

**Connecticut Post-School Outcomes Survey:
2007 Exiters of Special Education Services**

Final Report

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EXECUTIVE SUMMARY

Indicator 14 of the State Performance Plan (SPP) requires the Connecticut State Department of Education (CSDE) to gather data regarding the:

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

In 2007, 4,146 students exited special education services in local education agencies (LEAs) across Connecticut for one of the following reasons: graduated with a standard diploma; obtained a certificate of completion; reached maximum age of eligibility for special education services; or dropped out of high school.

Beginning in May 2008, 4,145 of these special education exiters were mailed a survey sponsored by the CSDE to obtain follow-up information on post-school outcomes. The survey included items in three broad categories: Employment Status; Postsecondary Education and Training Status; and Additional Information.

Although this survey has been used with previous cohorts of special education exiters, this is the first year that the survey was mailed within one year of the exiters leaving high school. Prior surveys had been conducted with special education exiters two years after their exit from high school.

Two waves of mailings were conducted and school personnel from five LEAs attempted individual follow-ups with non-responders to these two waves. In total, 828 responses were received with valid responses. Twenty seven surveys were returned but not useable (surveys returned blank, $n = 5$; surveys returned with a note indicating that the person did not wish to complete the survey, $n = 22$). This brought the total of valid

responses to 801. Additionally, a total of 525 envelopes with surveys were returned as undeliverable, due to incorrect or outdated address information. When the total sample size was adjusted for these surveys, the response rate was 22%. This figure is identical to the response rate from the Post-School Outcomes Survey conducted in 2007.

Respondent Characteristics

The largest group of respondents was those with learning disabilities (42%), followed by those with other health impairment (19%), those with emotional disturbance (11%), those with intellectual disabilities (8%), those with speech and language disorders (8%) and those with autism (5%). Sixty-eight percent (68%) of the respondents were males. Seventy-nine percent (79%) of the respondents were white, followed by respondents who were black (10%) and Hispanic (9%). Ninety percent (90%) of the respondents graduated with a standard diploma, followed by those who dropped out of school (5%) and those who reached the maximum age for services (4%).

Indicator 14 Data

To determine the percentages of respondents employed and/or enrolled in postsecondary education, the Office of Special Education Programs (OSEP) requires use of the following formula: total number of respondents indicating employment or enrollment in postsecondary education / total number of completed surveys. To be considered a completed survey for the OSEP formula, the respondent must answer the question related to employment and/or the question related to postsecondary enrollment. A total of 5 respondents skipped both questions, so the final denominator for this computation is 796.

Specifically related to Indicator 14:

- Eighty-five percent (85%) of the respondents were competitively employed and/or enrolled in postsecondary education at some time since leaving high school (679 respondents working or in school/796 total responses).

Valid Data

Because the above formula does not account for non-respondents to particular items, the valid data is also presented in this report. According to these data:

- Seventy-two percent (72%) of the respondents reported being employed at some point since leaving high school.
- Ninety-two percent (92%) of those working were competitively employed.
- Sixty-six percent (66%) of the respondents reported enrolling in some type of postsecondary education program.

METHODOLOGY

Survey Development

The instrument used in this investigation was based upon the instrument used in the 2007 Indicator 14 survey process and was refined by a subcommittee of the State of Connecticut Interagency Transition Task Force. The survey was designed to gather information related to Indicator 14 of the SPP, which specifically requests data on the:

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

This is the first year that Connecticut has collected this data on exiters who are one year out of high school. Prior investigations (2002, 2004, 2006, 2007) collected data on exiters who were two years out of high school.

The current instrument was two pages long and consisted of eight items (see Appendix A). The eight items on the instrument covered three main categories: Employment Status (2 questions); Postsecondary Education and Training Status (2 questions); and Other Information (4 questions). Six items contained a stem and then a list of options from which the respondent could check either the single most appropriate response or all responses that applied. One item was a 5-point Likert Scale item related to perception of life satisfaction, while 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 cover 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. The survey instrument, letter of participation, and consent form were submitted to the University of Connecticut Institutional Review Board (IRB) and was approved on March 27, 2008.

