Industry (e.g. cleaning, food prep., nurse's aide, childcare)
<input type="checkbox"/>	Agriculture (farming), Forestry (trees), Fishing, Landscaping
<input type="checkbox"/>	Factory work (e.g. assembly, packaging)
<input type="checkbox"/>	Military
<input type="checkbox"/>	Sheltered Workshop
<input type="checkbox"/>	Other: Specify:

14. How much do you earn?

<input type="checkbox"/>	Below minimum wage (less than \$7.10/hr.)
<input type="checkbox"/>	Minimum wage (\$7.10/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.10/hr.)

15. Please check **all** benefits you get on this job:

<input type="checkbox"/>	Health Insurance	<input type="checkbox"/>	Retirement benefits
<input type="checkbox"/>	Paid Vacation time	<input type="checkbox"/>	Tuition reimbursement/Assistance
<input type="checkbox"/>	Paid Sick time	<input type="checkbox"/>	I receive no benefits

16. How many jobs have you held since leaving high school?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ More than 5

17. Are you happy with your job? (Check only **one**)

<input type="checkbox"/>	Overall, generally happy
<input type="checkbox"/>	Some days happy, some days not happy
<input type="checkbox"/>	Parts of my job I like, parts I don't like
<input type="checkbox"/>	I wish I could get a new job

Section C. Postsecondary Education and Training: Current Status

If you are currently going to school or in a job-training program at any time during the year, complete this section.

18. What type of school or program are you currently attending? (Check only **one**)

<input type="checkbox"/>	Community, Technical or two-year college
<input type="checkbox"/>	Four-year college or university
<input type="checkbox"/>	Trade School (i.e. hairdressing, welding, computing, bartending, etc.)
<input type="checkbox"/>	Military Training School or Program
<input type="checkbox"/>	Adult Education (GED, High School Completion Program, etc.)
<input type="checkbox"/>	Other – Please specify:

19. What types of services are you receiving/accessing while in college or training program? (Check **all** that apply)

<input type="checkbox"/>	Disability Services (Disability Center/Office)
<input type="checkbox"/>	Tutoring in study skills and learning strategies
<input type="checkbox"/>	Accommodations (e.g. extra time on tests, note takers, etc.)
<input type="checkbox"/>	Study Groups
<input type="checkbox"/>	Academic Support Centers (e.g. Learning Center, Writing or Math Center, etc.)
<input type="checkbox"/>	Not aware of any support services in my school
<input type="checkbox"/>	It is difficult to access services/accommodations at my school
<input type="checkbox"/>	No help looked for, or needed to complete my course work
<input type="checkbox"/>	Other - Please specify:

EVERYONE, PLEASE ANSWER THIS FINAL QUESTION:

Is there anything else you would like to tell us about your life after you have left high school? (Please continue to the back of this page if necessary)

THANK YOU VERY MUCH FOR COMPLETING THIS IMPORTANT SURVEY!
Please return in the enclosed envelope

Appendix B

Cover Letter and Consent Form

Appendix C

Letter to LEA's from State Department of Education

Appendix D

Frequencies for Total Group
 $n = 695$

Table D1
Disability Type

Category	<u>N</u>	<u>%</u>
ADHD	33	4.7
Autism	9	1.3
Deaf/Blind	2	0.3
ED	90	12.9
Hearing Impairment	14	2.0
Intellectual Disability	57	8.2
Learning Disability	337	48.5
Multiple Disability	25	3.6
Neurological Impairment	15	2.2
Orthopedic	1	0.1
Other Health Impaired	68	9.8
Speech	33	4.7
TBI	3	0.4
Visual Impairment	8	1.2
Total	695	100.0

Table D2
Disability Type Grouped for Analysis

Category	<u>N</u>	<u>%</u>
ADHD	33	4.7
ED	90	12.9
Intellectual Disability	57	8.2
Learning Disability	337	48.5
Other Health Impaired	68	9.8
Speech	33	4.7
All Other Disabilities	77	11.1
Total	695	100.0

Table D3
Gender

Category	<u>N</u>	<u>%</u>
Female	265	38.1
Male	430	61.9
Total	695	100.0

Table D4
Ethnicity

Category	<u>N</u>	<u>%</u>
Asian/Pacific Islander	4	0.6
Black	44	6.3
Hispanic	31	4.5
Native American	3	0.4
Other	8	1.2
White	605	87.1
Total	695	100.0

Table D5
Year of Birth

Year	<u>N</u>	<u>%</u>
1980	20	2.9
1981	56	8.1
1982	41	5.9
1983	271	39.0
1984	290	41.7
1985	13	1.9
1986	4	.6
Total	695	100.0

Table D6
Age at Exit

Year	N	%
16	4	.6
17	18	2.6
18	311	44.7
19	249	35.8
20	37	5.3
21	64	9.2
22	12	1.7
Total	695	100.0

Table D7
Reason for Exit

Year	N	%
Graduated with Diploma	621	89.4
Graduated with Certificate	23	3.3
Dropped Out	30	4.3
Maximum Age	21	3.0
Total	695	100.0

Table D8
Who Completed This Survey?

Category	N	%
The Graduate/Exiter	416	62.3
The Parent/Guardian on Behalf of the Graduate/Exiter	228	34.1
Other	24	3.6
No Response	27	
Total	695	100.0

Table D9
Where Do You Live the Majority of the Year?

Category	N	%
Parent's or Relative's Home	444	64.8
Rented Apartment	77	11.2
My Own House/Condo	14	2.0
Group Home	7	1.0
On-Campus School Housing	125	18.2
Supervised Apartment/Home	16	2.3
Community Training Home	2	.3
No Response	10	
Total	695	100.0

Table D10
With Whom Do You Live the Majority of the Year?

Category	N	%
Husband/Wife	8	1.2
Roomate(s) – Not Related	140	20.7
Other Relative(s)	17	2.5
Boyfriend/Girlfriend	32	4.7
Parent/Guardian	433	64.1
Alone	46	6.8
No Response	19	
Total	695	100.0

Table D11
Which of the Following do you Have, or Have Access to?*

Category	N	%
Drivers License	511	73.5
Car	474	68.2
Car Insurance	431	62.0
Health Insurance	497	71.5
Checking Account	465	66.9
Savings Account	501	72.1
Credit Card	296	42.6
Computer	541	77.8
Internet Access	532	76.5
Telephone/Cell Phone	626	90.1

Note: * Respondents asked to select all that apply

Table D12
Do You . . .?*

Category	N	%
Vote	330	47.5
Take Part in Sports/Recreation	348	50.1
Belong to Clubs, Churches, Organizations	289	41.6
Attend Sporting or Cultural Outings	407	58.6
Have any Hobbies	490	70.5
Have Regular Fun Activities	487	70.1
Have Access to Transportation	469	67.5

Note: * Respondents asked to select all that apply

Table D13
With Whom do You Spend Most of your Free Time?

Category	N	%
Alone	64	9.3
With Old Friends from High School	119	17.3
With a Girlfriend, Boyfriend, or Fiancée	163	23.8
With Family Members	170	24.8
With New Friends Since High School	152	22.2
Groups/Social Organizations	18	2.6
No Response	9	
Total	695	100.0

Table D14
How Often Do You Get Together Socially With People You Do Not Live With?

Category	N	%
Never	32	4.7
One Day a Week	85	12.5
Once or Twice a Month	86	12.6
More Than One Day a Week	478	70.2
No Response	9	
Total	695	100.0

Table D15
Do You Consider Yourself Independent?

Category	N	<u>%</u>
Yes, I Make the Majority of My Own Decisions	354	51.8
No, My Parents/Guardian Make Most of my Decisions for Me	55	8.1
Somewhat, I Make Decisions with Input from Others	274	40.1
No Response	12	
Total	695	100.0

Table D16
Do You Speak Up for Yourself When Necessary?

Category	N	<u>%</u>
Most of the Time	413	60.6
Sometimes	229	33.6
Never	40	5.9
No Response	13	
Total	695	100.0

Table D17
 Because of Your Disability, Have You Experienced any of the Following
 Difficulties Related to Work or Social Situations?*

Category	N	%
Difficulty Making and Keeping Friends	127	18.3
Difficulty Getting Along with Boss and/or Co-Workers	82	11.8
Difficulty Keeping a Job	109	15.7
Difficulty Feeling Comfortable in Social Situations with People I do not Know Well	244	35.1
Experienced Bullying or Harassment	133	19.1
Trouble with the Law	82	11.8
Problems with Drugs/Alcohol	78	11.2

Note: * Respondents asked to select all that apply

Table D18
Which of the Following Agencies Have You Had Contact With Since Leaving High School?*

Category	N	%
Bureau of Rehabilitation Services	84	12.1
Department of Mental Retardation	78	11.2
Department of Mental Health and Addiction Services	24	3.5
Board of Education and Services for the Blind	10	1.4
Department of Social Services	111	16.0
One Stop Centers	17	2.4
Other Services	64	9.2
No Help Necessary	275	39.6
Did Not Know Help was Available	108	15.5

Note: * Respondents asked to select all that apply

Table D19
In General, How do You Feel About Your Life?

Category	N	%
Great	206	30.8
Good	212	31.7
Sometimes Good, Sometimes Bad	225	33.7
Bad	25	3.7
No Response	27	
Total	695	100.0

Table D20
How Many Hours Do You Work Each Week?

Category	N	%
Full-time (35 hours or more)	221	47.2
Part-Time (21 – 34 hours)	123	26.3
Part-time (less than 21 hours)	124	26.5
No Response	227	
Total	695	100.0

Table D21
What Kind of Job Do You Have?

Category	N	%
Managerial and Administrative	10	2.1
Professional	5	1.1
Paraprofessional	3	.6
Technical	23	4.9
Construction	36	7.6
Sales and Related	98	20.8
Office Work	16	3.4
Service Industry	74	15.7
Agriculture	18	3.8
Factory Work	16	3.4
Military	14	3.0
Sheltered Workshop	9	1.9
Other	150	31.8
No Response	223	
Total	695	100.0

Table D22
How Much Do You Earn?

Category	N	<u>%</u>
Below Minimum Wage (less than \$7.10/hour)	45	9.6
Minimum Wage (\$7.10/hour)	55	11.7
Above Minimum Wage (more than \$7.10/hour)	370	78.7
No Response	225	
Total	695	100.0

Table D23
What Benefits Do You Get On This Job?*

Category	N	<u>%</u>
Health Insurance	149	21.4
Paid Vacation Time	159	22.9
Paid Sick Time	132	19.0
Retirement Benefits	87	12.5
Tuition Reimbursement	57	8.2
No Benefits	240	34.5

Note: * Respondents asked to select all that apply

Table D24
Are You Happy with Your Job?

Category	N	%
Overall, Generally Happy	235	50.3
Some Days Happy, Some Days Not Happy	101	21.6
Parts of My Job I Like, Parts I Don't Like	79	16.9
I Wish I Could Get a New Job	52	11.1
No Response	228	
Total	695	100.0

Table D25
How Many Jobs Have You Held Since Leaving High School?

Category	N	%
1	159	32.6
2	167	34.2
3	91	18.6
4	39	8.0
5	17	3.5
More Than 5	15	3.1
No Response	207	
Total	695	100

Table D26
 What Type of School or Program Are You Attending?

Category	N	%
Community, Technical, or Two-Year College	149	36.2
Four Year College or University	170	41.3
Trade School	21	5.1
Military Training School or Program	11	2.7
Adult Education	8	1.9
Other School or Program	53	12.9
No Response	283	
Total	695	100.0

Table D27
 What Types of Services Are You Receiving While in College or Training Program?*

Category	N	%
Disability Services	96	13.8
Tutoring in Study Skills and Learning Strategies	72	10.4
Accommodations	109	15.7
Study Groups	52	7.5
Academic Support Centers	96	13.8
Not Aware of any Support Services	34	4.9
It is Difficult to Access Services/Accommodations	23	3.3
No Help Looked for or Needed	113	16.3
Other Types of Services	25	3.6

Note: * Respondents asked to select all that apply

Appendix E
Frequencies by Gender
 $n = 695$

Table E1
Gender

	<u>N</u>	<u>%</u>
Female	265	38.1
Male	430	61.9
Total	695	100

Table E2
Ethnicity by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Black	16	6.0	28	6.5
Hispanic	10	3.8	21	4.9
Native American	2	.8	1	.2
Other	4	1.5	4	.9
White	233	87.9	372	86.5
Asian/Pacific Island	0	0	4	.9
Total	265	100.0	430	100.0

Table E3
Disability Type by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	2	.8	31	7.2
ED	40	15.1	50	11.6
Hearing Impairment	9	3.4	5	1.2
Intellectual Disability	27	10.2	30	7.0
Learning Disability	120	45.3	217	50.5
Multiple Disability	11	4.2	14	3.3
Neurological Impairment	5	1.9	10	2.3
Orthopedic	0	0	1	.2
Other Health Impaired	26	9.8	42	9.8
Speech	20	7.5	13	3.0
TBI	0	0	3	.7
Visual Impairment	1	.4	7	1.6
Total	265	100.0	430	100.0

Table E4
Reason for Exit by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	234	88.3	387	90.0
Graduated with Certificate	10	3.8	13	3.0
Dropped Out	12	4.5	18	4.2
Reached Maximum Age	9	3.4	12	2.8
Total	265	100.0	430	100.0

Table E5
Who Completed This Survey? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduate/Exiter	178	69.8	238	57.6
Parent/Guardian	66	25.9	162	39.2
Other	11	4.2	13	3.1
No Response	10		17	
Total	265	100.0	430	100.0

Table E6
Where Do You Live the Majority of the Year? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Parent's or Relative's Home	162	61.1	282	66.8
Rented Apartment	29	11.0	48	11.4
My Own House/Condo	7	2.7	7	1.7
Group Home	3	1.1	4	.9
On-Campus School Housing	53	20.2	72	17.1
Supervised Apartment/Home	9	3.4	7	1.7
Community Training Home	0	0	2	.5
No Response	2		8	
Total	265	100.0	430	0

Table E7
 With Whom Do You Live the Majority of the Year? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Husband/Wife	3	1.1	5	1.2
Roomate(s) – Not Related	56	21.4	84	20.3
Other Relative(s)	11	4.2	6	1.4
Boyfriend/Girlfriend	24	9.2	8	1.9
Parent/Guardian	152	58.0	281	67.9
Alone	16	6.1	30	7.2
No Response	3		16	
Total	265	100	430	100.0

Table E8
Which of the Following do you Have, or Have Access to? by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Drivers License	184	69.4	327	76.0
Car	176	66.4	298	69.3
Car Insurance	151	57.0	280	65.1
Health Insurance	183	69.1	314	73.0
Checking Account	186	70.2	279	64.9
Savings Account	194	73.2	307	71.4
Credit Card	114	43.0	182	42.3
Computer	198	74.7	343	79.8
Internet Access	192	72.5	340	79.1
Telephone/Cell Phone	231	87.2	395	91.9

Note: * Respondents asked to select all that apply

Table E9
Do You....? by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Vote	120	45.3	210	48.8
Take Part in Sports/Recreation	90	34.0	258	60.0
Belong to Clubs, Churches, Organizations	106	40.0	183	42.6
Attend Sporting or Cultural Outings	136	51.3	271	63.0
Have any Hobbies	169	63.8	321	74.7
Have Regular Fun Activities	178	67.2	309	71.9
Have Access to Transportation	172	64.9	297	69.1

Note: * Respondents asked to select all that apply

Table E10
 With Whom Do You Spend Most of Your Free Time? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Alone	20	7.6	44	10.4
With Old Friends from High School	31	11.8	88	20.8
With a Girlfriend, Boyfriend, or Fiancée	68	25.9	95	22.5
With Family Members	84	31.9	86	20.3
With New Friends Since High School	58	22.1	94	22.2
Groups/Social Organizations	2	.8	16	3.8
No Response	2		7	
Total	265	100.0	430	100.0

Table E11
 How Often Do You Get Together Socially With People You Do Not Live With? by
 Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Never	16	6.1	16	3.8
One Day a Week	30	11.5	55	13.1
Once or Twice a Month	34	13.0	52	12.4
More Than One Day a Week	182	69.5	296	70.6
No Response	3		11	
Total	265	100.0	430	100.0

Table E12
Do You Consider Yourself Independent? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes, I Make the Majority of My Own Decisions	134	50.8	220	52.5
No, My Parents/Guardian Make Most of my Decisions for Me	24	9.1	31	7.4
Somewhat, I Make Decisions with Input from Others	106	40.2	168	40.1
No Response	1		11	
Total	265	100.0	430	100.0

Table E13
Do You Speak up For Yourself When Necessary? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Most of the Time	142	54.4	271	64.4
Sometimes	95	36.4	134	31.8
Never	24	9.2	16	3.8
No Response	4		9	
Total	265	100.0	430	100.0

Table E14
 Because of Your Disability, Have You Experienced any of the Following
 Difficulties Related to Work or Social Situations? by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Difficulty Making and Keeping Friends	51	19.2	76	17.7
Difficulty Getting Along with Boss and/or Co-Workers	25	9.4	57	13.3
Difficulty Keeping a Job	37	14.0	72	16.7
Difficulty Feeling Comfortable in Social Situations with People I do not Know Well	96	36.2	148	34.4
Experienced Bullying or Harassment	54	20.4	79	18.4
Trouble with the Law	15	5.7	67	15.6
Problems with Drugs/Alcohol	20	7.5	58	13.5

Note: * Respondents asked to select all that apply

Table E15
Which of the Following Agencies Have You Had Contact With Since Leaving High School? by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Bureau of Rehabilitation Services	33	12.5	51	11.9
Department of Mental Retardation	34	12.8	44	10.2
Department of Mental Health and Addiction Services	8	3.0	16	3.7
Board of Education and Services for the Blind	3	1.1	7	1.6
Department of Social Services	56	21.2	55	12.8
One Stop Centers	6	2.3	11	2.6
Other Services	23	8.7	41	9.5
No Help Necessary	101	38.1	174	40.5
Did Not Know Help was Available	43	16.2	65	15.1

Note: * Respondents asked to select all that apply

Table E16
In General, How Do You Feel About Your Life? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Great	69	27.4	137	32.9
Good	75	29.8	137	32.9
Sometimes Good, Sometimes Bad	99	39.3	126	30.3
Bad	9	3.6	16	3.8
No Response	13		14	
Total	265	100.0	430	100.0

Table E17
How Many Hours Do You Work Each Week? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-time (35 hours or more)	68	40.0	153	51.3
Part-Time (21 – 34 hours)	52	30.6	71	23.8
Part-time (less than 21 hours)	50	29.4	74	24.8
No Response	95		132	
Total	265	100.0	430	100.0

Table E18
What Kind of Job Do You Have? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Managerial and Administrative	6	3.5	4	1.3
Professional	4	2.3	1	.3
Paraprofessional	2	1.2	1	.3
Technical	1	.6	22	7.3
Construction	0	0	36	12.0
Sales and Related	43	25.1	55	18.3
Office Work	11	6.4	5	1.7
Service Industry	32	18.7	42	14.0
Agriculture	2	1.2	16	5.3
Factory Work	5	2.9	11	3.7
Military	1	.6	13	4.3
Sheltered Workshop	4	2.3	5	1.7
Other	60	35.1	90	29.9
No Response	94		129	
Total	265	100.0	430	100.0

Table E19
How Much Do You Earn? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Below Minimum Wage (less than \$7.10/hour)	22	13.0	23	7.6
Minimum Wage (\$7.10/hour)	23	13.6	32	10.6
Above Minimum Wage (more than \$7.10/hour)	124	73.4	246	81.7
No Response	96		129	
Total	265	100.0	430	100.0

Table E20
 What Benefits do You Get on this Job? by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Health Insurance	42	15.8	107	24.9
Paid Vacation Time	54	20.4	105	24.4
Paid Sick Time	40	15.1	92	21.4
Retirement Benefits	23	8.7	64	14.9
Tuition Reimbursement	14	5.3	43	10.0
No Benefits	90	34.0	150	34.0

Note: * Respondents asked to select all that apply

Table E21
Are You Happy with Your Job? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Overall, Generally Happy	83	49.7	152	50.7
Some Days Happy, Some Days Not Happy	40	24.0	61	20.3
Parts of My Job I Like, Parts I Don't Like	25	15.0	54	18.0
I Wish I Could Get a New Job	19	11.4	33	11.0
No Response	98		130	
Total	265	100.0	430	100.0

Table E22
How Many Jobs Have You Had Since High School? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1	56	31.6	103	33.1
2	65	36.7	102	32.8
3	33	18.6	58	18.6
4	13	7.3	26	8.4
5	3	1.7	14	4.5
More Than 5	7	4.0	8	2.6
No Response	88		119	
Total	265	100.0	430	100.0