Subjects

The subjects for this investigation consisted of 4,145 of the 4,146 individuals who exited special education during the year 2007 from each of the 169 LEAs in Connecticut. This data is reported in December of each year to the CSDE Bureau of Research, Evaluation and Accountability. Data was provided for the name, address, gender, exceptionality, ethnicity and reason for exit.

Data Collection

The initial mailing of 4,145 surveys was sent on April 15, 2008. A second wave of 3,181 surveys was mailed on May 22, 2008. After this second mailing, personnel in five LEAs agreed to attempt contact and data collection with non-responders from their districts. A list of non-responders to the two waves from each district and an appropriate number of consent forms and blank surveys were mailed to the LEA contact persons. LEA data collection methods included phone calls, personal meetings and mailings. Response rates from the five LEAs ranged from 21% to 52%. (Appendix C contains the response rates for each of the 169 LEAs in Connecticut.)

Across the two waves of mailings, a total of 828 surveys were returned. Multiple names ($n = 27$) were removed from the analysis for one of the following reasons: returned a blank survey ($n = 5$) or returned a survey indicating the person did not wish to participate ($n = 22$). This left a total of 801 usable surveys. An additional 525 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 3,593 individuals ($n = 3,593$), and a response rate of 22%.

Data Analysis

Frequency analyses were conducted on each item for all respondents collectively (Appendix B). Because the majority of the data was dichotomous (i.e., Yes/No), selected variables were analyzed using chi-square analyses. If results were significant, standardized residuals were examined to examine if a selected variable was overrepresented or underrepresented in a given category. It should be noted that although several of the analyses yielded significant results, many had small effect sizes or expected frequencies within cells that are so low as to raise concerns about the validity of the results. Thus, only analyses that displayed effect sizes (as indicated by Cramér's V) approaching a medium level ($> .20$) and that had sufficient cell sizes are presented in the following results.