Table E23
 What Type of School or Program Are You Attending? by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Community, Technical, or Two-Year College	61	37.2	88	35.5
Four Year College or University	65	39.6	105	42.3
Trade School	7	4.3	14	5.6
Military Training School or Program	1	.6	10	4.0
Adult Education	4	2.4	4	1.6
Other School or Program	26	15.9	27	10.9
No Response	101		182	
Total	265	100.0	430	100.0

Table E24
 What Types of Services Are You Receiving While in College or Training Program?
 by Gender*

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Disability Services	43	16.2	53	12.3
Tutoring in Study Skills and Learning Strategies	26	9.8	46	10.7
Accommodations	54	20.4	55	12.8
Study Groups	18	6.8	34	7.9
Academic Support Centers	42	15.8	54	12.6
Not Aware of any Support Services	6	2.3	28	6.5
It is Difficult to Access Services/Accommodations	8	3.0	15	3.5
No Help Looked for or Needed	38	14.3	75	17.4
Other Types of Services	17	6.4	8	1.9

Note: * Respondents asked to select all that apply

Appendix F

Frequencies by Disability Type
 $n = 695$

Table F1
Disability Type

	<u>N</u>	<u>%</u>
ADHD	33	4.7
Autism	9	1.3
Deaf/Blind	2	0.3
ED	90	12.9
Hearing Impairment	14	2.0
Intellectual Disability	57	8.2
Learning Disability	337	48.5
Multiple Disability	25	3.6
Neurological Impairment	15	2.2
Orthopedic	1	0.1
Other Health Impaired	68	9.8
Speech	33	4.7
TBI	3	0.4
Visual Impairment	8	1.2
Total	695	100.0

Table F2
Disability Type Grouped for Analysis

	<u>N</u>	<u>%</u>
ADHD	33	4.7
ED	90	12.9
Intellectual Disability	57	8.2
Learning Disability	337	48.5
Other Health Impaired	68	9.8
Speech	33	4.7
All Other Disabilities	77	11.1
Total	695	100

Table F3
Disability Type by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	2	.8	31	7.2
ED	40	15.1	50	11.6
Hearing Impairment	9	3.4	5	1.2
Intellectual Disability	27	10.2	30	7.0
Learning Disability	120	45.3	217	50.5
Multiple Disability	11	4.2	14	3.3
Neurological Impairment	5	1.9	10	2.3
Orthopedic	0	0	1	.2
Other Health Impaired	26	9.8	42	9.8
Speech	20	7.5	13	3.0
TBI	0	0	3	.7
Visual Impairment	1	.4	7	1.6
Total	265	100.0	430	100.0

Table F5
Ethnicity by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Asian/Pacific Islander	0	0	0	0	1	1.8	2	.6	0	0	0	0	1	1.3
Black	1	3.0	6	6.7	9	15.8	22	6.5	1	1.5	0	0	5	6.5
Hispanic	0	0	5	5.6	6	10.5	12	3.6	0	0	4	12.1	4	5.2
Native American	0	0	0	0	1	1.8	1	.3	0	0	0	0	1	1.3
Other	0	0	2	2.2	0	0	3	.9	1	1.5	0	0	2	2.6
White	32	97.0	77	85.6	40	70.2	297	88.1	66	97.1	29	87.9	64	83.1
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F5
Reason for Exit by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Graduated with Diploma	31	93.9	75	83.3	44	77.2	321	95.3	65	95.6	31	93.9	54	70.1
Graduated with Certificate	0	0	1	1.1	4	7.0	5	1.5	0	0	0	0	13	16.9
Reached Maximum Age	0	0	1	1.1	9	15.8	2	.6	0	0	0	0	9	11.7
Dropped Out	2	6.1	13	14.4	0	0	9	2.7	3	4.4	2	6.1	1	1.3
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F6
Who Completed the Survey by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Graduate/ Exiter	15	46.9	55	64.7	9	16.4	219	67.8	53	80.3	27	81.8	38	51.4
Parent/ Guardian	16	50.0	26	30.6	43	78.2	92	28.5	12	18.2	5	15.2	34	45.9
Other	1	3.1	4	4.7	3	5.5	12	3.7	1	1.5	1	3.0	2	2.7
No Response	1		5		2		14		2		1		3	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F7
Where Do You Live the Majority of the Year? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Parent's or Relative's Home	16	53.3	58	65.2	46	80.7	207	62.3	42	61.8	24	72.7	51	67.1
Rented Apartment	9	30.3	18	20.2	4	7.0	37	11.1	4	5.9	1	3.0	4	5.3
My Own House/Condo	0	0	3	3.4	1	1.8	8	2.4	1	1.5	1	3.0	0	0
Group Home	0	0	1	1.1	1	1.8	1	.3	0	0	0	0	4	5.3
On-Campus School Housing	5	16.7	5	5.6	3	5.3	71	21.4	19	27.9	7	21.2	15	19.7
Supervised Apartment/Home	0	0	3	3.4	2	3.5	7	2.1	2	2.9	0	0	2	2.6

(Table continues)

Table F7 (continued)
Where Do You Live the Majority of the Year? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Community Training Home	0	0	1	1.1	0	0	1	.3	0	0	0	0	0	0
No Response	3		1		0	0	5		0	0	0	0	0	0
Total	33	100.0	90	100.0	57	100.0	337	100	68	100.0	33	100.0	77	100.0

Table F8
With Whom Do You Live the Majority of the Year? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Husband/Wife	0	0	2	2.3	0	0	3	.9	1	1.5	1	3.0	1	1.3
Roomate(s) – Not Related	9	29.0	10	11.4	4	7.4	79	23.8	18	27.3	7	21.2	13	18.1
Other Relative(s)	0	0	3	3.4	1	1.9	9	2.7	2	3.0	2	6.1	0	0
Boyfriend/ Girlfriend	2	6.5	7	8.0	1	1.9	18	5.4	1	1.5	1	3.0	2	2.8
Parent/ Guardian	18	58.1	55	62.5	46	85.2	204	61.4	39	59.1	22	66.7	49	68.1
Alone	2	6.5	11	12.5	2	3.7	19	5.7	5	7.6	0	0	7	9.7
No Response	2		2		3		5		2		0		5	
Total	33	100.0	90	100.0	57	100.0	337	100	68	100.0	33	100.0	77	100.0

Table F9
Which of the Following do you Have, or Have Access to? by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Drivers License	29	12.1	68	75.6	5	8.8	300	89.0	55	80.9	27	81.8	27	35.1
Car	23	69.7	65	72.2	5	8.8	279	82.8	51	75.0	20	60.6	31	40.3
Car Insurance	26	78.8	57	63.3	5	8.8	251	74.5	51	75.0	16	48.5	25	32.5
Health Insurance	28	84.8	61	67.8	34	59.6	244	72.4	58	85.3	17	51.5	55	71.4
Checking Account	22	66.7	60	66.7	15	26.3	248	73.6	54	79.4	22	66.7	44	57.1
Savings Account	24	72.7	63	70.0	25	43.9	261	77.4	54	79.4	21	63.6	53	68.8
Credit Card	15	45.5	31	34.4	5	8.8	169	50.1	42	61.8	10	30.3	24	31.2

Note: * Respondents asked to select all that apply

(Table continues)

Table F9 (continued)
Which of the Following do you Have, or Have Access to? by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Computer	26	78.8	70	77.8	28	49.1	273	81.0	59	86.8	24	72.7	61	79.2
Internet Access	26	78.8	67	74.4	18	31.6	278	82.5	64	94.1	25	75.8	54	70.1
Telephone/ Cell Phone	31	93.9	85	94.4	35	61.4	321	95.3	65	95.6	28	84.8	61	79.2

Note: * Respondents asked to select all that apply

Table F10
Do You...? by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Vote	16	48.5	39	43.3	20	35.1	162	48.1	46	67.6	12	36.4	35	45.5
Take Part in Sports/ Recreation	20	60.6	28	31.1	30	52.6	191	56.7	33	48.5	10	30.3	36	46.8
Belong to Clubs, Churches, Organizations	14	42.4	19	21.1	22	38.6	145	43.0	41	60.3	10	30.3	38	49.4
Attend Sporting or Cultural Outings	20	60.6	35	38.9	29	50.9	219	65.0	47	69.1	15	45.5	42	54.5
Have any Hobbies	19	57.6	61	67.8	25	43.9	262	77.7	55	80.9	21	63.6	47	61.0
Have Regular Fun Activities	23	69.7	62	68.9	22	38.6	264	78.3	49	72.1	23	69.7	44	57.1
Have Access to Transportation	25	75.8	56	62.2	31	54.4	234	69.4	58	85.3	20	60.6	45	58.4

Note: * Respondents asked to select all that apply

Table F11
With Whom do You Spend Most of your Free Time? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Alone	3	9.4	15	17.2	6	10.5	23	6.9	3	4.4	2	6.1	12	15.8
With Old Friends from High School	8	25.0	13	14.9	4	7.0	71	21.3	14	20.6	8	24.2	1	1.3
With a Girlfriend, Boyfriend, or Fiancée	1	1.8	24	27.6	1	1.8	97	29.1	15	22.1	10	30.3	9	11.8
With Family Members	3	9.4	13	14.9	42	73.7	56	16.8	14	20.6	8	24.2	34	44.7
With New Friends Since High School	10	31.3	18	20.7	1	1.8	82	24.6	19	27.9	5	15.2	17	22.4
Groups/Social Organizations	1	3.1	4	4.6	3	5.3	4	1.2	3	4.4	0	0	3	3.9
No Response	1		3		0		4		0		0		1	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F12
How Often Do You Get Together Socially With People You Do Not Live With? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Never	0	0	2	2.3	7	12.5	10	3.0	1	1.5	4	12.5	8	10.8
One Day a Week	3	9.7	9	10.3	11	19.6	39	11.7	11	16.4	3	9.4	9	12.2
Once or Twice a Month	3	9.7	11	12.6	17	30.4	30	9.0	8	11.9	3	12.6	14	18.9
More Than One Day a Week	25	80.6	65	74.7	21	37.5	255	76.3	47	70.1	22	68.8	43	58.1
No Response	2		3		1		3		1		1		3	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F13
Do You Consider Yourself Independent? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Yes, I Make the Majority of My Own Decisions	18	56.3	52	58.4	8	14.3	194	58.8	40	58.8	20	60.6	22	29.3
No, My Parents/ Guardian Make Most of my Decisions for Me	1	3.1	2	2.2	28	50.0	7	2.1	0	0	1	3.0	16	21.3
Somewhat, I Make Decisions with Input from Others	13	40.6	35	39.3	20	35.7	129	39.1	28	41.2	12	36.4	37	49.3
No Response	1		1		1		7		0		0		2	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F14
Do You Speak up For Yourself When Necessary? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Most of the Time	21	65.6	57	64.0	20	35.7	215	64.8	48	70.6	17	51.5	35	48.6
Sometimes	11	34.4	27	30.3	21	37.5	107	32.2	20	29.4	13	39.4	30	41.7
Never	0	0	5	5.6	15	26.8	10	3.0	0	0	3	9.1	7	9.7
No Response	1		1		1		5		0		0		5	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F15

Because of Your Disability, Have You Experienced any of the Following Difficulties Related to Work or Social Situations?
by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Difficulty Making and Keeping Friends	4	12.1	28	31.1	15	26.3	37	11.0	14	20.6	5	15.2	24	21.2
Difficulty Getting Along with Boss and/or Co-Workers	5	15.2	23	25.6	6	10.5	31	9.2	5	7.4	5	15.2	7	9.1
Difficulty Keeping a Job	8	24.2	30	33.3	6	10.5	38	11.3	10	14.7	3	9.1	14	18.2
Difficulty Feeling Comfortable in Social Situations with People I do not Know Well	10	30.3	43	47.8	20	35.1	101	30.0	24	35.3	13	39.4	33	42.9
Experienced Bullying or Harassment	7	21.2	25	27.8	14	24.6	49	14.5	12	17.6	8	24.2	18	23.4

Note: * Respondents asked to select all that apply

(Table continues)

Table F15 (continued)

Because of Your Disability, Have You Experienced any of the Following Difficulties Related to Work or Social Situations?
by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Trouble with the Law	11	33.3	24	26.7	4	7.0	29	8.6	10	4.7	2	6.1	2	2.6
Problems with Drugs/ Alcohol	11	33.3	22	22.4	2	3.5	26	7.7	11	16.2	3	9.1	3	3.9

Note: * Respondents asked to select all that apply

Table F16
Which of the Following Agencies Have You Had Contact With Since Leaving High School? by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Bureau of Rehabilitation Services	1	3.0	12	13.3	10	17.5	19	5.6	12	17.6	2	6.1	28	36.4
Department of Mental Retardation	0	0	2	2.2	44	77.2	3	.9	1	1.5	1	3.0	27	35.1
Department of Mental Health and Addiction Services	1	3.0	12	13.3	1	1.8	6	1.8	2	2.9	0	0	2	2.6
Board of Education and Services for the Blind	0	0	1	1.1	3	5.3	0	0	0	0	0	0	6	7.8
Department of Social Services	1	3.0	18	20.0	38	66.7	13	3.9	4	5.9	2	6.1	35	45.5
One Stop Centers	2	6.1	2	2.2	2	3.5	7	2.1	1	1.5	1	3.0	2	2.6
Other Services	2	6.1	9	10.0	14	24.6	23	6.8	6	8.8	1	3.0	9	11.7
No Help Necessary	17	51.5	29	32.2	2	3.5	174	51.6	25	36.8	16	48.5	12	15.6
Did Not Know Help was Available	8	24.2	17	18.9	4	7.0	61	18.1	9	13.2	8	24.2	1	1.3

Note: * Respondents asked to select all that apply

Table F17
In General, How do You Feel About Your Life? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Great	5	15.6	9	10.3	19	36.5	112	34.3	23	35.4	12	37.5	26	35.6
Good	11	34.4	24	27.6	18	34.6	111	33.9	20	30.8	5	15.6	23	31.5
Sometimes Good, Sometimes Bad	13	25.0	47	54.0	13	25.0	98	30.0	20	30.8	10	31.3	23	31.5
Bad	2	6.3	7	8.0	2	3.8	6	1.8	2	3.1	5	15.6	1	1.4
No Response	1		3		5		10		3		1		4	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F18
How Many Hours Do You Work Each Week? by Disability Type

Disability	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Full-time (35 hours or more)	15	68.2	33	50.0	6	17.1	129	54.9	19	43.2	10	43.5	9	20.9
Part-Time (21 – 34 hours)	3	13.6	17	25.8	17	48.6	58	24.7	11	25.0	9	39.1	8	18.6
Part-time (less than 21 hours)	4	18.2	16	24.2	12	34.3	48	20.4	14	31.8	4	17.4	26	60.5
No Response	11		24		22		102		24		10		34	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F19
What Kind of Job Do You Have? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Managerial and Administrative	0	0	3	4.5	1	2.9	5	2.1	1	2.3	0	0	0	0
Professional	0	0	0	0	0	0	4	1.7	1	2.3	0	0	0	0
Para professional	0	0	0	0	0	0	1	.4	1	2.3	1	4.3	0	0
Technical	1	4.5	2	3.0	0	0	15	6.3	5	11.4	0	0	0	0
Construction	6	27.3	6	9.1	0	0	21	8.8	2	4.5	1	4.3	0	0
Sales and Related	3	13.6	20	30.3	3	8.6	44	18.4	11	25.0	4	17.4	13	30.2
Office Work	1	4.5	2	3.0	1	2.9	5	2.1	1	2.3	3	13.0	3	7.0
Service Industry	4	18.2	4	6.1	12	34.3	32	13.4	5	11.4	4	17.4	13	30.2
Agriculture	2	9.1	1	1.5	1	2.9	13	5.4	1	2.3	0	0	0	0
Factory Work	1	4.5	3	4.5	4	11.4	7	2.9	0	0	0	0	1	2.3

(Table continues)

Table F19 (continued)
 What Kind of Job Do You Have? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Military	2	9.1	1	1.5	0	0	9	3.8	1	2.3	0	0	1	2.3
Sheltered Workshop	0	0	1	1.5	5	14.3	0	0	0	0	0	0	3	7.0
Other	2	9.1	22	34.8	8	22.9	83	34.7	15	34.1	10	43.5	9	20.9
No Response	11		24		22		98		24		10		34	
Total	33	100	90	100	57	100	337	100	68	100	33		77	

Table F20
How Much Do You Earn? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Below Minimum Wage (less than \$7.10/hour)	1	4.5	3	4.5	20	57.1	7	3.0	4	9.1	1	4.3	9	20.5
Minimum Wage (\$7.10/hour)	1	4.5	9	13.6	8	22.9	23	9.7	2	4.5	2	8.7	10	22.7
Above Minimum Wage (more than \$7.10/hour)	20	90.9	54	81.8	7	20.0	206	87.3	38	86.4	20	87.0	25	56.8
No Response	11		24		22		101		24		10		33	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F21
 What Benefits Do You Get On This Job? by Disability Type*

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Health Insurance	11	33.3	17	18.9	3	5.3	93	27.6	9	13.2	9	27.3	7	9.1
Paid Vacation Time	7	21.2	23	25.6	10	17.5	89	26.4	10	14.7	11	33.3	9	11.7
Paid Sick Time	7	21.2	19	21.1	6	10.5	75	22.3	9	13.2	9	27.3	7	9.1
Retirement Benefits	7	21.2	14	15.6	1	1.8	53	15.7	4	5.9	5	15.2	3	3.9
Tuition Reimbursement	5	15.2	10	11.1	0	0	32	9.5	4	5.9	2	6.1	4	5.2
No Benefits	10	30.3	37	41.1	21	36.8	103	30.6	30	44.1	9	27.3	30	39.0

Note: * Respondents asked to select all that apply

Table F22
Are You Happy with Your Job? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Overall, Generally Happy	8	36.4	28	43.1	25	69.4	117	49.6	26	5.9	8	34.8	23	56.1
Some Days Happy, Some Days Not Happy	4	18.2	16	24.6	5	13.9	54	22.9	11	25.0	6	26.1	5	12.2
Parts of My Job I Like, Parts I Don't Like	6	27.3	9	13.8	4	11.1	43	18.2	4	9.1	5	21.7	8	19.5
I Wish I Could Get a New Job	4	18.2	12	18.5	2	5.6	22	9.3	3	6.8	4	17.4	5	12.2
No Response	11		25		21		101		24		10		36	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F23
How Many Jobs Have You Held Since Leaving High School? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
1	7	31.8	16	23.5	23	65.7	72	29.3	12	25.5	9	36.0	20	44.4
2	6	27.3	21	30.9	7	20.0	89	36.2	16	34.0	12	48.0	16	35.6
3	5	22.7	17	25.0	5	14.3	49	19.9	7	14.9	2	8.0	6	13.3
4	3	13.6	7	10.3	0	0	18	7.3	9	19.1	1	4.0	1	2.2
5	1	4.5	3	4.4	0	0	10	4.1	1	2.1	0	0	2	4.4
More than 5	0	0	4	5.9	0	0	8	3.3	2	4.3	1	4.0	0	0
No Response	11		22		22		91		21		8		32	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F24
What Type of School or Program Are You Attending? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Community, Technical, or Two-Year College	4	23.5	15	39.5	2	16.7	81	35.2	27	47.4	7	36.8	13	33.3
Four Year College or University	9	52.9	10	26.3	1	8.3	101	43.9	25	43.9	8	42.1	16	41.0
Trade School	2	11.8	4	10.5	0	0	12	5.2	2	3.5	0	0	1	2.6
Military Training School or Program	0	0	1	2.6	0	0	8	3.5	1	1.8	0	0	1	2.6
Adult Education	0	0	3	7.9	0	0	2	0.9	0	0	2	10.5	1	2.6
Other School or Program	2	11.8	5	13.2	9	75.0	26	11.3	2	3.5	2	10.5	7	17.9
No Response	16		52		45		107		11		14		38	
Total	33	100	90	100	57	100	337	100	68	100	33	100	77	100

Table F25
 What Types of Services Are You Receiving While in College or Training Program? by Disability Type

	ADHD		ED		ID		LD		OHI		Speech		Other	
	<u>N</u>	<u>%</u>												
Disability Services	3	9.1	3	3.3	5	8.8	46	13.6	20	29.4	4	12.1	15	19.5
Tutoring in Study Skills and Learning Strategies	3	9.1	3	3.3	2	3.5	42	12.5	10	14.7	5	15.2	7	9.1
Accomms	1	3.0	4	4.4	3	5.3	57	16.9	19	27.9	5	15.2	20	26.0
Study Groups	1	3.0	1	1.1	0	0	33	9.8	9	13.2	6	18.2	2	2.6
Academic Support Centers	4	12.1	3	3.3	2	3.5	55	16.3	15	22.1	5	15.2	12	15.6
Not Aware of any Support Services	2	6.1	6	6.7	2	3.5	20	5.9	3	4.4	1	3.0	0	0
It is Difficult to Access Services/ Accomms	4	12.1	1	1.1	1	1.8	11	3.3	6	8.8	0	0	0	0
No Help Looked for or Needed	6	18.2	15	16.7	0	0	63	18.7	15	22.1	5	15.2	9	11.7
Other Types of Services	1	3.0	1	1.1	2	3.5	13	3.9	0	0	2	6.1	6	7.8