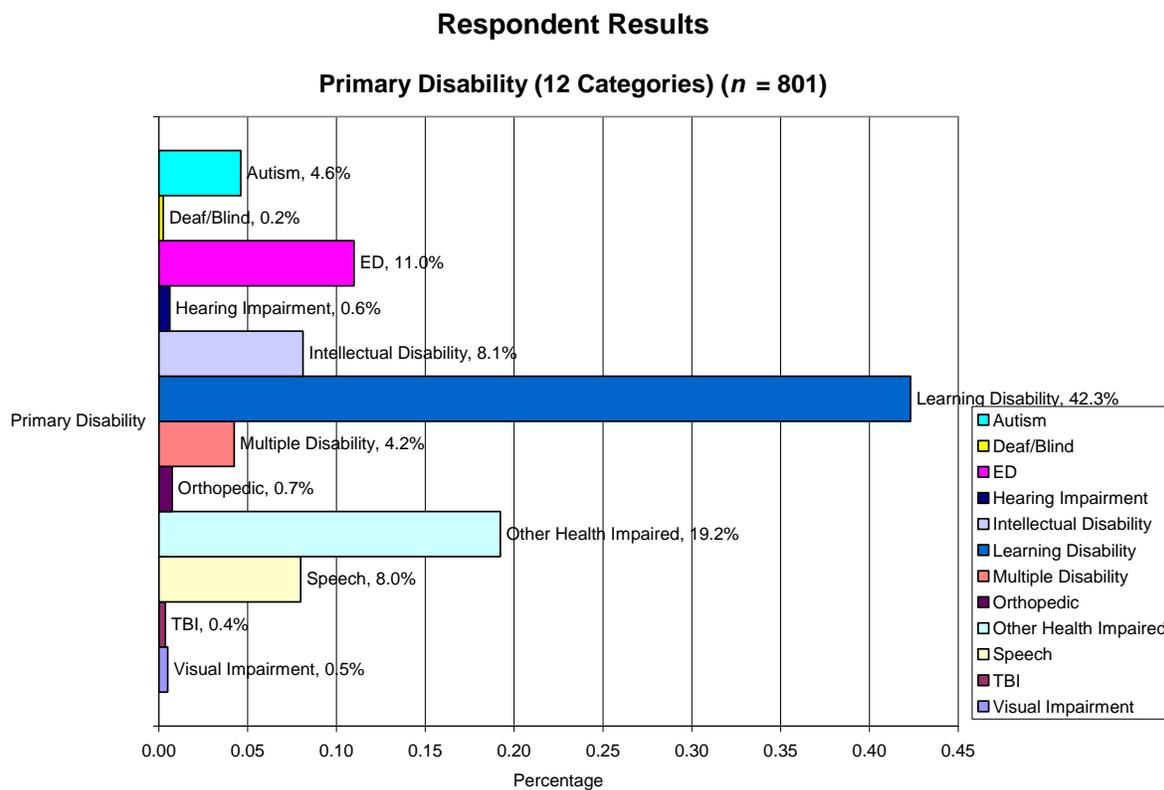
RESULTS

Descriptive Information

Ethnicity, Age, Gender. Of the 828 respondents, 79% of the respondents were white, followed by respondents who were black (10%) and Hispanic (9%). The exiters ranged in age from 14 ($n = 1$; .1%) to 21 ($n = 26$; 3%), with a mean age of 17.7 years ($SD = 1.2$). There were more than twice as many male respondents (68%) as female respondents (32%).

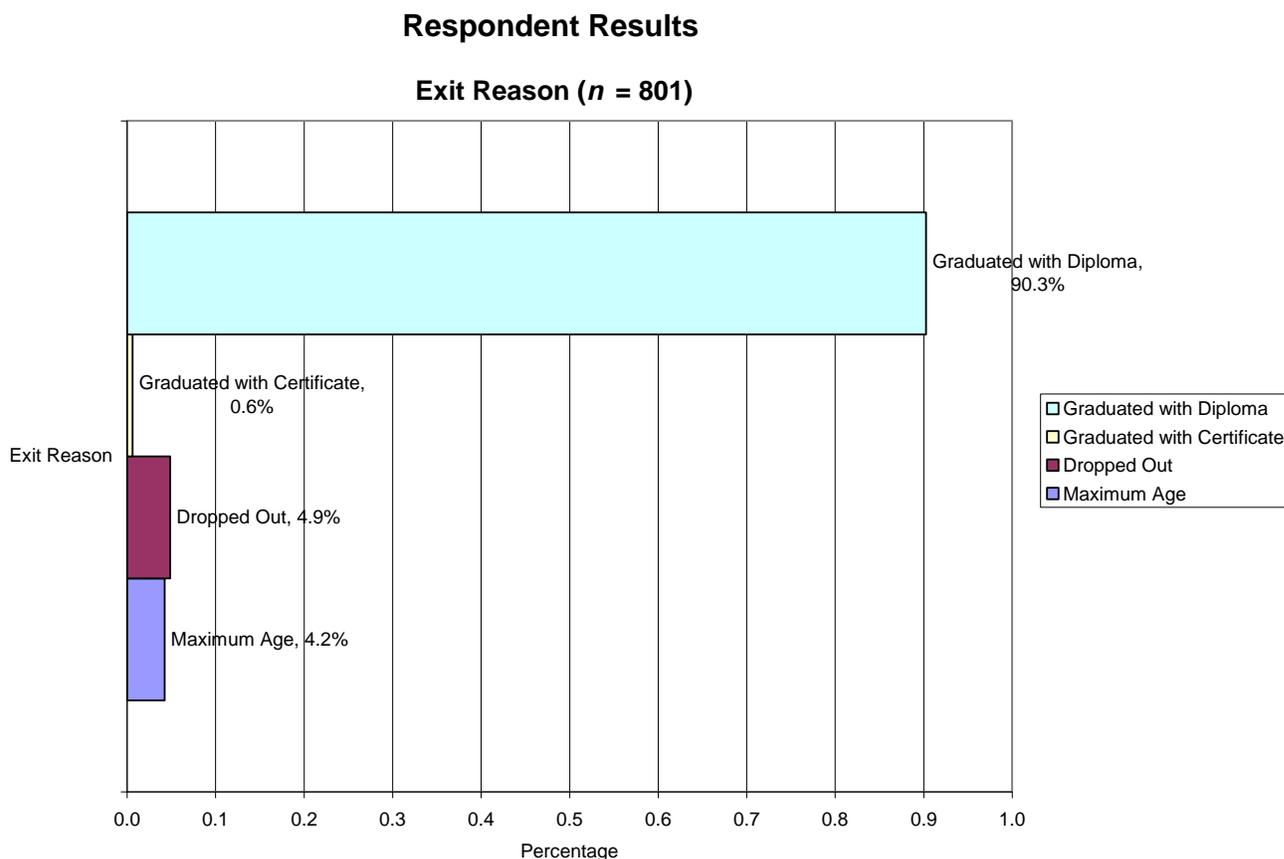
Disability Type. The most common exceptionality of the respondents was learning disability (42%), followed by other health impairment (19%), emotional disturbance (11%), intellectual disability (8%), speech/language impairment (8%), autism (5%) and multiple disabilities (4%).