Appendix G

Frequencies by Ethnicity
n = 695

Table G1
Ethnicity

Category	<u>N</u>	<u>%</u>
Asian/Pacific Islander	4	0.6
Black	44	6.3
Hispanic	31	4.5
Native American	3	0.4
Other	8	1.2
White	605	87.1
Total	695	100

Table G2
Ethnicity by Disability

	Black		Hispanic		White		Other	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	1	2.3	0	0	32	97.0	0	0
ED	6	13.6	5	5.6	77	85.6	2	2.2
ID	9	20.5	6	10.5	40	70.2	2	3.5
LD	22	50.0	14	4.3	280	86.7	5	1.5
OHI	1	2.3	0	0	64	97.0	1	1.5
Other	5	4.6	7	6.4	93	85.3	4	3.7

Table G3
Gender by Ethnicity

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Black	16	6.0	28	6.5
Hispanic	10	3.8	21	4.9
Native American	2	.8	1	.2
Other	4	1.5	4	.9
White	233	87.9	372	86.5
Asian/Pacific Island	0	0	4	.9
Total	265	100.0	430	100.0

Table G4
Reason for Exit by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	35	79.5	24	77.4	12	80.0	550	90.9
Graduated with Certificate	4	9.1	4	12.9	2	13.3	13	2.1
Dropped Out	2	4.5	25	4.1	1	6.7	25	4.1
Reached Maximum Age	3	6.8	1	3.2	1	6.7	17	2.8
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G5
Who Completed This Survey? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduate/Exiter	24	60.0	17	54.8	8	61.5	367	62.8
Parent/Guardian	13	32.5	13	41.9	5	38.5	197	33.7
Other	3	7.5	1	3.2	0	0	20	3.4
No Response	4		0		2		21	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G6
Where Do You Live the Majority of the Year? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Parent's or Relative's Home	33	78.6	24	77.4	9	60.0	378	63.3
Rented Apartment	6	14.3	4	12.9	2	13.3	65	10.9
My Own House/Condo	0	0	0	0	0	0	14	2.3
Group Home	0	0	0	0	0	0	7	1.2
On-Campus School Housing	1	2.4	1	3.2	1	6.7	122	20.4
Supervised Apartment/Home	2	4.8	2	6.5	3	20.0	9	1.5
Community Training Home	0	0	0	0	0	0	2	.3
No Response	2		0		0		8	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G7
With Whom Do You Live the Majority of the Year? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Husband/Wife	0	0	0	0	0	0	8	1.4
Roomate(s) – Not Related	3	7.1	2	6.7	3	20.0	132	22.4
Other Relative(s)	4	9.5	2	6.7	0	0	11	1.9
Boyfriend/Girlfriend	2	4.8	3	10.0	0	0	27	4.6
Parent/Guardian	30	71.4	21	70.0	12	80.0	370	62.8
Alone	3	6.8	2	6.7	0	0	41	7.0
No Response	2		1				16	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G8
Which of the Following do you Have, or Have Access to? by Ethnicity*

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Drivers License	19	43.2	14	45.2	11	73.3	467	77.2
Car	15	34.1	13	41.9	10	66.7	436	72.1
Car Insurance	10	22.7	12	38.7	10	66.7	399	66.0
Health Insurance	20	45.5	16	51.6	10	66.7	451	74.5
Checking Account	17	38.6	9	29.0	11	73.3	428	70.7
Savings Account	24	54.5	13	41.9	9	60.0	455	75.2
Credit Card	10	22.7	6	19.4	4	26.7	276	45.6
Computer	21	47.7	10	32.3	11	73.3	499	82.5
Internet Access	20	45.5	12	38.7	10	66.7	490	81.0
Telephone/Cell Phone	32	72.7	21	67.7	13	86.7	560	92.6

Note: * Respondents asked to select all that apply

Table G9
Do You..? by Ethnicity*

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Vote	13	29.5	11	35.5	7	46.7	299	49.4
Take Part in Sports/Recreation	19	43.2	9	29.0	5	33.3	315	52.1
Belong to Clubs, Churches, Organizations	19	43.2	6	19.4	3	20.0	261	43.1
Attend Sporting or Cultural Outings	12	27.3	9	29.0	7	46.7	379	62.6
Have any Hobbies	29	65.9	17	54.8	7	46.7	437	72.2
Have Regular Fun Activities	18	40.9	15	48.4	13	86.7	441	72.9
Have Access to Transportation	34	77.3	22	71.0	7	46.7	406	67.1

Note: * Respondents asked to select all that apply

Table G10
With Whom Do You Spend Most of your Free Time? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Alone	6	14.0	4	12.9	0	0	54	9.0
With Old Friends from High School	4	9.3	3	9.7	5	33.3	107	17.9
With a Girlfriend, Boyfriend, or Fiancée	9	20.9	11	35.5	3	20.0	140	23.5
With Family Members	20	46.5	7	22.6	5	33.3	138	23.1
With New Friends Since High School	3	7.0	4	12.9	2	13.3	143	24.0
Groups/Social Organizations	1	2.3	2	6.5	0	0	15	2.5
No Response	1						8	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G11
How Often Do You Get Together Socially With People You Do Not Live With? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Never	3	7.1	4	12.9	0	0	25	4.2
One Day a Week	6	14.3	3	9.7	0	0	76	12.8
Once or Twice a Month	6	14.3	2	6.5	4	26.7	74	12.5
More Than One Day a Week	27	64.3	22	71.0	11	73.3	418	70.5
No Response	2						12	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G12
Do You Consider Yourself Independent? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes, I Make the Majority of My Own Decisions	22	53.7	15	48.4	7	46.7	310	52.0
No, My Parents/Guardian Make Most of my Decisions for Me	6	14.6	4	12.9	2	13.3	43	7.2
Somewhat, I Make Decisions with Input from Others	13	31.7	12	38.7	6	40.0	243	40.8
No Response	3						9	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G13
Do You Speak up For Yourself When Necessary? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Most of the Time	23	53.5	17	54.8	4	30.8	369	62.0
Sometimes	17	39.5	13	41.9	8	61.5	191	32.1
Never	3	7.0	1	3.2	1	7.7	35	5.9
No Response	1				2		10	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G14
 Because of Your Disability, Have You Experienced any of the Following Difficulties
 Related to Work or Social Situations? by Ethnicity*

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Difficulty Making and Keeping Friends	7	15.9	5	16.1	2	13.3	113	18.7
Difficulty Getting Along with Boss and/or Co-Workers	5	11.4	7	22.6	1	6.7	69	11.4
Difficulty Keeping a Job	8	18.2	7	22.6	1	6.7	93	15.4
Difficulty Feeling Comfortable in Social Situations with People I do not Know Well	15	34.1	18	58.1	4	26.7	207	34.2
Experienced Bullying or Harassment	7	15.9	7	22.6	4	26.7	115	19.0
Trouble with the Law	5	11.4	6	19.4	1	6.7	70	11.6
Problems with Drugs/Alcohol	8	18.2	4	12.9	2	13.3	64	10.6

*Note: Respondents asked to select all that apply

Table G15
Which of the Following Agencies Have You Had Contact With Since Leaving High School? by Ethnicity*

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Bureau of Rehabilitation Services	6	13.6	4	12.9	1	6.7	73	12.1
Department of Mental Retardation	8	18.2	5	16.1	2	13.3	63	10.4
Department of Mental Health and Addiction Services	5	11.4	3	9.7	0	0	16	2.6
Board of Education and Services for the Blind	0	0	1	3.2	0	0	9	1.5
Department of Social Services	15	34.1	5	16.1	3	20.0	88	14.5
One Stop Centers	2	4.5	4	12.9	1	6.7	10	1.7
Other Services	4	9.1	4	12.9	3	20.0	53	8.8
No Help Necessary	12	27.3	6	19.4	4	26.7	253	41.8
Did Not Know Help was Available	9	15.9	9	29.0	1	6.7	91	15.0

Note: * Respondents asked to select all that apply

Table G16
In General, How do You Feel About Your Life? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Great	11	26.8	5	16.7	5	33.3	185	31.8
Good	8	19.5	7	23.3	2	13.3	195	33.5
Sometimes Good, Sometimes Bad	20	48.8	17	56.7	8	53.3	180	30.9
Bad	2	4.9	1	3.3	0	0	22	3.8
No Response	3		1				23	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G17
How Many Hours Do You Work Each Week? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-time (35 hours or more)	10	37.0	7	43.8	6	75.0	198	47.5
Part-Time (21 – 34 hours)	3	11.1	4	25.0	1	12.5	115	27.6
Part-time (less than 21 hours)	14	51.9	5	31.3	1	12.5	104	24.9
No Response	17		15		7		188	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G18
What Kind of Job Do You Have? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Managerial and Administrative	0	0	1	6.3	0	0	9	2.1
Professional	1	4.0	0	0	0	0	4	.9
Paraprofessional	0	0	0	0	0	0	3	.7
Technical	1	4.0	1	6.3	0	0	21	5.0
Construction	0	0	0	0	0	0	36	8.5
Sales and Related	4	16.0	4	25.0	2	25.0	88	20.8
Office Work	1	4.0	1	6.3	0	0	14	3.3
Service Industry	6	24.0	1	6.3	3	37.5	64	15.1
Agriculture	0	0	1	6.3	0	0	17	4.0
Factory Work	2	8.0	2	12.5	1	12.5	11	2.6
Military	1	4.0	0	0	1	12.5	12	2.8
Sheltered Workshop	0	0	0	0	0	0	9	2.1
Other	9	36.0	5	31.3	1	12.5	134	31.9
No Response	19		15		7		182	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G19
How Much Do You Earn? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Below Minimum Wage (less than \$7.10/hour)	2	7.7	3	18.8	2	25.0	38	9.0
Minimum Wage (\$7.10/hour)	10	38.5	3	18.8	0	0	42	10.0
Above Minimum Wage (more than \$7.10/hour)	14	53.8	10	62.5	6	75.0	340	81.0
No Response	18		15		7		185	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G20
What Benefits Do You Get On This Job? by Ethnicity*

Disability	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Health Insurance	7	15.9	3	9.7	6	40.0	133	22.0
Paid Vacation Time	10	22.7	6	19.4	5	33.3	138	22.8
Paid Sick Time	7	15.9	2	6.5	4	26.7	119	19.7
Retirement Benefits	3	6.8	3	9.7	3	20.0	78	12.9
Tuition Reimbursement	1	2.3	1	3.2	2	13.3	53	8.8
No Benefits	11	25.0	10	32.3	2	13.3	217	35.9

Note: * Respondents asked to select all that apply

Table G21
Are you Happy with Your Job? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Overall, Generally Happy	10	40.0	5	31.3	3	50.0	217	51.7
Some Days Happy, Some Days Not Happy	4	16.0	6	37.5	1	16.7	90	21.4
Parts of My Job I Like, Parts I Don't Like	4	16.0	4	25.0	1	16.7	70	16.7
I Wish I Could Get a New Job	7	28.0	1	6.3	1	16.7	43	10.2
No Response	19		15		9		185	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G22
How Many Jobs Have You Held Since High School? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1	11	39.3	5	26.3	3	37.5	140	32.3
2	10	35.7	8	42.1	4	50.0	144	33.5
3	5	17.9	5	26.3	1	12.5	80	18.5
4	0	0	1	5.3	0	0	38	8.8
5	1	3.6	0	0	0	0	16	3.7
More Than 5	1	3.6	0	0	0	0	14	3.2
No Response	16		12		7		172	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G23
 What Type of School or Program Are You Attending? by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Community, Technical, or Two-Year College	9	45.0	2	15.4	5	71.4	133	35.8
Four Year College or University	2	10.0	2	15.4	1	14.3	165	44.4
Trade School	2	10.0	0	0	0	0	19	5.1
Military Training School or Program	0	0	1	7.7	1	14.3	9	2.4
Adult Education	1	5.0	2	15.4	0	0	5	1.3
Other School or Program	6	30.0	6	46.2	0	0	41	11.0
No Response	24		18		8		233	
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table G24
 What Types of Services Are You Receiving While in College or Training Program? by
 Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Disability Services	3	6.8	0	0	3	20.0	90	14.9
Tutoring in Study Skills and Learning Strategies	1	2.3	2	6.5	3	20.0	66	10.9
Accommodations	4	9.1	2	6.5	1	6.7	102	16.9
Study Groups	2	4.5	1	3.2	1	6.7	48	7.9
Academic Support Centers	2	4.5	3	9.7	2	13.3	89	14.7
Not Aware of any Support Services	0	0	0	0	1	6.7	33	5.5
It is Difficult to Access Services/Accommodations	3	6.8	1	3.2	0	0	19	3.1
No Help Looked for or Needed	7	15.9	3	9.7	0	0	103	17.0
Other Types of Services	2	4.5	2	6.5	0	0	21	3.5

Appendix H

Frequencies by Reason for Exit
n = 695

Table H1
Reason for Exit

Reason	<u>N</u>	<u>%</u>
Graduated with Diploma	621	89.4
Graduated with Certificate	23	3.3
Dropped Out	30	4.3
Maximum Age	21	3.0
Total	695	100

Table H2
Reason for Exit by Gender

	<u>Females</u>		<u>Males</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	234	88.3	387	90.0
Graduated with Certificate	10	3.8	13	3.0
Dropped Out	12	4.5	18	4.2
Reached Maximum Age	9	3.4	12	2.8
Total	265	100.0	430	100.0

Table H3
Reason for Exit by Ethnicity

	Black		Hispanic		Other		White	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	35	79.5	24	77.4	12	80.0	550	90.9
Graduated with Certificate	4	9.1	4	12.9	2	13.3	13	2.1
Dropped Out	2	4.5	25	4.1	1	6.7	25	4.1
Reached Maximum Age	3	6.8	1	3.2	1	6.7	17	2.8
Total	44	100.0	31	100.0	15	100.0	605	100.0

Table H4
Reason for Exit by Disability Type

	Graduated with Diploma		Graduated with Certificate		Reached Maximum Age		Dropped Out	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	31	93.9	0	0	0	0	1	1.3
ED	75	83.3	1	1.1	1	1.1	13	14.4
ID	44	77.2	4	7.0	9	15.8	0	0
LD	321	95.3	5	1.5	2	.6	9	2.7
OHI	65	95.6	0	0	0	0	3	4.4
Speech	31	93.9	0	0	0	0	2	6.1
Other	54	70.1	13	16.9	9	11.7	1	1.3

Table H5
Who Completed This Survey? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduate/Exiter	385	64.5	9	40.9	21	72.4	1	5.0
Parent/Guardian	192	32.2	12	54.5	8	27.6	16	80.0
Other	20	3.4	1	4.5	0	0	3	15.0
No Response	24		1		1		1	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H6
Where Do You Live the Majority of the Year? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Parent's or Relative's Home	394	64.3	15	68.2	22	75.9	13	61.9
Rented Apartment	68	11.1	3	13.6	4	13.8	2	9.5
My Own House/Condo	13	2.1	0	0	0	0	1	4.8
Group Home	3	.5	2	9.1	0	0	2	9.5
On-Campus School Housing	122	19.9	1	4.5	2	6.9	0	0
Supervised Apartment/Home	11	1.8	1	4.5	1	3.4	3	14.3
Community Training Home	2	.3	1	4.5	1	3.4	3	14.3
No Response	8		1		1			
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H7
 With Whom Do You Live the Majority of the Year? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Husband/Wife	7	1.2	0	0	1	3.6	0	0
Roomate(s) – Not Related	131	21.6	3	15.0	2	7.1	4	19.0
Other Relative(s)	15	2.5	0	0	2	7.1	0	0
Boyfriend/Girlfriend	30	4.9	0	0	2	7.1	0	0
Parent/Guardian	385	63.4	16	80.0	19	67.9	13	61.9
Alone	39	6.4	1	5.0	2	7.1	4	19.0
No Response	14		3		2			
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H8
Which of the Following do you Have, or Have Access to? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Drivers License	484	77.9	5	21.7	19	63.3	3	14.3
Car	445	71.7	6	26.1	19	63.3	4	19.0
Car Insurance	409	65.9	5	21.7	13	43.3	4	19.0
Health Insurance	455	73.3	13	56.5	15	50.5	14	66.7
Checking Account	433	69.7	9	39.1	14	46.7	9	42.9
Savings Account	460	74.1	11	47.8	15	50.0	15	71.4
Credit Card	285	45.9	3	13.0	5	16.7	3	14.3
Computer	494	79.5	15	65.2	20	66.7	12	57.1
Internet Access	490	78.9	14	60.9	18	60.0	10	47.6
Telephone/Cell Phone	570	91.8	14	60.9	26	86.7	16	76.2

Note: * Respondents asked to select all that apply

Table H9
Do You. . .? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Vote	307	49.4	5	21.7	10	33.3	8	38.1
Take Part in Sports/Recreation	315	50.7	11	47.8	7	23.3	15	71.4
Belong to Clubs, Churches, Organizations	269	43.3	7	30.4	5	16.7	8	38.1
Attend Sporting or Cultural Outings	373	60.1	11	47.8	9	30.0	14	66.7
Have any Hobbies	450	72.5	10	43.5	19	63.3	11	52.4
Have Regular Fun Activities	445	71.7	12	52.2	19	63.3	11	52.4
Have Access to Transportation	429	69.1	11	47.8	16	53.3	13	61.9

Note: * Respondents asked to select all that apply

Table H10
With Whom Do You Spend Most of Your Free Time? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Alone	60	9.8	2	9.1	0	0	2	9.5
With Old Friends from High School	107	17.4	3	13.6	9	32.1	0	0
With a Girlfriend, Boyfriend, or Fiancée	155	25.2	0	0	6	21.4	2	9.5
With Family Members	140	22.8	11	50.0	8	28.6	11	52.4
With New Friends Since High School	139	22.6	5	22.7	3	10.7	5	23.8
Groups/Social Organizations	14	2.3	1	4.5	2	7.1	1	4.8
No Response	6		1		2			
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H11
 How Often Do You Get Together Socially with People You Do Not Live With? by
 Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Never	25	4.1	4	19.0	0	0	3	14.3
One Day a Week	76	12.4	2	9.5	4	14.3	3	14.3
Once or Twice a Month	76	12.4	1	4.8	3	10.7	6	28.6
More Than One Day a Week	434	71.0	14	66.7	21	75.0	9	42.9
No Response	10		1		2			
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H12
Do You Consider Yourself Independent? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Yes, I Make the Majority of My Own Decisions	323	52.8	7	31.8	20	71.4	4	19.0
No, My Parents/Guardian Make Most of my Decisions for Me	40	6.5	6	27.3	0	0	9	42.9
Somewhat, I Make Decisions with Input from Others	249	40.7	9	40.9	8	28.6	8	38.1
No Response	9		1		2			
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H13
Do You Speak Up For Yourself When Necessary? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Most of the Time	375	61.2	6	30.0	22	75.9	10	50.0
Sometimes	207	33.8	11	55.0	6	20.7	5	25.0
Never	31	5.1	3	15.0	1	3.4	5	25.0
No Response	8		3		1		1	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H14
 Because of Your Disability, Have You Experienced any of the Following Difficulties
 Related to Work or Social Situations? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Difficulty Making and Keeping Friends	113	18.2	4	17.4	2	6.7	8	38.1
Difficulty Getting Along with Boss and/or Co-Workers	70	11.3	2	8.7	5	16.7	5	23.8
Difficulty Keeping a Job	90	14.5	4	17.4	12	40.0	3	14.3
Difficulty Feeling Comfortable in Social Situations with People I do not Know Well	222	35.7	5	21.7	12	40.0	5	23.8
Experienced Bullying or Harassment	118	19.0	2	8.7	6	20.0	7	33.3
Trouble with the Law	69	11.1	2	8.7	11	36.7	0	0
Problems with Drugs/Alcohol	67	10.8	1	4.3	10	33.3	0	0

Note: * Respondents asked to select all that apply

Table H15
Which of the Following Agencies Have You Had Contact With Since Leaving High School? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Bureau of Rehabilitation Services	76	12.2	2	8.7	1	3.3	5	23.8
Department of Mental Retardation	51	8.2	11	47.8	1	3.3	15	71.4
Department of Mental Health and Addiction Services	17	2.7	1	4.3	5	16.7	1	4.8
Board of Education and Services for the Blind	7	1.1	2	8.7	0	0	1	4.8
Department of Social Services	78	12.6	14	60.9	3	10.0	16	76.2
One Stop Centers	10	1.6	0	0	4	13.3	3	14.3
Other Services	51	8.2	4	17.4	2	6.7	7	33.3
No Help Necessary	256	41.2	4	17.4	15	50.0	0	0
Did Not Know Help was Available	98	15.8	3	13.0	6	20.0	1	4.8

Note: * Respondents asked to select all that apply

Table H16
In General, How Do You Feel About Your Life? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Great	188	31.4	7	33.3	6	20.7	5	25.0
Good	194	32.4	8	38.1	3	10.3	7	35.0
Sometimes Good, Sometimes Bad	194	32.4	6	28.6	18	62.1	7	35.0
Bad	22	3.7	0	0	2	6.9	1	5.0
No Response	23		2		1		1	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H17
How Many Hours Do You Work Each Week? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Full-time (35 hours or more)	202	47.9	3	27.3	11	55.0	5	33.3
Part-Time (21 – 34 hours)	115	27.3	1	9.1	4	20.0	3	20.0
Part-time (less than 21 hours)	105	24.9	7	63.6	5	25.0	7	46.7
No Response	199		12		10		6	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H18
What Kind of Job Do You Have? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Managerial and Administrative	9	2.1	1	9.1	0	0	0	0
Professional	4	.9	0	0	1	5.0	0	0
Paraprofessional	3	.7	0	0	0	0	0	0
Technical	20	4.7	1	9.1	2	10.0	0	0
Construction	33	7.8	0	0	2	10.0	0	0
Sales and Related	94	22.1	1	9.1	2	10.0	0	0
Office Work	16	3.8	0	0	0	0	0	0
Service Industry	63	14.8	2	18.2	0	0	9	56.3
Agriculture	16	3.8	0	0	1	5.0	1	6.3
Factory Work	14	3.3	0	0	1	5.0	1	6.3
Military	14	3.3	0	0	0	0	0	0
Sheltered Workshop	5	1.2	3	27.3	0	0	1	6.3
Other	134	31.5	2	18.2	11	55.0	3	18.8
No Response	196		12		10		5	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H19
How Much Do You Earn? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Below Minimum Wage (less than \$7.10/hour)	34	8.0	6	54.5	2	10.5	3	20.0
Minimum Wage (\$7.10/hour)	45	10.6	1	9.1	2	10.5	7	46.7
Above Minimum Wage (more than \$7.10/hour)	346	81.4	4	36.4	15	78.9	5	33.3
No Response	196		12		10		5	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H20
 What Benefits Do You Get On This Job? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Health Insurance	142	22.9	3	13.0	3	10.0	1	4.8
Paid Vacation Time	147	23.7	5	21.7	4	13.3	3	14.3
Paid Sick Time	125	20.1	3	13.0	3	10.0	1	4.8
Retirement Benefits	83	13.4	1	4.3	2	6.7	1	4.8
Tuition Reimbursement	54	8.7	1	4.3	1	3.3	1	4.8
No Benefits	211	34.0	6	26.1	12	40.0	11	52.4

Note: * Respondents asked to select all that apply

Table H21
Are You Happy with Your Job? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Overall, Generally Happy	212	50.4	8	72.7	5	25.0	10	66.7
Some Days Happy, Some Days Not Happy	92	21.9	0	0	7	35.0	2	13.3
Parts of My Job I Like, Parts I Don't Like	71	16.9	3	27.3	4	20.0	1	6.7
I Wish I Could Get a New Job	46	10.9	0	0	4	20.0	2	13.3
No Response	200		12		10		6	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H22
How Many Jobs Have You Held Since Leaving High School? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1	138	31.4	8	61.5	5	23.8	8	53.3
2	153	34.9	3	23.1	7	33.3	4	26.7
3	85	19.4	1	7.7	4	19.0	1	6.7
4	36	8.2	0	0	1	4.8	2	13.3
5	15	3.4	1	7.7	1	4.8	0	0
More Than 5	12	2.7	0	0	3	14.3	0	0
No Response	182		10		9		6	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H23
 What Type of School or Program Are You Attending? by Reason for Exit

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Community, Technical, or Two-Year College	145	37.4	2	22.2	2	12.5	0	0
Four Year College or University	167	43.3	2	22.2	1	6.3	0	0
Trade School	19	4.9	0	0	2	12.5	0	0
Military Training School or Program	11	2.8	0	0	0	0	0	0
Adult Education	1	.3	0	0	2	12.5	0	0
Other School or Program	43	11.1	5	55.6	4	25.0	1	100.0
No Response	235		14		14		20	
Total	621	100.0	23	100.0	30	100.0	21	100.0

Table H24
 What Types of Services Are You Receiving While in College or Training Program? by Reason for Exit*

	Graduated with Diploma		Graduated with Certificate		Dropped Out		Reached Maximum Age	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Disability Services	94	15.1	1	4.3	1	3.3	0	0
Tutoring in Study Skills and Learning Strategies	71	11.4	0	0	1	3.3	0	0
Accommodations	108	17.4	1	4.3	0	0	0	0
Study Groups	51	8.2	0	0	1	3.3	0	0
Academic Support Centers	93	15.0	2	8.7	1	3.3	0	0
Not Aware of any Support Services	33	5.3	0	0	1	3.3	0	0
It is Difficult to Access Services/Accommodations	22	3.5	1	4.3	0	0	0	0
No Help Looked for or Needed	107	17.2	0	0	6	20.0	0	0
Other Types of Services	23	3.7	0	0	1	3.3	1	4.8

Note: * Respondents asked to select all that apply

Appendix I

Summary of Open Ended Responses

Is there anything you else you would like to tell us about your life after you have left high school?

Note: * All identifying information has been removed.

Note: Data is presented as written by the respondent.

Life is great/better....

- “My life is great, enjoying day by day and enjoying my own family.”
- “I am very happy with my life right now. Have an active social life, get along with my family and am pursuing a career in the automobile field.”
- “I have made a lot of new friends since I left. I have a job I enjoy.”
- “I am very happy with my life. I’m glad I’m out of high school and I am on to bigger and better things.”

Life is not easy...

- “It has been a struggle to find and hold a job.”
- “It is much harder for me in college than it was in high school with my school work.”
- “I wish I could go back to school and start all over. There are a lot of things I would have done different.”
- “I have a hard time in college.”
- “It is very difficult to get and maintain a job with a disability. The only places that seem to want to hire you are grocery stores part-time. Trying to get into an office is nearly impossible even though I had training with Local* College’s business program through community resources.”
- “She has not been able to keep a job. She has had only low paying jobs.”
- “Life has been hard. It’s hard to keep up with others and it’s difficult to access services, making it hard to get what I need...”
- “It is a bit difficult to go to school full time and work, yet I have to because I receive no financial aid. The financial pressure makes it hard to concentrate on school and find time to study...”
- “Transition from school to work/adult world has been very difficult at times.”
- “It is very difficult to find services for your needs after high school. If you do find programs, people are unwilling to help, such as in the Department of Social Services. In my current experience with BRS, my counselor does not seem to understand my needs and weaknesses. I had success with programs while in high school, but have had no luck since I have graduated.”
- “My college experience is a difficult one. I work harder than anyone I know yet my grades are always low. I must advocate for myself constantly with my professors and at the student support center. My tutors are not trained so sometimes, that doesn’t help me succeed. I wish all colleges were required to

lend good support to students with disabilities and professors were better trained to deal with us.”

- “Since I graduated high school, my life has been far more harder. I got so much help all through school that I wasn’t really prepared for the real world.”

Life is hard, but not because of the disability...

- “My life after high school has had its struggles, but most people have them regularly ... disability or not, you are responsible for succeeding or failing in life.”
- “Life after high school is not easy, but life itself is not easy.”
- “I have the same worries everybody else would have.”
- “I do not feel my disabilities have effected me in any way since high school. Any problem that comes up I am more than capable or compensating for (i.e. spell check).”

I miss high school days...

- “I wish I still was in high school.”
- “For me I wish I could go back and do things over. Life has become so much more complicated and sometimes I wish it all would restart.”
- “There have been many times I have taken high school for granted and now I would give up just about anything to go back. I often feel very lost without it.”

I attend college and enjoy it...

- “College has been a wonderful experience for me. I have grown and learned so much. I am more independent and more confident in myself and my capabilities. It has not been easy but I’m better able to deal with challenges and have become a stronger and better advocate for myself.”
- “I am happy that I made Dean’s list and have a 3.5 GPA and look forward to having a job in the communications field.”
- “I have had little difficulty adjusted to college education. In fact, I have maintained a very high academic record in my education at community college. With the help of the services available at college, I have achieved a clearer understanding of my assignments, and a deeper connection with classmates and staff than I ever have before.
- “Everything has been going exceptionally well for me in my college years.”

I am more independent/mature...

- “I have learned to be more independent of myself—how to live on my own and make my own decisions.”
- “I am 100% independent with school work.”

- “I feel independent, responsible.”
- “Being independent has made a huge difference.”

I have learned a lot...

- “... part of a private program ... gained so much with regard to independent living skills and confidence.”
- “I learned how to focus a little bit better and to be a bit more independent.”
- “Since I have left high school, I felt that I have grown up and became more focused on my life. While I was in high school, I was too worried about how other people viewed me and my disability. This had made me shy and an outcast at school, to a point where I didn’t go out at nights. However since I left high school and went to college, my attitude had changed for the better. Now I realize that this is the way I am and if you (other people) don’t like it, then its their lost. Now I have more friends and go out at nights, at times with people I never had met before. My grades, social life and athletic activities have never been better. And I am determined to live my dream and achieve all of my goals that I have set out for myself.”
- “I have continued to expand my communication skills and access other means such as my computer to compensate for my still poor handwriting. My position as an RA helps to keep me communicating with others and expanding my ideas.”
- “I’ve learned that my disability will not stop me from doing what I want to do or like to do.”
- “Since high school I have learned how life is on you own and how important it is to make good decisions.”

I don’t want to be labeled as disabled...

- “I don’t think my disability affects the way I live.”
- “I feel college has been the best for me because I did not carry a “label” like I did in high school.”
- “My disability has not made my life any worse. I’m very happy with the way my life has turned out. I’m looking forward to the rest of my life.”
- “I never thought of my “condition” as a disability. It has never hampered any of my decisions or actions before and it doesn’t now. Nothing is wrong with me.”
- “Do not like still being labeled with a disability.”

I was discouraged by high school/special education...

- “Public education/special education never encouraged him to believe he could be successful.”
- “High school years were a real failure for him. School did not fully enable him to be productive or find the right avenue partly due to the high school culture of the haves versus the have nots. Cool being not cool, harassment in the high school is still a problem and addiction is an easy way out to avoid certain people.”

- “The school I went to did not prepare me for real life.”
- “The school system did not provide adequate/any job training or transitioning into a real program or job.”
- “I was told in middle school not only that I would never attend college but would not be able to complete high school. We need to have more faith in our special needs students. They can achieve.”
- “They made my disability a burden and were not understanding or accommodating.”
- “My school did not prepare me good enough at all. They put me into very easy classes so I could pass. Classes had no homework at all. They let me use my books open on exam w/o giving me a chance to do it on my own w/o books. ... My school doesn't follow the child left behind law because I'm left behind stressing about my future. My class was never allowed to go on field trips ... They really discriminate us.”
- “They favor the “good” kids and weave out the “bad” ones. I hate that place now just as much, if not more than I did when I was there.”
- “The special education department in my high school was disturbing. They tended to classify all special education students as “incapable” of success. Numerous times I needed my guardian to sign me into higher level/more challenging classes just because I was labeled as LD. My grades consisted of A's and B's and yet I was continuously told that I would not be able to handle the work load associated with such classes. After about 7-8 years of them instilling in me mentally that I would be limited to what I can do in life, I chose a career which has always inspired me.”
- “I felt the special education program really held me back from many chances in life. I'm thankful for the help, but I didn't fit in the class. I seemed to be the only one who cared and I felt they just pushed us through the system.”

I want to thank those who have helped...

- “Without the wonderful support of some good teachers, and caring, my son would not be doing so well.”
- “I feel that the skills I gained in high school helped me to make adaptations needed in order for me to be successful in college.”
- “I strongly believe that the services I received during high school have a big part of my future. If it was not for the SES I would not be where/who I am today. And that I’m grateful for ... The services I received from my previous high school were great. Could not ask for a better teacher/instructor...”
- “Thanks to those two or three teachers who took the extra time to understand my disability, and who took the extra time to help me with study techniques. I am now fully capable of understanding college level material and I am about to start my 3rd year of college. I still keep in touch with the three teachers who have taken the extra step to help me and they constantly help me out when trying to figure out new study techniques. In my opinion, the public school system could use far more teachers like this. It would surely benefit many LD students like it has helped me.”
- “I learned a lot from attending my local* high school and felt high school gave me the perfect jump start to begin my adult life.”
- “I have never thought of my problem as a disability. In school I have always been given so much extra help. I have thought of my disability as a blessing.”
- “My special services teacher during my high school years made me feel ready for college and helped me with great study habits.”
- “I believe her ability to work independently in a direct result of her excellent transition program in high school.”
- “After high school I have become more social. I was in school all the time but I feel more comfortable and the reason I feel like this because the help that my local* Tech gave me and they had me ready for the real world and they were always telling me that I could and they were the reason why I am where I am today and I am thankful.”

Appendix J

Total Responses to Open-Ended Question

Note: *All identifying information has been removed.

Note: Data is presented as written by the respondent.

My life is great, enjoying day by day and enjoying my own family.
Life after high school is not easy, but life itself is not easy. You must know that, disability or not, you are responsible for succeeding or failing in life.
After graduating from high school I got a job, but I kept it for 2 months then I quit for no reason and now I regret it because it was my 1 st job.
My son is part of a private program for young adults (18 and over) w/ neurologically based disabilities since having high school at the end of his junior year. After much wrangling with the public school system, he has flourished as a part of this wonderful program! He has gained so much with regard to independent living skills and confidence. I don't know what we would have done if it weren't for this program. He has his own apartment with a roommate and counselors oversee them as needed. He has a full-time job with job coach support as needed from the program. Our goal was to have our son be as independent as possible and although it was difficult at times, he has for the most part achieved that goal! As far as assistance from agencies, aside from social security, he does not receive services from any agency listed. As with any quality program, it is extremely expensive for us to maintain his services.
Dropped out of high school. Did acquire GED in 2003. Problem with substance abuse. Currently in system after arrest for felony possession, forgery and larceny charges. Waiting on bed in locked treatment facility.
Without help from Agency Name*, DMR and SSI our graduate would be having a difficult time, because of his day program and respite funds he is doing well.
After leaving High School* I attended College* where I was well prepared for. I am now an accounting major with a 3.311 GPA. And I am on the lacrosse team at the college as well.
There are no clubs or activities I can do with kids I could feel comfortable with.
I think my child now believes he can accomplish goals. Public education / special education never encouraged him to believe he could be successful. He has over a 3.0 GPA in a pre-physical education major which would shock his former teachers. I was told he was not college material but I told him he could make it.
My life is much better since high school. I feel more successful on my job and in my tech school night classes. I am looking forward to being an electrician. However, I did not know there were any services available for me at the tech school I attend, and would be interested to know what they are. I attend adult education, night classes and am an electrical apprentice right now.
Basically everything in my life is going well. I've matured a lot and would like to settle down w/ my girlfriend of 3 years. I'm working my hardest to get what I want.
My life after high school has had its struggles, but most people have them regularly. My schooling at University* was extremely beneficial, and I learned a great deal there about time-management and how to treat school with the same seriousness as I would appointments—I must treat my whole day's schedule as full

of appointments at classes, my study areas, etc. I relearned how to make new friends, and how to stay in touch with old ones. I learned how to focus a little bit better and to be a bit more independent.

Following my summer term at University*, I decided to stay in Connecticut and work. After find a job (quickly) at the ShopRite in town*, I stayed there for about 11 months. My stay there might have been a bit longer if I went to college, but for my whole life I have been adamant about serving a full-time mission for the church of Jesus Christ of Latter-day Saints (the Mormons). I had only found and worked that job for experience, to save money, and to keep myself busy while I prepared to serve my mission.

As I write this short essay (or whatever you wish to call it), I am in Ogden, UT serving the people here with my soul to bring as many people as I can to Jesus Christ. In high school I experienced many good things and felt the Lord's hand in my life. I have often commented to my parents that I will forever be grateful for the kind, firm, understanding, devoted, and loving teachers I had in Bolton High School. I have told those teachers how I appreciated them and love them. It's a great blessing to think I ever know people like Mrs. M, Mr. S, Mr. M, Mrs. T*, and many others whose compassion helped me tremendously throughout high school. They encouraged my writing, art, music, drama, and people skills talents and gave me the confidence I needed.

This letter and survey may seem to indicate to you that I never needed modifications and special education, but I assure you that my time spent in the resource room and with Mrs. O*, the school psychologist lady was invaluable. I saw others and was able to help others in the resource room. I think the interaction helped them and me. I believe time in the resource room would be helpful for anyone who desires to become a better student.

My main struggle has always been a seeming inability to live to my potential. Yet through my time with special education in the town* School system, my belief in myself grew, my respect for others with disabilities grew, and I achieved great success in the end.

After high school has been a joy to me. The time in school made that possible. Thank you for your efforts in our behalf. Thank you for your hard work, your efforts to train the teachers in the resource rooms throughout the state.

I am a successful young man, and, while I account all my success to God, I know He worked through others to help me get where I am. My grades in school after my mission and at work after those years will be sure and very good, and I see that it's because my teachers in special education and in other classes and wise scheduling counselors worked together to help my education to be positive and my progress to be constant.

Enjoying college but had a hard time focusing 2nd part of sophomore year. Made deans list at college* Spring 2003.

Things are easier sometimes but sometimes it's hard to get to the center with so many papers I have to get checked but they are hiring more people to come. But other than that I'm very happy!

Attend day program at goodwill.

I am willing to work with children incurring handicaps. Willing to work immediately.

Looking for work. Unable to find job.
Make sure they know how to read and write before they graduate. Because it is so important to a person to know that.
I like to go to a school, is possible to help me, I will study art.
My son felt very ostracized in school and the bullying he endured has left him depressed and highly anxious in any encounters with someone around his age group. He feels very isolated now even though we have tried to find a peer who would be accepting of his friendship. We feel he would have benefited greatly if there has been some sort of peer mentoring system in place when he made the transition from 8 th grade to high school.
My life has gone on very well. College is great. I have a GPA of 3.79 and very well prepared.
It hasn't been very good. I was in detox and later had a child. I'm now a single parent and struggle for support and getting a job.
It is much more harder for me in college than it was in high school with my schoolwork.
I had attended a four-year university right out of high school. I completed the first semester and decided that college was not for me. I started working full time right that and have been holding two jobs ever since. I did not have any problems adapting to the "real world" as people said might happen. I have put some thought into returning to college but for right now I am very content with my life.
Although college is difficult I am still enrolled on plan to graduate on time. Life has been fine since high school.
Finding work is difficult.
Life is good. May go to college later for business.
I'm very satisfied with my life! I couldn't ask for more!
Graduate is currently serving 90-day sentence at prison*. Problems with the law, alcohol and drugs over the past 3 years. He feels incapable of having a good job or not "smart" enough for higher education. High school years were a real failure for him. School did not fully enable him to be productive or find the right avenue partly due to the high school culture of the haves versus the have nots. Cool being not cool, harassment in the high school is still a problem and addiction is an easy way out to avoid certain people. The high school is local* High—diversity of students is not tolerated by the so-called "elite students" and other students are purposely made to feel bad.
Since he has left high school life has gotten a lot easier for him. High school was very difficult partly because of the lack of flexibility partly because of the lack of social acceptance. He also has matured a great deal since high school.
If I hadn't had the alternative program in town*, I never would have gotten into my school. It's a fairly competitive school and the only reason I got in is because of the grades I got while at alternative* School. I love school now (University*) and I just got on the Deans list.
I have had my car repoed and driver's license suspended due to not being able to hold a job.
My life after I left high school has been great. I'm active in church. I'm attending college. And I plan to work during school breaks. Sometimes I argue w/ my parents

because I still feel restrained in my age, but most of the time I get along w/ them. I have tanned to hang out w/ friends. Twice a month if they're available, since there's a summer break.
I've been currently in CVH and or other places similar to them.
Difficulty with alcohol / drugs has affected life. Has been able to hold job and is doing well keeping up with household bills.
After graduating from high school I was very disappointed to find out that I was not challenging enough to confront the world outside the high school environment. University* gave me the opportunity to attend the summer school and I found out that I was not prepared for college courses. In Sept. of 2002 I registered to a community college.
Wish I still was in high school.
I go to University*. I get assistance from the Disability Resource Center. The DRC has offered me various compensatory techniques that has helped me with my courses. I am a nursing major.
Marc program has been very accommodating and he is very happy there.
Since I been out of high school, I had no luck in finding a job. Everywhere I looked for an application they would turn me down. And since the high school wouldn't let me take the SAT's I been turned down at colleges too.
He struggled a bit the first year and at the beginning of his spring semester he was diagnosed with acute lymphocyte leukemia. He is currently undergoing chemotherapy and I am now worry about his ability to cope with college this fall and I will like to get a tutor or support services.
This college requires going to full-time (15 credits) each semester (4 full semesters each year) which leaves out any time for part-time work. Usually any free time is used doing class work. I'm majoring in animation and media arts which takes up a large portion of my time.
He is attending University*.
Teachers at the college levels are not trained or informed enough about how a student's individual learning effected by their specific disability. Therefore, they are unaware of how to modify or adjust instruction to meet the needs of the students.
She has no skills social or otherwise nor does she wish to develop them. She has no intension of obtaining employment as she feels SSI and the State will support her and take care of her needs. This attitude blossomed in the School system*.
I love my college! I feel great about my life.
I own my own company for home improvement.
Life is good.
I'm content with my life. I'm no ivy league scholar or some big shot with a suit and tie out. I get by without hurting anybody. I've noticed that I read a lot more, mostly classics and some fantasy which I never did while in high school. I've struggled financially, but everyone has especially with these pressing times. I want to go back to school, not for a higher education as much as it's for a bigger paycheck. I'll always support special education. But my one concern with it is its selection process. Some abuse it, such as welfare, and it ruins it for everybody. It ruined it for me, just because of the constant bullying. I truly hope most respond to this survey so you guys can "trim the fat" as they say.