Figure 1: Disability Type



Exit Reason. The largest group of respondents were those who graduated with a standard diploma (90%), followed by those who dropped out of school (4.9%) and those who reached the maximum age for services (4%). Chi-square analyses indicated a significant difference between exit reason and disability type, but the resulting effect size was too small to be considered significant.

Figure 2: Exit Reason



Comparison of the Sample to the Population

Tables 1 – 4 present data comparing the respondents ($n = 801$) to the total population of exiters of special education in 2007 ($n = 4,145$). Representativeness data was examined using the National Postschool Outcomes Center (NPSO) Response Calculator (www.psocenter.org). Results indicated that minority exiters were

underrepresented in the final sample, as were exiters who dropped out of school.

Respondents with emotional disturbance were under identified, while respondents with disabilities other than learning disability, intellectual disability, and emotional disturbance were overrepresented. Differences by gender were not significant.

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	254	31.7	1356	32.7
Male	547	68.3	2789	67.3
Total	801	100.0	4145	100.0

Table 2
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	13	1.6	44	1.1
Black	78	9.7	676	16.3
Hispanic	74	9.3	669	16.1
Native American	6	.7	17	.4
White	630	78.7	2739	66.1
Total	801	100.0	4145	100.0

Table 3
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Autism	37	4.6	92	2.2
Deaf/Blind	2	.2	2	.1
ED	88	11.0	654	15.8
Hearing Impairment	5	.6	44	1.1
Intellectual Disability	65	8.1	257	6.2
Learning Disability	339	42.3	1790	43.2
Multiple Disability	34	4.2	142	3.4
Orthopedic	6	.7	36	.9
Other Health Impaired	154	19.2	805	19.4
Speech	64	8.0	293	7.1
TBI	3	.4	15	.4
Visual Impairment	4	.5	15	.4
Total	801	100.0	4145	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	723	90.3	3399	82.0
Graduated with Certificate	5	.6	17	.4
Dropped Out	39	4.9	619	14.9
Maximum Age	34	4.2	110	2.7
Total	801	100.0	4145	100.0

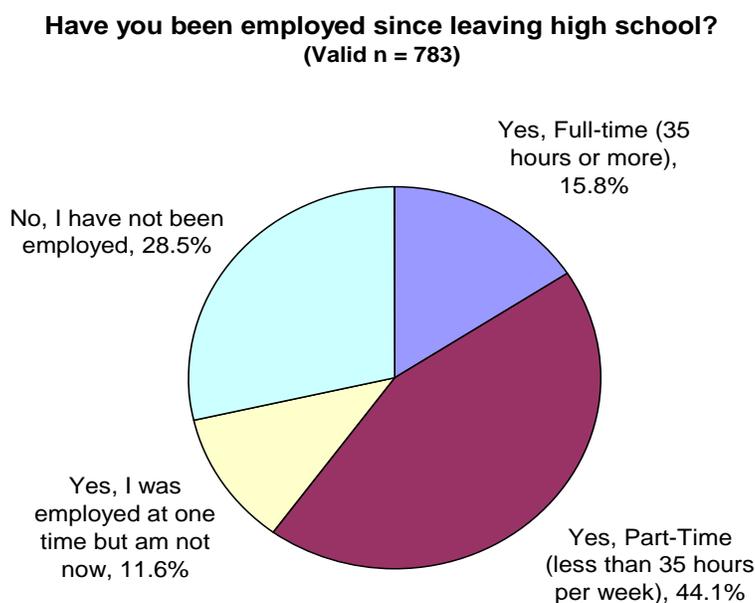
Level of Employment

The survey instrument asked respondents, “Have you been employed since leaving high school?” Sixteen percent (15.8%) of the respondents indicated that they had been employed full-time (35 hours or more per week), 44% of the respondents