When I left high school I learn to drive a car and learning to find a job by myself: riding the city bus to school and back.
In high school I was very shy and afraid to talk to other kids. I was teased a lot and did not have the confidence to “be me” in high school. Since graduating, I realize that I am a great person and I should not have worried about what other people thought of me. Since out of high school I am more relaxed and at ease with talking to people.
Doing well. Takes a little longer to accomplish things.
Since I graduated school, I go to a daily adult group. I no longer have any physical or speech therapy. Only received it when in school. I’m 23 years old. Don’t walk or talk and still in diapers and very upset that because I was 21 I could no longer stay in school and all the therapy I needed.
This student still continues to struggle w/ reading and has only recently realized that taking extra help / time to complete tasks is only to her benefit. This student has maintained good self-esteem through many years of difficulty and will be a full-time student at a Florida community college as well as on the cheerleading team.
As a parent, I feel that once a student has graduated from high school, college professors, employers and friends seem to think that disabilities have disappeared.
No, not really. I think my life is no different than any other 19 year old. I think that could get out more, but I don’t think my disability affects the way I live.
I am happy working for local ARC* (the local* Association for Retarded Citizens).
I live my life better now than I did during high school. I live in a small town and my high school population was not very large and because of that I did not have the diversity of people to choose as friends that I live. Now that I go to community college and world during the summer I find that I am better able to meet people who I live.
It seems that the rules to qualify for assistance from DMR has changed since Sept. 2002—then Social Security was an added benefit, but now (2004) they/DMR are saying that you have to qualify for Social Security and Medicare with personal financial assets at less than \$1600 in savings, checking, etc. We do not agree with that, a person who has received special need services throughout school years should not be denied continuing these in their adult years just because they have more in savings etc.
Likes college better than high school as he is not confined for 6 hours at a time. Doing well in school—is done with 1 st year of college. Handling all courses taken, where in high school he struggled. Seems to be maturing more, becoming more independent. Showing signs of making intelligent decisions for himself.
I have learned to be more independent of myself. How to live on my own and make my own decisions. There are always services available for my disability when necessary as well as accommodations.
I am enjoying college and I have to thank the teachers at high school for making me a better student.
I am very happy with my life right now. Have an active social life, get along with my family and am pursuing a career in the automobile field. I have difficulties in math in school but otherwise everything is A-ok.
I did not have a major disability when I was in resource. Throughout my high school

years, I did well, learned how to organize myself and learn how to study. I have done well in college.
Need more opportunity for socializing with young adults outside of my house. I participate in an adult day program everyday from 9-3:00 where I have a weekly volunteer job, go grocery shopping, work out in the gym and other activities.
When I graduated from high school, I started going to a trade school as (Estetican) worked in local city* at a spa. Now I'm a nurse aide at a hospital and I'm gonna go to a 2 year college from RN. I hope I get in to the school in Sept.
My college has been a perfect blend of hearing and deaf students. I feel easily accepted in the school community. I belong to a 'deaf sorority" and the dance company that has both deaf and hearing dancers.
Does not fit in for this survey since he's so severely handicapped. He is unable to take any part in life. He is totally dependent on others for life. Special education did provide some way to be out home and part of society. Was only respite care available to family and we very much appreciated this provision.
Many 1 year after school stinks.
Things were quite difficult until our graduate settled into a job. BRS and Benhaven were/are indispensable in educating the employer (large insurance co.) and coaching our son in the social skills necessary for interviewing, reporting to a boss, etc. Loneliness is a huge problem.
I am suffering from severe depression that is aggravated by the amount of reading that is required in college. I have a reading and learning disability which makes my speed of reading comprehension snail-pace slow. Unfortunately, reading amounts cannot be reduced in college and my problem remains unsolved.
I work very hard and because of my need for special services this caused me not to go away to college. However, I just buy a house on a lake. That does make me feel good about my self.
We feel very fortunate to have found an excellent day program for our daughter, with one-way transportation to Hartford everyday. Local* ARC is the closest program to a regular classroom setting with many opportunities for a fulfilling day. They have a computer program, an art therapy program, music therapy, physical and occupational therapy, day trips to interesting places, work programs, a cafeteria, excellent employees all in a wonderful new 15,000 square foot facility.
I was in special education in high school and middle school for my depression and impulsive behavior and I am happy to say that I finally cleaned up my act. I attend a community college where I get As and Bs and I am planning on transferring to a 4-year school, and then eventually getting my master's degree.
Not getting into a major college or university has turned out to be the best thing that could have happened to me, since I stayed home and went to a community college and got a job at video store which lead to me working on a film this summer as a production assistant and a start in the film industry.
After I left high school, I could have asked for extra time in college but decided not to. I wanted to challenge myself and start preparing for the real world without giving myself a crutch.
Don't let your disability become a crutch. In our society we all look at those who limp with pity. We can't help it, but let us no become those stare at because we will not

push ourselves to go the extra mile and laugh at our disability to its fact. If I can do it everyone can!
Awesome, living in CA!
Student goes to a 4-year dedicated all institute offering a BFA & MFA where his strengths outshine weaknesses. In this environment copious reading and writing are not the norm, nor or core science & math classes, all of which are difficult for him. In the environment he is highly successful and can use his fine honed personal skills: artistic ability.
Overly satisfied with everything, just tough working 2 jobs and going to school full-time.
I did not appreciate all the hard work and dedication my high school special education RR gave me. I am an independent learner using assistive technology to help me in college, thanks to my RR teacher. I realize that the self advocacy skills they stressed were extremely important.
She has make many friends at her program. She hates not being able to drive. She hates not being entirely independent. She has kept the same job for 4 year.
I never realized how important school was until it was over. I definitely need to go back to school.
I wish there were more people like my high school special education teacher in the real world to help out.
The school I went to did not prepare me for real life. I wished the school had taught me to do my checkbook, the importance of paying bills on time, and how to make political decisions. I also would have liked to have learned how to get a job, one that I'm capable to do.
No. I just work and hang out with my girlfriend and friends like I did in school but it just that I work and not go to school.
I'm a happier person. In high school I felt like an outcast because I was forced to take classes such as resource college has allowed me to show my independence. I'm responsible for doing things such as getting myself accommodations. This allows me to have them only if I want them. Sometimes I like people not knowing that I have a disability. In high school it stood out. Today I can hide if I choose.
I have a 6-month son and am trying to make a good life for him, myself, and his mother.
No. My life is taking place now.
I am doing all I can to deal with my disability.
Yes I need my own place.
I do not have a job yet. I go out almost every day with aides, do fun things. (graduate) I feel that a job that promotes self-esteem that can be matched to the person's ability would be extremely beneficial to that person's emotional well-being. Need help finding that job. Physical disability hinders independence, afraid of certain situations, needs more peer / social situations and help role-playing for appropriate male/female relationships. (Guardian)
I have made a very efficient transformation from high school to college. I received extra help in high school and currently do not use the services. I feel college has been the best for me because I did not carry a "label" like I did in high school.

It is very hard to find a job.
It's been tough. I'm trying to get all the help I can, so my son can get a better life. I don't want my son to go through what I went through. I want to see him get a better brighter future.
Since I left high school I haven't been able to hold a job. My problem is when I'm told something by my boss or supervisors I can't control myself I get angry and start speaking my mind a lose my temper more. I can't control it.
No. There is nothing else. I am working on enlisting in the army and looking into being a state police officer.
I don't tell people about my disability usually (ADD) because it usually makes things worse rather than better. But also people in general in administrative (at work) positions and teachers at the college level are clueless about disabilities. Also teachers at college level seem as those they could care less about it. Not to mention the poor job some of them do already. Ironically my friend I went through high school and college with has the same opinion and he doesn't have any disabilities.
When I was at local high school*, special education went through several teachers. There was no consistency. This made it very hard because a new policy went into effect every semester.
It is much better. I am 100% independent with school work. I thank god I don't have to deal with the high school environment because I hated it. I was a D/C student in high school. I am now a B/B+ student in college.
The year after I graduated I took the year off to travel. I lived in Italy for a semester and also lived in Colorado for a while. I recommend that students with learning disabilities do this in order to organize their lives and decide on what they would like to do with their future.
Kidney transplant—2002. Numerous medical emergencies. Any academic successes=combination this student's efforts and skills learned at local Academy*. Only pure harassment was from a public school teachers.
<p>My son had no interest in doing this survey but I thought my input could be valid.</p> <p>Also, my son's disabilities has caused him great frustration and we have work hard to keep him on track but once he left high school it became very difficult. A perfect example is question 3. Considering a "Driver's License", the question should read how many time did you have to take the test and at what cost? Testing for a driver's license was incredibly frustrating and very expensive for repeat testings. On the 5th try he finally passed both portions.</p> <p>Another issue is "testing" for a job application. One of his biggest fears is test taking for anything because of the trick questions and inaccurate meanings of his responses.</p> <p>His self confidence on the job is lacking and he's always afraid of not "knowing enough" and when he goes out on the road he gets lost and is afraid to get in trouble.</p>
I get frustrated with other easily (adults) when they don't seem to understand what I am saying. I still have next to no math skills so it makes it hard to go out and do the simplest things. Although I have taught myself how to use a check book and to keep track of my finances. I have a very supportive boyfriend who helps when I need it, and challenges me when I need to be challenged. The truth is the Manchester

<p>school system didn't know what to do with me; I am highly intelligent but I could not process the work load and I ended up in classes where I was not challenged to the best of my abilities. When it comes to special education if it is seen in black and white; you can either keep up or you can not. There are many shortcomings in the special education system that need to be looked into, but I can tell you I would not have made it through high school if it were not for my special education case manager; she worked very hard to get me the best education possible and I will always be thankful to her for her help and understanding.</p>
<p>His experience in public education was less than satisfactory. It wasn't until we hired Connecticut Attorney*, ESQ, that we were able to get appropriate service for our son. He needed a much more therapeutic environment than a public school could provide. Eventually the Local* Board of Education agreed to provide out placement and he finished his education at the hearing center in town in* MA. He is now living in a group home.</p>
<p>Not getting any help looking for a job since left (graduated) school. Got jobs on own. School never helped me look for job, even while in school. Left my mom and I to look for jobs for me. Been out of school for 2 years and still no job! My mom helps with things I need. Not fair to me or my mom. Haven't had medical coverage for 2 years. My mom pays for me to go to doctor and medicine I need.</p>
<p>There should be more support and daily activities, job searching, help with further education (classes or programs) after high school. Meriden school system for special education students very poor. Pushes kids through system and little to no knowledge of any education. Little was learned educationally or how to deal with life out of school. No transitional services. Had to fight for everything with little or no outcome!</p>
<p>My son is in the Navy. Did poorly on his ASUAB and has tried studying for it and even taken a course to help increase his score. Due to low score he is very frustrated and feels defeated because he can't get the job he wants in the Navy.</p>
<p>I would just like to add my "2" cents as the mother of this young adult. I personally feel that not enough was done during high school to prepare her for life after high school. Due to anxiety issues, along w/ her L. D., she is constantly struggling. If she had received more in-depth counseling during high school w/ guidance, L.D. staff and school psychologist, she might have been better prepared. The only true resource she received was going to the resource room one period a day where her work was "looked" over. Her IEP's each year were the same—they were even photocopied from year to year. Her "goals" were always the same. Even though we asked and suggested different goals, they were never really addressed. More detailed info should be given to parents regarding just what special education services do for students. There is much more work needed to be done through the Department of Education and School Boards to fully address the special education system. Any services that may be available to her now would be greatly appreciated. How does one go about obtaining info on these services?</p>
<p>I started to notice the hardships and responsibilities involved in distance learning. To focus more, read more, and to define more material has made me realize extended education is needed for anyone with the will to learn and develop a career.</p>
<p>Because of the cutbacks at DMR, the Leisure program was deleted, this helped with</p>

more socialization outside of family.
I would like to get my own apartment, but there's not enough money to pay for it.
Life is really bad. Found out I as bipolar and have ADD—fight with family—make bad decision.
Forced out of school. No help from agency*, Milford, Ct. Took 3 years to get on right path. Turn Job Core.
I am now on Social Security Disability and SSI for borderline personality disorder.
I graduated high school at 19 years old. Had 2 senior years of high school because I never got the help that I needed. But all that aside, I have a decent job. I have a 2-year-old daughter and a girlfriend I am pretty happy with. Overall my life is ok. I wish my girlfriend, my daughter and I didn't have to live with my parents but it is ok for now.
My High School was the greatest supporter. Could not have made it without their help and support and friendship that they always showed.
Wished there had been more transition work from high school to post secondary. There was little attention paid or services offered allowing me to prepare for college or even a technical school.
I have learned many things about employers and myself since I left high school.
This survey was sent to my son who is stationed in North Carolina. I cannot answer this question for him, although after being actively involved in my son's alternative high school experience. I am definitely an advocate of such programs. The teacher/student ratio had a positive impact on his outlook during high school.
After the initial placement, there has been no contact from DMR, the guardian of my son. In my opinion, that agency is not servicing the client although invited to every meeting. They don't even respond yet alone show up. Throughout the past 23 years, there has been very limited contact from them with disappointing results.
One more chance to play football for a college.
It is embarrassing to ask for and receive help for my disability because it is very minor in one specific area—writing. I do not like getting put in groups of more severely or moderately retarded individuals and I do not like being singled out.
I am a lot happier now than I was then, because now I don't have to sit there and go through all lmt, so I could feel like less of a human. I am happy working things out myself and wished they would have let me do so sooner than keeping me in those programs and making me feel like shit!!
My life has gotten worse. Have a hard time in college. Can't get a job. Too scared to, can't be in groups.
Local college* would not make accommodations for my disability.
Right now I'm expecting in about two weeks or less. But once my baby is about 1 year old I want to go back to school—for teaching or nursing. Very happy and comfortable.
Living life the way I am isn't all that difficult, yet there are times when I wish I didn't have this burden on me. Everyday life itself is what is more difficult than anything else such as getting a good job, getting credit, getting into school without any credit, trying to make a name for yourself when you got every company you go to laughing in your face and giving you the run around on why you can't qualify for their job of school. Paranoia is what I live with and it seems I can't get along in life because

every door that is somewhat open gets shut in an instant.
Attended vista vocational and life skills in Town Name*, CT for 1 year. Good experience in independent living skills but no job after a year. Returned home and attending Program Name* in City Name*. Transportation is an issue. Drive to City Name* to get public bus—able to take 2 buses to go to Program Name* in morning (trained by Center Name*). In afternoons try to take Getabout (Town Name* van) back with the group home residents. Have had a variety of jobs through STAR but nothing permanent yet. Want very much to work all the time. Happy leaving home and attending Program Name* everyday though—otherwise would become very isolated. Gas bowling on Mondays (City Name*). Art therapy on Wednesdays (Town Name*) and Special church on Thursdays in Town Name* during 2 nd year. Would like to get an apartment but need to get the job settled first.
He has gone to the Private* School because of the lack of jobs and transportation his own community. He will be back in 1 year looking for a job and living in this area.
All I have to say the best thing ever was going to college. I have never been so happy.
I am still learning to read. I was fortunate to run into an old reading teacher where I work. She asked me how I was making 8 th grade out with my reading? Sadly, I told her they passed me unable to read from high school. I wish they had the law “no child left behind” for me! Mrs. H works at a local elementary school and has taken her own time after school to help teach me to read. She told me that she will not give up until I can read and write. I thank God for Mrs. H—a true teacher.
Since she left high school she has gotten very very lazy. Don't want to do anything.
Since I've finished high school I've started a life of success.
I was in jail. I got out. But I am doing very good. I get SSD and I am going to a drug program and doing well. I'm clean. I'm also taking med's 2 times a day. I see my nurse once a week. And this week I will be working part-time, 15 hours a week at a store!
I never completed school. And I can't read good I have to have someone help me read my mail. I want to be able to do things on my own without everyone in my business. I think that if I was able to read I would be a much happier person.
It is better than most people w/ disabilities. If you are trying to find a problem w/ disability services look to the high school counselor who told me I wouldn't get into college. I am a 2 nd year engineering student at University*. So what does she know?
She had a baby and is looking for a place to live. She will not work.
I never really got any help during high school.
My life is fine. The only complaint I have is that high school learning services were very poor. And didn't help at all with anything. I am very disappointed with my high school education. I do not want my children attending public schools.
That you have to be outgoing and speak for yourself to be able to do well. Have an idea of what you want to do.
Life is different. It isn't as organized. Routine isn't a must have thing though I miss having it. I am not in school at the moment but in the fall I will be re-attending.
J* is very fortunate to have an uncle who employs him. This uncle treats him as though he has no disability which in some ways is good some bad. It has let J* know he can't use his disability to his advantage which was very difficulty for J* but it has

<p>since started to make him more confident because he actually can do it.</p> <p>Shortly after J* turned 18 he was prepared to enter the navy and 2 weeks before shipping out to basic training he was diagnosed with Type I diabetes. It disqualified him for the navy and many other opportunities. He can't get a CDC (Commercial Driver's License) he needs for current job. He can't get a pilot's license (not that he ever would) but these are just a couple of the things he won't be able to do and it seems very unfair.</p> <p>He is going to school at a community college. This school year coming he will receive no aid at all and could really use the help. If there is any aid available to him he is not being given the information needed to pursue it.</p>
<p>I am spending a semester abroad as an engineering major.</p>
<p>I graduated in 2002 and began attending Univeresity* in 2003. I am currently not enrolled for financial reasons. I am diagnosed Bipolar I, and at the time of this survey I am not taking any medication. The reason for this, aside fro personal health reasons, is the lack of affordable health care in Connecticut. Furthermore, my situation has been aggravated due to cuts in federal aid to social services I have utilized in the past.</p>
<p>The study skills and organizational strategies I learned in school-funded tutoring have been very helpful in my college courses.</p>
<p>My son started college in another state, but he could not handle the dorm life. He was sleeping late—missing classes. Never set up his phone/voice mail, never checked mailbox, and never went to disability center where he was signed up. Living home and going to school locally works much better. Also reduced classes to 3 instead of 4. Initially his classes were early in the morning (not good). Now he goes in the afternoon or evening. He still does not go to special services but he may eventually.</p>
<p>I am doing fine.</p>
<p>My life is pretty good right now. I had gone to modeling school and that's been going good. Modeling school is non-college school. All ages I enjoyed meeting new people who have now became my friends.</p>
<p>I find my son has very little social contact. He rides his bike all over, but really doesn't do social activities.</p>
<p>Is there any scholarship money and or extra grant money for disabled? We have 14,500 in federal grants for school in October, but have been refused for the other 6,100 we need. Any ideas?</p>
<p>I have poor verbal skills, math/English/science skills are almost nil. Horrible schooling. I know only how to make others happy, not myself. I'm 20 and because of the environment I was forced into, I don't know how to handle it when someone is nice to me.</p>
<p>Her life is similar to life at school except now she goes to a program and she has more choices, which she likes, in the program than she had in school.</p>
<p>I like being out of school but some friends and teachers I don't see any more. I have living at home w/ my parents. We do quite a bit together. Mom and dad think V* is a pleasure and a helpful person to have around.</p>
<p>After high school I started to be more independent. During the winter I snowboard, so I traveling up north about every weekend. I am also attending a community</p>

college that is local* Community College and plan on transferring up to Out of State* University during the spring semester.
My high school did not adequately prepare me for college. I first enrolled in a 4-year school and I am now in a community college. I am progressing well now and I am sure I will graduate college at well take me much longer than 4 years. Math is a problem for me in that the basics were not taught in high school to me and now I am starting again with the basics.
It has been difficult for me to maintain a job that requires me to use a cash register.
I have found that my math skills need improvement and when I stopped taking my medicine. I struggled the most. I realize how hard it is to be an adult and have so much to worry about.
I don't think special education helped me at all. I had to learn everything on my own, like getting a job, learning balance my check. I still to this day don't know my times tables or read that well and spell I don't think I would ever but my kid through what I went through, even if she/he had a problem just tutor them and keep them in regular class. Honestly I don't think it is necessary to put them there. I was very embarrassing to be in these classes. Everybody makes fun of you and it still hurts me to this day and makes me angry that I had to learn on my own everything, even though I don't know things still, even to write well. I can't even go to a far away college that I wanted to go at the time I was in 12 th grade. I think main thing is to teach kids the importance in life time tables, reading, writing. Also to make it to college were ever they want to go no community college. I wish I was never in those classes.
I am currently enrolled in a 4-year college. I play on the varsity soccer team. I expected to get some help form the Bureau of Rehabilitation Services but due to budget cuts I didn't get any help. My parents have been paying much of the bill.
He is multiply handicapped. (legally blind/cp/medically very invoved) DMR helped find a placement at ACES, Program* in City*. But then DMR (higher up) rejected it as too expensive. But that was the only appropriate placement available due to his medical involvement (track, oxygen, nursing care, etc.) So he has had no placement since graduation. The school system did not provide adequate/any job training or transitioning into a real program of job.
He is just happy.
Life is great.
Since leaving high school I have graduated from Out of State* College with a AS in science under the AT program where I was a student athletic trainer. I worked with 2 teams lax and volleyball. Volleyball made it to district championships and set school records.
I have completed my associates degree and now onto a 4-yar college of my choice. I got here through hard work and help from my school, parents and friends. I was told in middle school not only that I would never attend college but would not be able to complete high school. We need to have more faith in our special needs students. They can achieve.
Wish I had concentrated more on college issues.
People who are artistically talented sometimes need assistance with "book skills". They should never be told by a counselor that "you will not be able to be accepted in

a 4-year college or university". They should be encouraged to follow their gifted or talented abilities and continue their education.
I haven't done anything since I'm a bum, but it won't be like that forever.
It's hard.
Stay in school is better than work.
She is having a lot of trouble paying her bills. She had a lot of trouble at Stop&Shop of Town Name*. She was bully by her boss, and coworker. She lost a good job because of this. She had gotten heart at work and they were giving her a hard time. We would like to see her in school but she is afraid to. She was talking about going to bartending, but that all she has done.
Life is better, freer, less structured than high school.
It is very difficult to get and maintain a job with a disability. The only places that seem to want to hire you are grocery stores part-time. Trying to get into an office is nearly impossible even though I had training with Local* College's business program through community resources.
I still work the same job I did in high school, which is retail. I also just got a job as a waitress. I still have the same boyfriend but it's been on and off. I still have the same friends from high school but I also have lots of new ones I spend equal time with.
I am more sociable than I was in high school. High school taught me that there's nothing to be afraid of. I work much harder since now I am helping pay for school and going to school free time. I also learned that high school does not tell you everything about what it's like after high school in college meaning that in high school they let you get away with so much. But in college you are for the most part by yourself.
Access to transportation other than my parents for social/recreational activities would be great! Also a special friend or advocate with ability to person go places without my parents would also be great—closer to my own age.
I'm glad I'm not in high school any more because they gave me basically no help.
My life after high schools is much better. The medication I am on for epilepsy has been significantly reduced so most of my memory and concentration has returned. I am successful in college and have a 3.3 average GPA.
Don't get together with ??? of the people I knew in high school. Only a few of ??? friends.
Special education is not for everyone. For me it was an excuse to slime through high school. High school should have prepared.
Since not getting the right help early enough my son has given up. She is slowly killing himself through addiction to herion. Please try to help these kids more while they are in school and not make everything revolve around money. You could save a life.
My son attended a public school in Town Name* when he was in the 3 rd grad his reading teacher, a special education teacher told me that he would never read on grad level. I took him out of that school and put him in another public school in Town Name* that had a wonderful special education teacher. My son is now in college. He will be starting his 3 rd year in Sept. he made the Dean's list last year. Without the wonderful support of some good teachers, and caring, my son would not be doing so well!

<p>I have learned how sheltered high school students are today. The “real world” is something that you cannot prepare for regardless of how much home work a student does over the course of time while attending school. Can never set them up for what’s waiting on the other side of their diploma. There are those of us who go on their own ways of things and others that are led through every situation in life whether one chooses to swim or drown in this “pool” we call “life” or “the real world” is up to the individual. So I guess when it all comes down to it, each individual makes their own path through the “jungle” of life in hopes that we will all eventually come out on the other side as a better person.</p>
<p>I feel independent, responsible. I have finished technical school.</p>
<p>I wish I could go back to school and start all over. There are a lot of things I would have done different.</p>
<p>A lot of the time I’m scared. I might be in a social situation with a group of people and something comes up and I don’t know what they’re talking about. And if they do something and I can’t do it as well as them or even at all, I just try and not let people know about my disability, so I won’t be embarrassed.</p>
<p>My personality has become more independent since leaving a metropolitan area and re-locating to a more rural area.</p>
<p>It has been interesting.</p>
<p>I have a good full-time job at a hotel.</p>
<p>I honestly feel that the special education programs in City Name* and Town Name* public schools weren’t that great. I’m 19 years old and cannot divide. I have a 15-month old daughter. I have no job because I don’t know how to keep them. I think there should be a bid improvement in the special education program.</p>
<p>Replaced school time with work time. Everything else remains the same.</p>
<p>My life is really hard to find a better job. I used to work at Stop&Shop and I got fired for stealing. I don’t like to work there. I like to work like factory machine, help people to more, carpentry like fixing housing. That will make me happy and keep the job for long time. Right now I don’t have any job because it is hard to find job that I like.</p>
<p>After high school I went to community college for a semester. Than moved to Florida to attend aviation maintenance school. I was independent and lived on my own. Then I got sick and was diagnosed w/ fibromyalgia, so I withdrew from school and moved home. I then went back to school the following fall semester with hopes of gaining business knowledge to open up my own set SRI business. I then decided ii wanted to be a personal trainer to help people with physical disabilities, so I moved to Orlando for a 4 month program and just recently graduated. I have now moved back home and will shortly be moving to San Francisco.</p>
<p>My high school did not prepare me for college...but that’s it.</p>
<p>At the time, I am primary handling my father’s estate, as he has recently passed away. Most of my sibilings live out of state.</p>
<p>Our daughter is a mentally retarded adult, unable to conduct herself on the daily life routine. She has been in two adult programs but after a few months the staff of the program has decided not to keep her any more because of her behavior.</p>
<p>Student did try to attend Community College* at the pushing and help of his mother and guidance worker. Student had everything Community College* could offer except courses to make him appear as a regular student. He didn’t want to use the</p>

resources for special education students. Using the resources he got from his home training and Hyde leadership gives him the courage to go without a net. And having a learning disability for so long, he's decided to live a regular guy, like his mom. He sees it takes a lot of courage to try to go it on your own
Has been very successful and now operated his own landscaping company.
I liked being in high school. But love life out of school. I live alone and it's been a success. But I have lots to learn.
Since I have left high school, I felt that I have grown up and became more focused on my life. While I was in high school, I was too worried about how other people viewed me and my disability. This had made me shy and an outcast at school, to a point where I didn't go out at nights. However since I left high school and went to college, my attitude had changed for the better. Now I realize that this is the way I am and if you (other people) don't like it, then its their lost. Now I have more friends and go out at nights, at times with people I never had met before. My grades, social life and athletic activities have never been better. And I am determined to live my dream and achieve all of my goals that I have set out for myself.
He has just completed basic training and will be going to the 82 nd Airborne Division at Ft. Bragg, NC. He has previously worked at Staples for 2 years. I wish he had had more training in self advocacy and better self esteem. He has done very well in keeping his high school friendships. I also wish he had had better help in looking into a realistic career or trade.
I am engaged to someone that graduated in 2001. We almost had a child, but lost it 2 months in the past 2 years since I graduated. I've had a very difficult time finding jobs. I've also had a hard time with paying for college and finding one. I also have been having trouble figuring out what I want to do with the rest of my life. Before leaving high school I was not informed about the help I should have been getting and because of that, the past 2 years after graduating have been extremely hard and stressful for me.
I have been trying to find the career that I would very much like to do. That is to be a mechanic. The reason why is because like to do things at females don't usually do.
Would like to do a lot of things that other people do. Get married. Have a family. Etc.
My disability has not made my life any worse. I'm very happy with the way my life has turned out. I'm looking forward to the rest of my life.
I am his mother. He still has trouble reading and still needs education, but I don't know where he can go or who to talk to. If you know of any agency, please let me know so I can try to get him help.
All above issues – work social were known throughout school. The final school tried to address but my main high school – Simsbury fought with us the entire time. Very poor experience with Dr. G.
Hoping for good future.
I feel that my high school did not provide me with the training I would have liked to receive. For example, I was interested in small machine repair and automotives. My school did not provide these opportunities. However, they did have a class titled school to career where you could earn credit for working. Once again they could not help to connect me with a job within my interests. Instead they offered me an interview with a daycare. I got the job with the promise they would help me

<p>find something within my interests. However, it never happened. I am working now in a job that doesn't interest me. I feel that my high school was mainly focused on those students who were interested in going through 4 years of college and students who scored high on SAT's and CAPT tests so they could post it in the community newspaper. In the future they should be more focused on the whole person and not the scores. The world cannot be full of financial advisors and .com's. After all who will repair their things?</p>
<p>With skills taught in high school, it is easier to be an advocate. Aaron knows how to seek help is not shy with professors about asking for help, etc.</p>
<p>Joe entered University* in the eop program which he had support and still does if needed. It was very helpful to him and he learned many study skill he did not have. He has just completed his sophomore year at University* with a 2.7 GPA. He hopes to be a gym teacher. Joe always does his work studies hard and participates in all classes. He has always had trouble with all tests and still does.</p>
<p>Everything is fine about my life right now.</p>
<p>After I left high school realize that my disability does not have to control my life. My college has been very accommodating, a huge shift from high school. I went to Local* High School in Town Name* and they made my disability a burden and were not understanding or accommodating. I do not suffer from a learning disability or a physical one—I mange a mental illness. High School* never knew how to deal with that and I thought it was just that. My disability was the problem, but my college validates and accommodates it and my life is so much easier. The way High School* dealt with me made high school miserable and I was terrified it would be the same in college. But now I realize it was just High School*. Other than that, college is great. I still struggle but I have a lot more hope for the future. Being independent has made a huge difference.</p>
<p>I feel that the skills I gained in high school helped me to make adaptations needed in order for me to be successful in college.</p>
<p>I lived in North Carolina for 6 months. I work 75 hours a week and average 3,000 a month.</p>
<p>I wish there was more encouragement to continue onto both undergraduate and graduate education. I feel most state services push employment even if t is only minimum wage.</p>
<p>I have grown very much and have made tremendous progress. I have lots of good friends in college and I'm currently on the Out of State* University lacrosse team.</p>
<p>I wish I had the money to go to college. I did a little community courses but its really had to go through schooling like that when you can't even read your own handwriting. I guess I'm ??? to work with my ???</p>
<p>The extra help I had in high school helped me to get through and get my high school diploma.</p>
<p>I am happy with my life.</p>
<p>I would like to go into higher education.</p>
<p>After I left Local* High School I got better grades and felt better about myself. If anyone would ask me if I liked the schools in Town Name* I would say no way. They were the worst days of my life and I didn't learn anything.</p>
<p>Not everyone is but out of a cookie culture—not everyone wants to go to “college”.</p>

More attention needs to be spent on helping kids find alternatives early in school before they start looking for their own alternatives. Finding a person's passion should be the #1 priority of every educator.
Just because you have a disability that shouldn't stop me. I would like to go to college to continue my education. But I know with this disability I have to work harder than most people. Then there is the money issue.
Enjoy participating in special Olympics and other seasonal activities.
2 years away at college was a wonderful experience for my son. Unfortunately Connecticut has no residential colleges for students who want to go into technical fields. My son studied carpentry and is currently employed as a cabinet/furniture maker. He is a highly skilled carpenter and is a fine young man.
College was very difficult because no organizational skills or time management skills. Could not ask for or admit he needed help until his 3 rd year in college. Sports has helped tremendously to develop self confidence. Course load is very difficult but he is making progress.
Couldn't decide what I wanted to go in life. I decided to join the army national guard which has helped a great deal. I've realized with joining the military who my real friends really are. I have many opportunities to better myself in the military.
My life is great! I have a great family, great friends and a great job.
For me I wish I could go back and do things over. Life has become so much more complicated and sometimes I wish it all would restart.
Same as it was when I was in high school except I work now. My life is more stressful.
I've had two children, got married, got divorced, lost my oldest to DCF because his father was abusive towards me and my child.
My daughter has not been able to find a job. She fills out application all over but no one hires her. Her math skills are very poor and her reading is on a 6 th grade level. She's been tested but they say she's not eligible for any kind of ??? benefits. Has no health insurance and can't get food stamps.
Things have looked up since I left high school. I feel I am doing something worthwhile now.
I feel I was well prepared for college level studies.
I am working to get a business degree. It will take some time, but I should do fine.
Since high school, I have experienced several job opportunities yet have not chosen a lifetime career. I do not plan on attending college simply because I choose not to. I have always been an independent multitasker and where I lack knowledge of back smarts, I make up for in common sense and hands on ability. I pick upon things quick when shown how to do something, but can not go by a book. I teach myself a lot of things and learn a lot from what I see and experience.
My high school was too large—too many students. I felt pressure to take courses not of my interest. I was not prepared or informed of prospects of high school. I still do not know what I want to do and feel helpless. My parents do not know how to help me.
Our son will be starting an AA degree beginning Aug. 2004.
I'm just looking to make a successful career out of my college experience.
I have been able to discover more about who I am and what I want to do since

college begun. I am currently engaged in a successful part-time job and a good career for my future. I am also engaged in clubs as well.
I strongly believe that the services I received during high school have a big part of my future. If it was not for the SES I would not be where/who I am today. And that I'm grateful for. These services are very much needed, and they help those that want help. Some kids/students want the teachers to do it all for them but once they leave school they are on their own and will not be able to succeed because they had someone else do everything for them. The services I received from my previous high school were great. Could not ask for a better teacher/instructor, and I know that special education is much needed for other youths and they need to receive that.
I believe that the extra help that I received before and during high school helped me in many ways. Overall in life, college, and my family.
I want to go into broadcasting and want to work for NESN.
Cannot obtain employment on his own. Working for uncle. Social problems. Tried to go on SSI but was rejected. Need health insurance. Need to go on Title 19. Bureau of Rehabilitation just referred to a temp agency. Has seemed like has gotten no help from only agencies. Where to turn? Need health insurance. Has one friend but is a loner. Spends much time also by himself in bedroom.
My school did not prepare me good enough at all. They put me into very easy classes so I could pass. Classes had no homework at all. They let me use my books open on exam w/o giving me a chance to do it on my own w/o books. I went to School Name* and was too overwhelming for me. Now I'm scared for my future. I'm afraid I'll never have a good job because of this. My school doesn't follow the child left behind law because I'm left behind stressing about my future. My class was never allowed to go on field trips just honor, A level B level students. I was C level. They really discriminate us.
My quality of life has improved since leaving high school. High school was bad. I still have problems with some aspects of my job (i.e. following directions that someone has written down—directions to a location) due to my disability—dyslexia.
Life is good due to help. I succeeded in high school.
The whole college experience was a little bit of a shock to me. I went to Local University* for 3 semesters then took a semester off. Hopefully I will be attending Different University* in the fall.
Ever since I completed high school I've been jobless and can't pass a basic test to attend a college or technology school. I think I need to file for disability.
B is working 3 days a week at the Agency Name*. DMR is providing services. He's a happy guy who lives at home with family.
Had a daughter.
I just received my associate's degree after 3 years at Local* Community College. Will be attending Local University* in the Fall.
I own a business with my father. We are extremely busy, yet I have time for all of my friends. I enjoy being out of school, and in the real world. It is a great assuming responsibility running a business.
I have a goal in mind for myself toward the future. I have gone and completed a

15 month course in culinary arts and am working in a restaurant doing cooking and kitchen techniques for my future.
I am living at home by choice. I race sprint cars and a Busch North car. If I didn't live at home I couldn't do that.
Transition services are badly needed but not available to relatively high-functioning individuals (e.g. budgeting, time management, support group). Difficulty adapting to mainstream higher education (from special education classes in therapeutic school). Needs more structure in mainstream environment. Psychiatric and psychological counseling continue at parents' expense. Add-on treatment in the "real world" would be very helpful.
I think there should be better preparation for college.
She has not been able to keep a job. She has had only low paying jobs. I feel as though she has been failed in learning how to become a productive adult.
After high school I joined the Domestic Peace Corps called Americorps NCCC. I also feel that when I left high school, I left with very little knowledge and now I feel that my experiences have given it to me.
I'm going to college and getting a degree in website design and enjoy every bit of it.
<p>We as A's parents feel that we were courses into believing that the transitional class was the best for our son. We were also told that he was also dyslectic and after being tested by Dr. G that was not the case.</p> <p>A was a young 5 years old. His birthday was Aug. 29th the first day was Sept. 2nd. now we can see that he was not ready for school.</p> <p>Also the transitional class was a teacher of spelling everything phonetically which has hindered him until this day. We feel that being put in the special education class was a way of the Town Board of Education to receive funds from the State of Conn. And just push him through school instead of fixing the problem that they caused.</p> <p>The best thing he could have done was to enroll in Name of School* Tech even after failing the 1st entrance test and asking the Name of Town* School system to help which they would not! They wanted him to stay in the school system of Town Name*. He is now working as an apprentice electrician and also working as a projectionist. This is of no thanks to the Name of Town* School system.</p>
I screwed up bad, using drugs. Now I live in recovery house and go to seven NA meetings a week, and working the steps. I wish I got a job in my career field.
I did not receive enough education and training services to be successful in life. I did not learn to write and read and I have problems to find and keep a job. I would probably do better with more supervision. I don't know how to cook and always have to depend on others to get what I need.
After I graduated at high school, my life had changed when I first went to college because I started to be independent on my own and get several homework assignments from my classes courses at the college that I'm attending right now. I'm happy that my college have tutoring services and notetakers because it would help me study ore and to understand the instructions.
I will like if same one can help me to get in to School Name* Music College.
I met my first girlfriend this year and we will eventually move in together when we

<p>move away. My plans about going back to college are shaky. I won't have enough money to move and go to college at the same time.</p>
<p>The employer of graduate has been very good helping graduate adjust to his life since high school. Town Name* Public School currently employs a Mr. L as vice principle. A large number of young adults have dropped out of high school due to him.....</p>
<p>I started a full-time position in Sept. 2002. Worked up until March 2004 when I resigned to attend Out of State* Tech in name of Town* PA. I am a full-time student and have difficulty concentrating with some subjects. I contacted the director of education at Out of State* Tech for assistance. With the help of my parents we have worked together to receive extra help. I do get discouraged when I struggle with courses.</p>
<p>D.* has adjusted to college life. He is responsible, conscientious, reliable young man. He does not take medication consistently and this causes him to be jumping from on task to another. He is 21 years old and makes his own decisions about his health. As his father, I wish he would realize that taking medication (consistently) would enable him to better focus on projects/life!</p>
<p>My daughter is in her 3rd year of college. She still has difficulty with school work but is still holding her own. She has friends, interests and is very motivated. She may have some difficulty finishing college because of certain requirements such as math and foreign language which were her main problems in high school. We're hoping for more accommodations although, ultimately she has to understand the material. But we are optimistic!</p>
<p>When I got out from high school I went to work because I like to work and because this three years I think about my future because the future is the most important for me. And I know if we don't have a future we are not going far away. That's why I want to go back to school in this year. I have waited for there long years and I would like if you can send me more information for the University Name* School of Education because I want to be somebody in the future.</p>
<p>It's really boring.</p>
<p>She is a handicapped person and I don't believe this survey applies to her.</p>
<p>After high school I found that I was able to do more and began to overcome my disability.</p>
<p>Ever since I graduated high school life has been very tough for me. I wish that I could spent more time in college, so I could finish college fast and begin the real life!</p>
<p>I have kept myself in very good physical condition. And I keep up with news events and world affairs.</p>
<p>Opting to join the Navy was a good decision because of the structure and requirements demanded by the military. If this option wasn't utilized the options would have been very limited.</p>
<p>Town Name* High School didn't teach me very much. Instead of taking the time to explain things to me they (teachers, principal) would just pass me with A(B) when I knew nothing, which is a big part of why I dropped out. They made me feel very stupid. But now I am doing very good. Well, I've learned a lot on my own. I plan on going to get my GED in the Fall if all goes well.</p>

<p>After high school he spent a semester in the Grand Tetons with the national outdoor leadership school (NOLS). Immediately upon return he was diagnosed with leukemia and has been undergoing extensive chemo and some radiation. He is doing very well now. He teaches at Name of School* in New Fairfield, Ct. he is doing just what he wants to do with his life, but not making much money or benefits. Without special education he wouldn't have gotten diploma and this would not have been possible. Every yea the workload in schools gets harder and heavier and students are given less and less time to accomplish what's expected of them. I see more and more kids wash out of places like Town Name* High School. There is too much pressure. Special education and alternative schools make such a difference in these kids ability to get a diploma.</p>
<p>As a parent filling out this form, my child has only held a job for 1 month since high school. There needs to be more job coaches to help these kids gain employment which they desperately need to gain independence and self worth.</p>
<p>I am happy most of the time here at school and am doing well but tend to be extremely emotional at times that can make me very depressed and I can get very stressed out and sick. That is what I am currently trying to work on. But for the most part it's ok here.</p>
<p>A member of Team USA 2003. Ran marathon, Dublin, Ireland (Bronze medal). Employment situations are independent and without job coach.</p>
<p>When going through all the years of schooling, I've been pushed through the grads and still feel like I haven't learned what I sit pose to learn but no one cares if I didn't.</p>
<p>I wish that I could have had more help after graduating on finding a better job and guidance on options of things to do besides school.</p>
<p>Things are going pretty well at this time in my life.</p>
<p>High school was an awesome experience. I'd do it again from the beginning if I could go back in time.</p>
<p>It's been good since high school.</p>
<p>Need more jobs for youth. Was terminated from job. Was not fast enough for company.</p>
<p>It is sometimes hard being away form home and at college where, unlike in high school, no one understands about my disability from my TBI. I try as hard as I can to "hide" my setbacks. I play off whenever I have trouble remembering things or having to take tests by myself w/ extra time, etc.</p>
<p>I attend camp horingans 1 weekend/month throughout the year and 2 weeks in summer. I have enough money to buy toys, music and videos.</p>
<p>My illness keeps me homebound at this time but I do use the computer and would like to know more about courses at college level online. Also I'm trying to contact College Name* or Community College Name* to audit a class but haven't heard from them. Can anyone help me with this?</p>
<p>In high school I always felt as if I was never going to anywhere in life. But since graduation and attending Out of State* University, I look at life different. I know that is may take me longer to do school work and that I have to work harder than most students, but I now know that I do anything just as long as I really try.</p>
<p>J.* attended a parochial tutoring and special education programs. He also</p>

played sports, made captain of the football team in high school, which seemed to keep him motivated to keep his grades at a C average.