reported being employed part-time (less than 35 hours per week) and 12% of the respondents indicated that they were employed at one time, but not at the time of the survey process. Twenty nine percent (29%) of the respondents reported that they had never been employed since leaving high school.

Differences in Employment Level. Although Chi-square analyses indicated a significant difference between employment level and gender, the resulting effect size was too small to be significant.

Figure 3: Employment



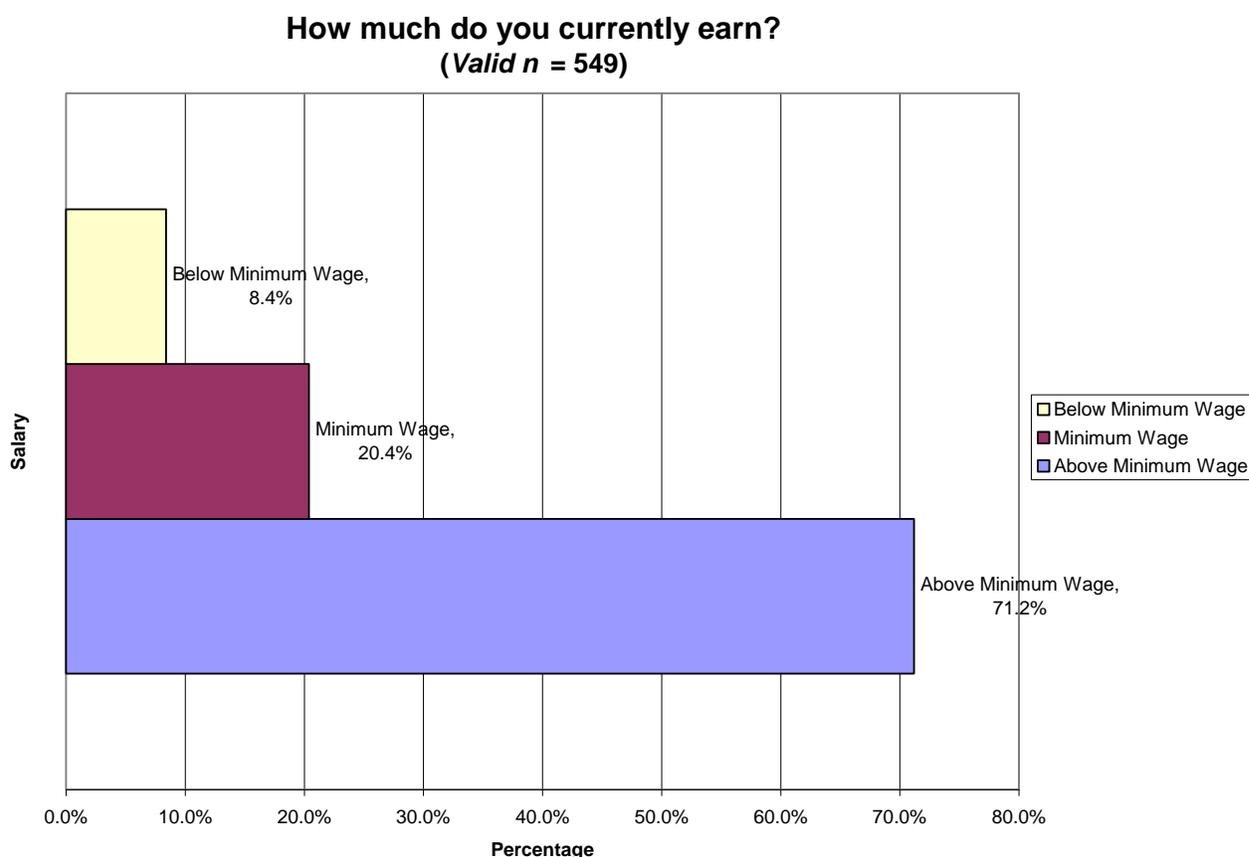
Salary

If the respondent indicated that they had been employed at some time since high school, he or she was then asked, “How much do you currently earn (or did you earn at your most recent job)?” This question was designed to capture the percentage of respondents who were competitively employed, as specified in Indicator 14. In total,

92% of the respondents selected earning at or above the minimum wage (\$7.65 per hour). Of this group, 71% of the respondents reported earning above minimum wage and 20% of the respondents reported earning minimum wage.

Differences in Salary. Although Chi-square analyses indicated a significant difference between employment level and gender, the resulting effect size was too small to be significant.

Figure 4: Salary



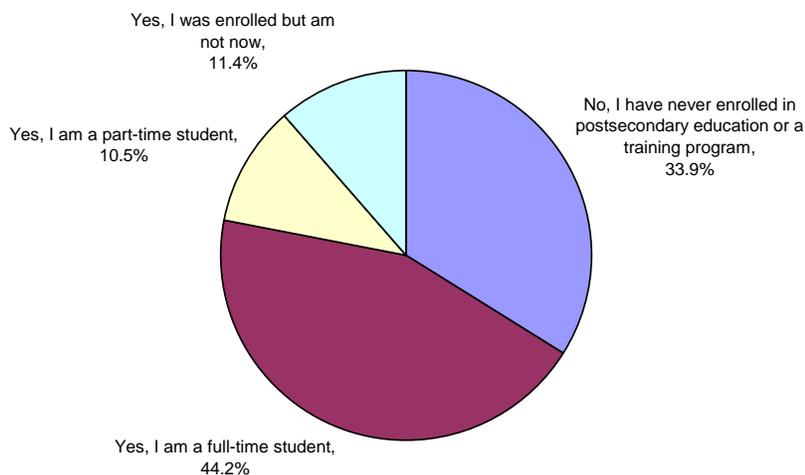
Postsecondary Education and Training

The survey asked the respondents “Have you enrolled in any type of postsecondary school (college or training program) since leaving high school?” Four options were provided: Yes, I am a full-time student; Yes, I am a part-time student; Yes,

I was enrolled but am not now; and No, I have never enrolled on postsecondary education or a training program. Respondents were instructed to select only one option. Sixty-six percent (66%) reported some degree of postsecondary education engagement. Specifically, 44% of the respondents reported being a full-time student (carrying 12 or more credits per semester) and 11% of the respondents reported being a part-time student. An additional 11% of the respondents indicated, “I was enrolled but am not now.” Thirty-four percent (34%) of the respondents reported never having been enrolled in postsecondary education or a training program.