After high school, my husband and I thought a prep school is what he needed. We looked at one in Maine. J.* got accepted and declined.

Next he had a hard time getting in the colleges he chose. He ended up getting accepted to a university as a part time student and worked hard and became a full time student. Lived on campus 2 semesters ended up coming home after staying in school ten days into the 3rd semester, spring of 2004.

He was also accepted into the special education program. Received help one or two hours a week. Got along well his teachers. Now he is home and working. His special education teacher suggested night courses at a community college or a tech college.

Naturally my husband and I are disappointed. We are open for suggestions and would like to see him with a college education.

Miss interactions with friends.

I'm 20 years old. I have a career and keep a 3.0 GPA at my university. But I can't spell and can't be sure that I understand correctly what I am reading. I have succeeded in school by paying attention in class but that only gets me so far. I was tested when I was younger and they said if I wasn't LD then I would be a genius. But I am LD. S what am I now? I've grown self esteem though through things I enjoy. Things that don't have expectations. Things that give me room to explore. I am really very creative. But having the self confidence to explore that creativity did not come until college. Because I was afraid I wouldn't do it right. There are simple things like being aide to tell left from right w/o making a L with your left hand that wears on you growing up. But in college I found Authentic Moment. In this art form you close your eyes and just let your body move you. You can't be wrong! After you are finished moving you draw or write about what just happened. I was too self conscious to write so I drew. My sister is an artist so I was always self conscious about my mess than realistic looking painting. But what came out of me after Authentic Moment was so pure and so beautiful. I hung so of my drawing up and people complement me often on what an amazing artist I am. I grew up knowing that what was important were math and English skill. I had neither. But have found there is a place for me in this world. But this is not a lesson I feel was given to any of us in high school.

I think taking some time off from school has taught me most of life's realities. I've learned so much about the corporate world. I do plan to attend school (college) in the near future.

I believe that the public school system could have done a far better job when dealing with students with disabilities. I only had three high school teachers who made the extra step to understand my learning disability and to help me extra after school. One of them was my AP psychology teacher and because of her understanding of psychology, she was able to help me figure out ways of processing information more easily. I feel that if the public school system had been helping me far more than it wouldn't have taken me until my senior year of high school to figure out how to process information in a more effective way. Every teacher should be helping LD student with their disabilities and with figuring

out how it would be best for them to process information. Thanks to those two or three teachers who took the extra time to understand my disability, and who took the extra time to help me with study techniques. I am now fully capable of understanding college level material and I am about to start my 3rd year of college. I still keep in touch with the three teachers who have taken the extra step to help me and they constantly help me out when trying to figure out new study techniques. In my opinion, the public school system could use far more teachers like this. It would surely benefit many LD students like it has helped me.

I find it takes longer to learn things on the job due to my learning disability so I have to put in more time on the job. Also, any success I have is not due to the special education services I received in CT and CA (I lived there for 6 years). For example, I was not allowed to take a foreign language in high school because I was told by a counselor that "I would fail". I started working at McDonalds in CA at age 14. I went from cashier to swing shift manager and was a closing shift manager by age 17. we moved back to CT where I graduated from high school. In CT I worked at a nursery and then at a toy store. Although I applied to McDonald several times, I was never called for an interview. I moved to CA, on my own, less than a year after I graduated. I bought a car, worked as an assistant manager at McDonald and lived with a friend. I speak Spanish almost fluently because I learned working with the Mexicans at McDonalds. I taught them English while they taught me Spanish. Although the school said I would fail, I haven't. this is the mentality in the public schools—both in CT and CA. Since I am LD, I am considered stupid and need to be coddled. The areas I needed assistance in, I didn't really receive it. I wasn't pushed into advanced classes although I have the intelligence. I now have my own apartment and work as an assistant manager at Starbucks. I go to school part time which my parents pay for. I pay all my other bills on my own. I plan to have my own business in the future, so I am learning all I can where I am. I purchased my car insurance, apartment and utilities on my own with my own credit history. School never had anything to do with my success up to now. We will see if college is different, so far it isn't. I will continue with school and work and making my own decision for my future. My parents are available for assistance and support if I need it, but my plan is to continue to as I have on my own.

I am currently working for a bachelor degree in alternative medicine. I am happy to have found a school offering this program.

A's* situation is the same as his twin brother J.* (code number*). I explained their situation on J.s' survey. The only difference is that A. has a part-time job at CVS pharmacy. He would like a full time job and he dreams with going to college. Can you help?

J. attended Technical School Name* in City Name* after high school for automotive mechanics. He finished the 1st semester with a C in brakes. The director of the program called me and said he didn't have the ability to retain all the information needed to be certified by the State of CT. He didn't help in any way even though he knew J. and his twin brother A. have learning disabilities and an IQ of 70. They were told to leave the school.

Now we owe thousands of dollars in a student loan and they don't have a trade

<p>skill or career.</p> <p>The high school teacher in charge of referring them to services said they didn't need it but they really do. Can you help us? What agency can help us? Please let me know. I want my sons to have a good life. They are disoriented, scared, frustrated with life and with no hope for the future.</p>
<p>I have a desire and a want to learn new things. I love working with people, animals. I'm a big fan of music, math, and history.</p>
<p>My daughter needs more services because she's home too much. She has only friend and doesn't want to go to any functions or join any social functions. She needs help!</p>
<p>I don't consider my life highly effected by my hearing or vision disabilities. I'm close to my family, a boyfriend of 7 years, and good friends. I have the same worries everybody else would have.</p>
<p>Most of the services I received in high school I do not need or use any more. My life now is something that I control and I am doing my best to make my life one that is complete and happy.</p>
<p>Nothing has changed. Same job, same care, same living at home. I am made fun of for not doing anything with my life.</p>
<p>I am a fashion merchandising and advertising major at Out of State* University. I was also a college cheerleader and went to national comp. I have also completed a internship at Kenneth Cole productions.</p>
<p>I have continued to expand my communication skills and access other means such as my computer to compensate for my still poor handwriting. My position as an RA helps to keep me communicating with others and expanding my ideas.</p>
<p>This individual has learned to be an advocate for himself. He seeks more help than he did in high school.</p>
<p>My son barely got through high school and took one year off to work. He was sick on and off and had a drug problem. He went to rehab and went to NCC after for ½ year. He worked as well. He went back to rehab and came home. Ten days later he died of a drug overdose.</p>
<p>While searching for employment, it was very difficult for J.* because at first he didn't have a driver's license and most jobs required one, along with experience. Then J. had trouble with applications because it was done on computers. He didn't read well enough for these and didn't want to ask for help because of embarrassment. Also he rarely was called back for an interview. Most places didn't leave a phone number for J. to called them back. The ones that did when he made the calls the employers were rude. One of the places called for an interview and asked if he would come in to take some sort of "personality" test. He was told that it wouldn't effect his getting hired. However, he didn't get the job.</p> <p>J. had a real hard time finding employment and the job he has is real tough for him. Because he has difficulty with his reading he's sticking with it for now.</p> <p>J. was even going to go into the services but that didn't go well either. Because you have to take a test on the computer. It's not easy for kids with any type of disability to go on in life. The few I know have said that as difficult school as for them. It's nothing to what they have to put up with now.</p> <p>The kids aren't ready for the hard transition from school to the "wolves". They</p>

<p>need more training programs with the job applications, some sort of assistance with preparations for their driver's license, and other life experiences. Things need to be a little easier for the kids. Maybe employers need to take a look at the kids they're turning away and see what they have done to their self esteem. If given a little more of a chance they would find hard working people.</p>
<p>It is difficult at times because I have to study for much longer periods to learn. That has distracted my social life and at times made me unhappy.</p>
<p>Avoiding going to a "regular" college seems to be the key to my son's success. He graduated from a 2-year photography school and couldn't be happier. We are happy, too!</p>
<p>I'm doing very well in college and play volleyball on my college team. I have many new friends at school and still keep in touch with some of my friends from high school. This is my 3rd summer as a camp counselor.</p>
<p>I think that high school could have prepared me better for the real world. The diploma that I earned is the worst.</p>
<p>Much flexibility with my jobs to go on trips and vacations (or long weekends). 6-8x/year is great! Also have various job tasks so that if I don't want to do one on a particular day there are other choices in this setting.</p>
<p>I missed 5 years of school due to my disease. I have fully recovered. I am currently enrolled in a masters program. I completed my sophomore year at School Name*, NY campus and had a 3.94 GPA. I am a seminarian for the dioceses of City Name*, CT. Thankfully I don't have any disability. I attended Local Community College Name* in City Name* for 1 semester, then entered the seminary. I've been a full time student ever since.</p>
<p>I love life and everything what's going on in it.</p>
<p>Life has been hard. It's hard to keep up with others and it's difficult to access services, making it hard to get what I need but I will get a degree at University Name*. If it's the last thing I do, I enjoy being at college and the space it gives me.</p>
<p>Life is good I have a great social life a great girlfriend and parents that support me 110%. I will be attending college at Local* Community College in the fall.</p>
<p>I would like to begin with that I have been trying to improve my life more and more but I so happen to have the unfortunate obstacles in my way. I do have a dream and it would mean the world to me if I could start to fulfill it. Being that I have been through the worst, and I do not wish to continue to repeat that negative cycle that lies in this world. I really need to be a responsible young lady. Also I have a few responsible people who stay are constant reminder to me.</p> <p>I'm sorry that I wasn't able to respond as fast as I wanted too. I will keep my fingers crossed in my mind so I can hope that someone will give me an opportunity in my life so I can work.</p> <p>Meanwhile, I will try to enjoy my hobbies like fishing, sports, watching educational TV and my favorite, walking. In the mist of all that I tend to give a lot of kid's in my city feed back about life, but they call it lecturing.</p>
<p>I am happy with my job and enjoy what I do.</p>
<p>I'm enjoying it as it goes on day by day. That young man does work and enjoy while you can.</p>
<p>It has been harder keeping up in the real world.</p>

I never thought of my "condition" as a disability. It has never hampered any of my decisions or actions before and it doesn't now. Nothing is wrong with me.
High school never prepared me adequately for post high school.
I graduated in 2003, not 2002. High school stunk. I graduated only because my mom made me. Most of the Town Name* Teachers don't care about students.
Doing just fine, just really. Do not like still being labeled with a disability.
I was very involved with the DMR Rec. Program and sadly it has been cut drastically which makes it very difficult to have any leisure or recreational activities without a family member involved.
I want a job at a bookstore.
There has been no assistance. I have met with BRS but they have not helped in any way. I went to college but I cannot pass English because I am deaf and have a learning disability. I have applied for many jobs but I do not get hired because of my disabilities. I have a job now. I just started. I had good grades in school, but I have no skills for jobs. I could not go to some colleges for deaf because of low SAT's.
Very hard to pay bills (rent). Basically life is really hard with a disease.
It is a bit difficult to go to school full time and work, yet I have to because I receive no financial aid. The financial pressure makes it hard to concentrate on school and find time to study, especially since I would like to pursue my BA in art at a university. Other than that, things are pretty good I guess.
I think after 7 th grade "Special Education" classes is a joke. I didn't get the help I need and when I told them that Ledyard still did nothing. Since I left High School I have been going to the library and read book on subjects I didn't do well in and I go to City Name* Adult Education to take test to see if I'm doing better (which I am). I just have a really hard time spelling which hold me back a lot.
I have a 2 month old baby which takes up all of my time. My parents help very much with the baby and getting me to work.
I am trying to get into University Name* and play baseball.
I recently got a job. I really enjoy it. I work at a before and after school program and also summer camp. I like it a lot because I enjoy work with kids. And there is another plus I make a little more than minimum wage, \$8.00 an hour. Hopefully I can work while I am going to school in the fall.
I would just like to say I wish I could have taken some college courses and got a job I know I would like to do and not move from job to job, because I still don't know what I would like to do. Hopefully one of these days I will figure it out and soon but I am glad that I graduated high school.
Found it generally less stressful.
When I quit high school I took child day care home school from Town Name* High School. I got my degree in child day care.
I got into a university which was difficult to get in. I have been on the dean's list for 4 straight semesters without the help of special education services. I guess when you take charge of your won life and decide to attend college, you control your own destiny.
Working and earning for myself. It's nice to sleep in once in a while. I do go places and do things I couldn't do in high school.

I've been much happier since leaving high school.
Transition from school to work/adult world has been very difficult at times for this person.
Graduate from School Name* culinary institute.
I miss high school a lot because of the social interaction there, and I miss many of my teachers and fellow students who I liked.
I still have problem with spelling and reading but I try everyday to do better.
What I was told in high school about being able to go to college was not true. I was misled as to what my ability was. My LD in math was not explained to me. I have failed tests for higher paying jobs because my math is so bad. I feel that the high school failed to educate me. In spite of my LD I am able to learn if taught. I didn't need "A"s in math. I needed to learn math.
It is very difficult to find services for your needs after high school. If you do find programs, people are unwilling to help, such as in the Dept. of Social Services. In my current experience with BRS, my counselor does not seem to understand my needs and weaknesses. I had success with programs while in high school, but have had no luck since I have graduated.
I am doing good after done with high school but otherwise I was some frustrated try get job because I need money for plan future with my fiancée need me for easy help each other most of my fiancée. I really need find right job for me what I had good skill and know do thing. But I had sometime stress lived with parent what we had lot problem family.
I won most outstanding radio show of the year at the college radio station.
Town Name* High School is a horrible place. They favor the "good" kids and weave out the "bad" ones. I hate that place now just as much, if not more than I did when I was there. I disagree with everything that place has ever done.
Dah volunteers 1-2 mornings a week at an assisted living center. Transportation to social functions, stores, etc. is a big problem. Also, he wants to live more independently at some point, but housing backlog through DMR is a barrier. Favarh is a good agency but offers no jobs that would allow Dah to use his clerical skills. Dah is under an individual support agreement with DMR.
I believe that my time in special services in high school was a total waste of time and I wish I had had the time to complete other course work in that time frame.
Fairly normal. College student but still struggling with eating disorder and not seeking help-resistant and feels nothing worked before.
I wish I went to college right after high school. So hard to go now I have to force myself and think about the future.
Life after high school is great. The workload is very difficult to keep up with but I have never felt that being a LD student put me at a disadvantage. The opposite is true; it has helped me because I learned a very good work ethic in high school while many were "slacking off". By the time college came around I had studying and completing my work down pat. I'd like to add however, that the special education department in my high school was disturbing. They tended to classify all special education students as "incapable" of success. Numerous times I needed my guardian to sign me into higher level/more challenging classes just because I was labeled as LD. My

grades consisted of A's and B's and yet I was continuously told that I would not be able to handle the work load associated with such classes. After about 7-8 years of them instilling in me mentally that I would be limited to what I can do in life, I chose a career which has always inspired me. Once again, the "team" did not feel I was capable of achieving this goal (of becoming a nurse) and told me that it would be in my best interest to pick another career which wouldn't set me up for failure.

My response was "no, I don't think so". I am currently a sophomore at a competitive 4-year college in the nursing program receiving the best grades I could ever imagine. I have talked with many of my friends about how much they have learned in college, and I realize that what they are going through now, I went through in high school. In a way I am happy I was told that I could not achieve such goals (in high school) because it made me prove them wrong, while at the same time it helped prove to me that I am more than capable of doing anything that I am willing to work for.

I am very curious about the study you are performing and would like to receive further information on it. If you could send me some information, that would be great. (address included)

Working with vocation rehabilitation consular after high school was helpful. I received support, advice, encouragement and a computer to use in college.

Life has been great. I am a college football player have the time of my life when I am at school and home. My learning disability never held me back from a social point, and only a small amount school wise. All 3 of my summer jobs treat me great. I am living life and living all of it.

He is currently employed. But it has been a struggle for him to find and hold a job. He lacks the skills needed to be independent.

Life is better now than in high school. Definitely feeling more successful in college classes.

I am ADHD, but because it was not diagnosed until mid-high school, I had learned to cope up until that time. My problems during high school were consistently social. I have since turned my life around completely and work hard in school and have few school related issues. I am also on medication to help with my attention deficit. Socially, I am definitely much more comfortable now than in high school and issues with classmates were the primary cause of my "behavior" in high school. I just had a lot of growing up to do.

I have made a lot of new friends since I left. I have a job I enjoy.

I started to work right after high school and I am happy.

Although our daughter was an honors student she wasn't even able to score high enough on her SATs to get into Local University* or Local* College. After calls/letters to Town Name* superintendent of schools I found out that she had been placed in all of the low-level classes in high school and basically got good grades because she showed up for class. How sad she is such a hard worker but is struggling. I wish we had received the help that BRS had said we'd get.

I was working 3 jobs at once and I am still bad at reading and spelling.

I never really had a job. The above is working for my dad. I am anxious in social situations and have some mental health problems for which I do not get treatment.

I refuse to take medication. Some days are good, some are not.
I do not feel my disabilities have effected me in any way since high school. Any problem that comes up I am more than capable or compensating for (i.e. spell check). In high school often I became frustrated because there was little to no support for high functioning students with learning disabilities.
<p>My son could not get a job at McDonald's, Getty, etc. He is right between the cracks of every type of assistance. His IQ is too high for SSI but not high enough to achieve in life.</p> <p>I am writing to you as the mother of a recent Town Name* High Special Education graduate. Although he did receive a diploma he is educated at the 3rd grade level. The school was not adequate in educating him and his behavior (due to frustration) became evident. He was not allowed to participate in sports "due to bad grades" so he turned to drugs. At least once a week I was called at work to go get him that he had another suspension. He spend more time suspended then in school. The school did not care that he was already delayed and the last thing he needed was to be home alone instead of receiving instruction. The staff at school from principal to lunch aid do not know how to deal with developmentally disabled children. My son's shop teacher "He couldn't complete that class". Said quote "I didn't know something was wrong with him, he looks normal". He had no clue of my son's abilities.</p> <p>I know have a 21 year old son who is addicted to drugs and feels he'll never be able to handle life. He told me today he feels like dying.</p> <p>He was not helped at all by attending the CT school system. My son was also backed into a corner by the VP and principal and told that they were gong to say a lie. He charged his way out of the office. The stories I can tell about his school experiences and my personal experience, as telling them he doesn't belong there and the PPT team not assisting with what is in his best interests just what won't cost them anything.</p> <p>My recent "graduate" was not allowed to attend the ceremony at the school. The whole special education system for us has been a hell that no person should have to go through.</p>
I drop out of high school the last two years and I regret doing so.
I enjoyed learning so where I left school I was lost. Now I see as the years go by that's part of the next phase of being an adult. My learning disability does not affect my life. I live as who I am and that's it. "Take it one day at a time," I say.
Worked only through BRS. On trial at Win Wage. Landscaping material handling. Got part time regular job on 05/03/04. Did not go to first day on job; slept through alarm. Worked on 05/05,05/07,05/09,05/11. As of 05/15, do not know when will work again. May have been fired.
I miss high school, but my life is okay for now.
Just make new friends. Hate those in high school.
I've learned that my disability will not stop me from doing what I want to do or like to do.
Truthfully, my learning disability in high school was me being lazy and if I try to do something and I want do something I do it.
Very happy with my life after high school and excited for the future.

I have been doing great in school. I have not used any extra help since high school.
College is challenging so I am taking 4 courses per semester instead of 5. It will take longer to complete a degree. I still use many of the study skills I learned in high school, especially from my resource class.
Since I'm helping you or whoever, can somebody help me put myself where I want to be in life? If anybody can, do so. I need it because if you look at my background you will see that I have no mom, dad but it's okay because I'm keeping up with everything but the company I work for is moving to far so if you can help me then do so. I'm just putting it out there. It's okay if you can't. I will find a way. God will help.
It has gotten so much better. My life that is. My first year in college was tougher but I've never been better since towards the end on my 2 nd year.
Great difficulty in making the transition. Need a more (or continuing) structured environment. No direction, no goals, little ambition. Isolate frequently.
I would like to receive more information on technical and trade schools. I have some difficulty applying for employment to places that have written tests or exams. I failed the application test at Frito Lay in Danielson, CT.
I have had a child and also find it very difficult to move out on my own due to pricings of apartments and housings.
Math courses in elementary and high school did not prepare me for college.
Since high school I have learned how life is on you own and how important it is to make good decisions.
I had no problems in life getting on just fine.
I am a CNA at a low staffed place. I won't further my education but I need guidance.
I really believe I have overcome my learning disability. I felt the special education program really held me back from many chances in life. I'm thankful for the help, but I didn't fit in the class. I seemed to be the only one who cared and I felt they just pushed us through the system. In college I received straight A's and award for best dental student. God has been my stronghold and parents. I work full time now in a wonderful office and a leaded youth group of 25 kids every weekend. None of them believe I was or could have ever been in special education. So I encourage those who are in the program to not give up or let that title "special education" stop you.
My life after leaving high school was good. I have a job and a car. I miss high school because I love learning new things even if they were difficult for me. But I love working on earning money. I want to go to college some time soon.
I am not sure what else to tell you all just that since I have been out of high school I have been trying my hardest to worn through my disability. Its still been hard but it has been better. Also, I hope one day when I have money to attend college.
I would rather work than being in high school because you won't get paid for school.
Working and going to school (learning aviation maintenance). Really enjoy what I am learning. Life is good.
I learned a lot from attending Trumbull high school and felt high school gave me

the perfect jump start to begin my adult life.
During high school I wish they prepared me more for college. It's a huge difference from high school to college. It's very important to get help at college with the disability services that are offered.
High school plays a big role in his life help him with DMR and find a job for after he got out. And the training that he was giving to stay there.
I have never thought of my problem as a disability. In school I have always been given so much extra help. I have thought of my disability as a blessing.
Looking for a restaurant job and involved in the industry learning about it as much as I can.
I feel more independent. I feel less peer pressure to do what others feel is "cool". I have found many new friends and feel comfortable in my own skin. I'm doing well and am happy. I don't miss high school at all. I still keep in touch with and get together with several of my high school friends.
My life got a lot better after leaving high school. I have more freedom. I have a career that pays good. Everything seems to be falling into the right places. It just feels good to be out of high school and on my own.
I feel more confident about reading in front of people.
My special services teacher during my high school years made me feel ready for college and helped me with great study habits. College was definitely an adjustment for me, but I continue to do my very best, just like I did in high school. In high school, I played three sports and participated in eight drama productions, and am playing baseball and also received drama scholarships in college. I do enjoy living on campus because it has made me more mature and help me build relationships with different people. As always, I will try to give 110% in everything that I do.
Miss having a family support worker to take me out to social events, giving my single mom a break. Program reduced/eliminated. I am very sociable and love outings, but without supervision, they are very limited. Since leaving high school, I have developed more as a result of working and being at the extended day program. Funds unfortunately are very difficult to obtain for the extended day program or for continuance of family support services, especially for individuals who can benefit who are single parent, and take care of their disabled children all the time.
Special education in the City Name* School system is a bad joke that took my child from very young and taught her very little. Now she is a high school graduate who cannot read at 4 th grade level—City Name's* idea of special education is to put kids who need extra help into classrooms with uncontrollable teens who make it impossible to teach so instead of getting the extra help needed to succeed in life these children are passed grade to grade. Without learning the basics, and graduated. Without any chance of furthering their education. So they are forced to work in low paying jobs with no medical benefits and no chance at "the American dream".
Since I graduated from high school I have went to college for 1 year but that college did not match my life style. I hope to become successful in my life even without a college degree.

There have been many times I have taken high school for granted and now I would give up just about anything to go back. I often feel very lost without it.
Volunteer at local hospital when work schedule permits. Involved with CT Special Olympics.
Life is fine ever since I got out of high school because I am not taking "special education" classes. They didn't help me at all. If anything they made me more dependent on people to do things for me. I actually feel bad for people that are taking those classes that supposedly have a problem but really there is nothing wrong with them.
Because I was in special education I could not get the jobs. I did not learn the things I need to know so I "play" around the fact that I'm stupid and it's because of special education. And now I'm stuck with a job that kills me back because the supervisors are like the assistant principal and dean of students so I go over their head and learn from the military and they don't want it. One good thing—I've learned that if you have a hearing problem don't go to public schools they will keep you in special education all the way through graduation and then just give you your diploma to get rid of you if you try to shoot out your brain smarts.
I am happy that I made Dean's list and have a 3.5 GPA and look forward to having a job in the communications field.
I have been lucky to be in Name of* School which is an independence program with support services of 24-35 hours of support per month I am able to live independently.
Overall I think that my son has done well. In spite of his disability he has tried to overcome his impediments, and enrolled in the military as he wanted.
<p>My son chose very carefully a school and profession that utilizes all his strengths and ends in visual arts. He is succeeding in college and has had professional opportunities in the summer. His high school experience could have been much more effective had the following happened:</p> <ol style="list-style-type: none"> (1) he had received services to improve his reading and spelling since he is dyslexia; (2) the school had better identified and utilized the term dyslexia instead of the general category of LD which did not address his particular needs; (3) the school had identified each a mentor in the visual arts area. At our request this was done finally in 12th grade and we believe was the most important factor in getting him into college where he is succeeding; (4) the school fulfilled modifications in his IEP such as providing notes, which never happened. This would have helped him to utilize notes in college. They never did this even though it was spelled out and on the IEP. The only problem he has had in college was passing English, which he did, but it was close, due to difficulties he has with spelling; (5) the school guidance department had a better understanding of the course work a kid like son should take who wanted to go into visual arts. They were still striving him to a traditional college program and recommending courses very difficult for him, when he could get B's and A's in courses that were more relevant to his future. <p>For example, when he went for his admission interview the school of visual arts</p>

told him they were not interested in math or science, only social studies and writing, which happened to be what he did well in. So he didn't need to struggle through some of the extra courses he took his senior year. High schools have to develop potential to cater to all types of learners.

It is time for schools to address they dyslexia population or will, not one sage fits all resource support. There should have been a clinic in the district for him to get the 1:1 support he needed. High school teachers need more PD in accommodating resource students.

He has a very good life and is very happy, but only because we have been able to pay for services necessary to support him in an independent life. He'd never be able to pay for it himself and the program he's in is far more extensive and elaborate than what would be offered by a government agency. And in fact, government agencies encourage dependence. We never applied for SSI because in order to qualify he'd have to work less than the full time he's capable of. It's ridiculous. He's a very lucky guy. It's too bad the life he has isn't available to all disabled young adults like him.

Stay away from drugs.

Not really prepared for the type of learning in college. Different kind of teachers so I wasn't used to such big exams and so few grades.

She is total care.

Help with organizing or enhancing my skills so that I may find a job and live a more independent life.

Life is very difficulty. Finding a job is hard.

My life has been hellish. Aside from personal problems I tried to join the marine corps only to be rejected due to my stuttering. I have an extreme fear of independence as to the main reason I don't call jobs or even have a license. My stuttering has cost my jobs and when I have a job that requires talking to a customer. I get called obscene names and asked if I'm "retarded". Because I have no job I could not qualify for medical insurance. I have sever emotional problems which led me to begin cutting to get rid of my depression and anguish. I tried to get mental help but due to lack of insurance I was rejected and was sent home even though I had opened wounds and literally dozens of scars on my arm and wrist. Pressure from family to get a job and help with bills makes me feel worthless because no matter how hard I look I can't seem to get hired. Since high school I've had a few suicide attempts. I would like to go to college but I've no money to even pay for my SAT's. There's a lot of pressure for me to be the man of the house because my father, a manic depressant alcoholic refuses to even leave the house. I have tons of friends and a girlfriend who I love but my stuttering holds me back from act. I call places for work, stutter uncontrollably and get hung up on. I heard of an earpiece that could control it but insurance doesn't cover it the price is ridiculous. So I don't know what the point of this survey is but I'm doing it anyway. I stutter yet I can sing well and play in a band but it's hard to be a frontman when you don't talk. I'm also incredibly interested in psychology but I probably need a psychologist myself. I blame my stuttering for a lot but I know a lot of it's me. My lack of self confidence don't help either. No job, no confidence, so far no future. If it wasn't for my music, my girlfriend, and the few people I love, I

don't know why I'd live. So yea life during high school as well as after high school sucks. Where do I go from here? I don't know.
I wish I had used the help I was provided so I could have entered a college or tech school and been able to be more independent. But some aren't as fortunate as others.
My severe stress and "depression" went away. I also was in a good mood and didn't come home severely angry.
Social and academic pressures that led me to have a panic attack/nervous breakdown that had me turn away from academics (taking a break from it specifically) and recover at home with my family.
P.* would like to be in a supported living situation and be able to live more independently. Due to the economy, P.'s* job hours at the GAP have significantly diminished from 3 mornings a week to one morning a month.
I found the support at my junior college very helpful. I plan on continuing my education at a 4 year university to pursue to get my BA degree in biology.
My first year in college was smoother and better than all 4 years I spent in high school.
I'm not sure where my life is going to go now. It kind of makes me feel lost (no direction) on well.
Not really; drug education doesn't work.
The last 2 years o high school should include the parents to help with job placement i.e. working with parents so we will know what to expect, transportation for the student, coaches. The high school should focus more on finding a job for the student that will continue upon graduation.
I think the help I received in high school helped me mature better and be able to handle situations on my own. Going to college has given me opportunities the high school couldn't give and I've discovered I have talents I didn't know I had.
Once my son left high school for college—no extra services or consideration were given to him to get into college and when he made he found a school who would accept him—no extra services were provided to him for his learning disability. The irony—local University* would not even accept him once disability was explained. So what is the purpose of this survey? Attended college for one and half years.
All seems to be going well. I really enjoy my present job but do not work enough hours. I would like to find another part-time job because I could use more money.
L. has been employed at the Town Name* County Club since her graduation in 2002. I believe her ability to work independently in a direct result of her excellent transition program in high school. We were able to assess her strengths, interests and abilities by having her participate in a recruiting of job internships in her community which led to paid employment at the Club.
I am currently not working because I am expecting a baby in August. Since high school I have attended School Name* of Cosmetology and completed the course. I am not yet licensed by the state due to complications with the school, but after the baby is born I plan to take legal action.
It got better. High school was absolute hell. My grades improved and I realized that I'm not stupid, like I had thought all through high school.
My son is a full time student, part-time employee and is doing very well.

<p>My college experience is a difficult one. I work harder than anyone I know yet my grades are always low. I must advocate for myself constantly with my professors and at the student support center. My tutors are not trained so sometimes, that doesn't help me succeed. I wish all colleges were required to lend good support to students with disabilities and professors were better trained to deal with us.</p>
<p>It is very hard to get a job with no high school papers plus with one son and one on the way. It's hard and nobody wants to hire me because of the hours I can work only in the mornings because my mom watches my kids.</p>
<p>After high school I went to college for half a year. Then I took a year and a half off from school. But I am going back in the fall.</p>
<p>I am taking some time for myself, and hope to move out of my house soon to try life on my own. My family is still my support right now and they do help me, and soon I will provide for myself. I am a music freak and will play my guitar for ever.</p>
<p>The real world is hard. Have to set your mind on school. Try to be confident but it doesn't work.</p>
<p>While in school I was not prepared for work. School never told us about services from Bureau or Rehabilitation service, or DMR until my parents searched on their own and brought this to the school's attention.</p>
<p>Generally my life would be alright but I have no self-confidence, so I stock in a dead end job. I make money but goes faster than I make it. One day I'll get the confidence to get better job and so forth.</p>
<p>Life has become challenging and it's been hard growing up since high school and moving on, but college is not that bad in certain ways.</p>
<p>Things that I have trouble with is finding good moral friends. I'm very easily persuaded and taken advantage of. I work my butt off and try to please everyone and that's why I'm currently unemployed.</p>
<p>Since leaving high school, I have only had one job. Due to social difficulties, it is hard for me to hold a job. I get along well with people but I prefer to have only one close friend. I never really attended high school in the past because of social phobia. I did end up graduating high school in 2002, and got good grades. Even so, I still have moderate difficulty with people, even though I am a lot more open in social situations. Recently, I joined the military (army) and am currently in training to be promoted prior to basic training. My MOS will be Automated Logistics Specialist. I will be going to college full-time in the army, as well as taking German and Japanese language classes. Even though all of these good opportunities are happening, I still have depression and anxiety issues, although not as severe as before. Special education was needed for me not because of a learning disability, but because the social settings in these type of classes were easier for me to handle. I wouldn't say that special education classes helped me any. In fact, it might have escalated my past behaviors. When I started attending these classes, I started to self-motivate myself due to extremely low self-esteem. Also, me being in this type of classroom setting depressed me greater, and fueled me even more to cut. Since school, I still do cut myself on occasion, but not anything like how I used to. Presently, I haven't done it in about 3.5 months. Perhaps you should take into consideration the different walks-of-life special education kids are from, and consider making it a mandatory exercise for each child to attend some form of</p>

<p>counseling or therapy. Whether they be mentally challenged, or feel lost like I did. I do think that it would benefit them greatly during, and after these school years. Teachers should show more interest in their students' welfare as well, not just their academic performance.</p>
<p>I am so glad it's over. Never again would I wanna go back. Too ??? and everything changes after high school and it was all good for me.</p>
<p>College has been a wonderful experience for me. I have grown and learned so much. I am more independent and more confident in myself and my capabilities. It has not been easy but I'm better able to deal with challenges and have become a stronger and better advocate for myself.</p>
<p>Student does not feel he benefited from any help at school. Mom feels way too many students are identified with ADD or ADHD such the school will receive money from state. Problem is some students simply do not like school such that they act up. They really don't need special education. What a scam. There is more time spent on testing and PPT's than actual services.</p>
<p>I experienced a severe depression my first semester at college. Did not feel I was getting the support I needed. Feel frustrated having a learning disability in college and have to put a lot more time into studying than other students. I get overwhelmed easily and want to succeed. Put a lot of pressure on self. Not sure exactly what I want to do for future job currently majoring in business/finance.</p>
<p>After high school, I became a totally different person. No signs of any special help from high school. I am looked upon as a normal individual, which I greatly thank high school for. I do the unexpected and make my goals high. I know that nothing can stop me. I am no longer a person with special disabilities. I conquered them.</p>
<p>Have tried to be as independent as possible.</p>
<p>High school years were not good for matt academically. He now works full time since high school and did not further his education because of low self-esteem. He says he wishes he could do something else but feel s safe and secure at the job. School would be a problem because of the book work. He can learn by hands-on. Tests are a problem.</p>
<p>Doing much better in college than high school.</p>
<p>I wish that they had some sort of program that you could pick five jobs for 1 year, five things you're really interested in. Like, say, you work a couple of months at the five jobs you want to do, and at the end of the year you choose, one, go to college if messy for that job or just go and work there. I have a problem I just don't know what I want to do as a job. I really wish I know what to do. I just don't' know if I want to go to college or find a good job. It's really hard.</p>
<p>Teachers are not so accommodating in college. It's a struggle to get my accommodations met.</p>
<p>Life has changed much for me since I graduated from high school. Around my high school education's end I dealt with nearly endless amounts of bullying and harassment from many peers. When I graduated from high school, the torment stopped. After graduation the amount of stress I experienced daily had decreased severely. The most difficult aspect of living these days is maintaining contact with people that I don't live with at home. I do socially interact with people at work and in college, but getting together outside of these settings is very difficult to</p>

<p>accomplish.</p> <p>I have had little difficulty adjusted to college education. In fact, I have maintained a very high academic record in my education at community college. With the help of the services available at college, I have achieved a clearer understanding of my assignments, and a deeper connection with classmates and staff than I ever have before.</p> <p>Overall, my life seems to have improved since I graduated from high school.</p>
<p>I went to Louisiana Center for the Blind with the assistance of educational support system. This gave me many skills needed to live independently at university. I needed more though and still struggle. I probably should have gotten that training a long time ago. Since I have gone off to college, I've been doing pretty well. Especially with the help of readers that I've hired.</p>
<p>Much better.</p>
<p>Since I graduated high school, my life has been far more harder. I got so much help all through school that I wasn't really prepared for the real world. I go to school 30 hours a week and work 35 hours a week. I am also involved in my town's volunteer fire department which eats up a lot of time too. I can see a light at the end of the tunnel (when I graduate college in September), but right now, it seems like I never have any money, even though I'm always busy.</p>
<p>Looking back, high school was easier than it seemed at the time.</p>
<p>My life could not be better. I'm an RA at my school. I sit on student governor, manage the radio station, have literally hundreds of friends and credit it all to my alternative education. It's my foundation.</p>
<p>I am doing really good with everything in life.</p>
<p>Academically I am far behind. I cannot pass SCI099 or elementary algebra. I was put into special education classes because of my disability. I had CBEC services—providing an FM system for me. I grew up deaf with no one teaching me sign language or willing to learn. Public school need to adapt to their deaf students rather than giving them partial education. I am struggling to make myself amongst standards of basic knowledge. Struggling to see what kind of job I can find. There is not much hope. A job these days are cleaning toilet, filling up water balloons, and being a student. I'd rather have a 9 to 5 job than fail my classes. Unfortunately I need insurance for my cochlear implant batteries chargers, equipment. Life is tough. My deafness and smartness could be better. I feel the Region 15 had failed me. I attend Local* CT Community College where services are excellent, but knowledge is limited because there is no special education in college.</p>
<p>It's been good.</p>
<p>Sometimes I wish I could go back to high school, sometimes I'm glad I'm out. The transition from high school to real life wasn't an easy one and I'm still adapting.</p>
<p>I am happy living at home with parents, but I miss having my own friends and a peer group. My parents are in their 60s, and I need to move to a suitable group home before something happens to them.</p>
<p>I personally feel that the special education program works for those who want to succeed. There are some good teachers and bad. Overall we don't learn much in high school.</p>

I am very happy with my life. I'm glad I'm out of high school and I am on to bigger and better things. I feel that I never needed any special education in high school. I did fine on my own. I definitely don't need any help outside of high school.
I rented an apartment first. I am now renting a house. I drive a new car and have new bike. Overall I am doing well.
Access to transportation, recreation and social activities is difficult. My parents have to transport me everywhere. I have few friends and no social relationships. I'd like to find a girlfriend. Almost all DMR recreation and communication have been cut.
When out of school if you have any doubt in school then just try hands on things because that's where the real moneys at.
I didn't do much, because I was in the hospital for psychiatric reasons.
Disappointed that I couldn't pass the hairdressing boards after two tries and I went to School Name* Tech for hairdressing.
Life is not all that it's cracked up to be. If you don't dress or act a certain way you get to be felt alone. Friends are nice to have. But some days you just want to be left alone. My grades and attitude have kept me from keeping a job and going back to school.
Trying to open up my general contracting business to do what I was in school to do to become someone. A contractor building homes remodeling decks porches and more.
I have a son and I still live with my mom. And work at a part time job.
After high school I have become more social. I was in school all the time but I feel more comfortable and the reason I feel like this because the help that School Name* Tech gave me and they had me ready for the real world and they were always telling me that I could and they were the reason why I am where I am today and I am thankful.
I did much better in the field—my job work study. Learned much more and held the knowledge. Hands on was much easier for me than book learning and tolerating threatening fellow students at school. Even having to tolerate and contrive to respect teachers that did not earn or were not deserving of that respect.
I got pregnant and went to college but got withdraw so I am trying my best to go back to school and have a steady job.
Just wish I could have done better and started my first year out of high school differently.
Life has been great since I got out of high school.
Heavily involved in mission work and church projects.
Flunked out of trade school.
Everything has been going exceptionally well for me in my college years.
That my special education stops me from getting a job in my trade.
Special education made it possible for me to finish School Name* Tech and get a job in my trade, which I am happy with.