Figure 5: Postsecondary Education

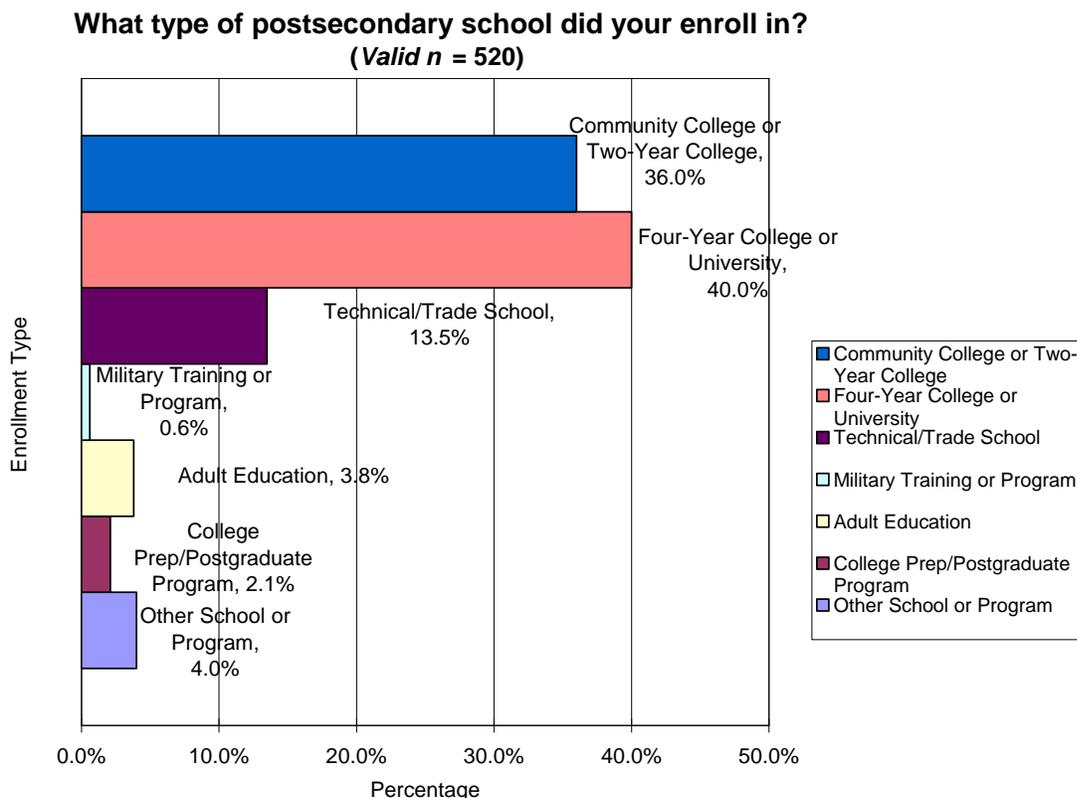
Have you enrolled in any postsecondary education since leaving high school?
(Valid n = 781)



Differences in Postsecondary Education Enrollment. Chi-square analyses indicated no significant differences between gender and postsecondary education enrollment. A significant difference between ethnicity and postsecondary education

enrollment was found, but the resulting effect size was small. There was also a significant difference between disability type and postsecondary education enrollment (χ^2 (33, N=781) = 203.4, $p < .001$, Cramér's $V = .51$). Students with learning disabilities and speech and language disorders were overrepresented in the full-time student category and, with the exception of speech and language disorders and part-time student category, underrepresented in all other enrollment categories. Finally, a significant difference between exit reason and postsecondary education enrollment was found (χ^2 (9, N=781) = 60.7, $p < .001$, Cramér's $V = .28$). Those respondents who reached maximum age for services or those who dropped out of school were underrepresented in the full-time student category. They were also overrepresented in the category of never enrolling in postsecondary education.

Type of Program. Respondents who reported enrollment in a postsecondary education or training program were asked to specify the type of program by choosing one of seven options provided. The most common option selected was four-year college or university (40%), followed by community or two-year college (36%), technical/trade school (14%), and adult education (4%). Originally, 8% ($n = 44$) of the respondents selected "Other" and provided written responses. These "Other" responses were analyzed and twenty two of these responses were collapsed into other options. The resulting data is reported here.

Figure 6: Type of Program

Adult Participation

The Indicator 14 Work Group added an additional question to the survey instrument to gauge the engagement of respondents who were neither employed nor enrolled in postsecondary education. The question asked the respondents, “If you are not employed or are not enrolled in any postsecondary school or training, are you participating in any of the following [activities]?” Five options were provided to respondents: adult day service programs, independent living skills programs, volunteer/community service programs, adult day vocational programs and “other”. One hundred and thirty three respondents answered this question. Of those who responded, 28% have participated in an adult day service program, 11% have participated in an independent living skills program, 28% have participated in volunteer/community service

programs and 7% have participated in adult day vocational programs. Thirty seven (37%) percent of the respondents who answered this question selected “other.”

Contact with Agencies and Services

An additional question that goes beyond the requirements of Indicator 14 has been part of the last four Indicator 14 survey processes. The question asks if the respondents received services through any of seven adult agencies since high school. The respondents were allowed to select all choices that applied. There was also an “Other” option, where respondents were asked to provide an open ended response. If the respondents did not use any of the agencies listed, they could also select either “no help received; it is not necessary” or “no help received; did not know that any agencies were available.”

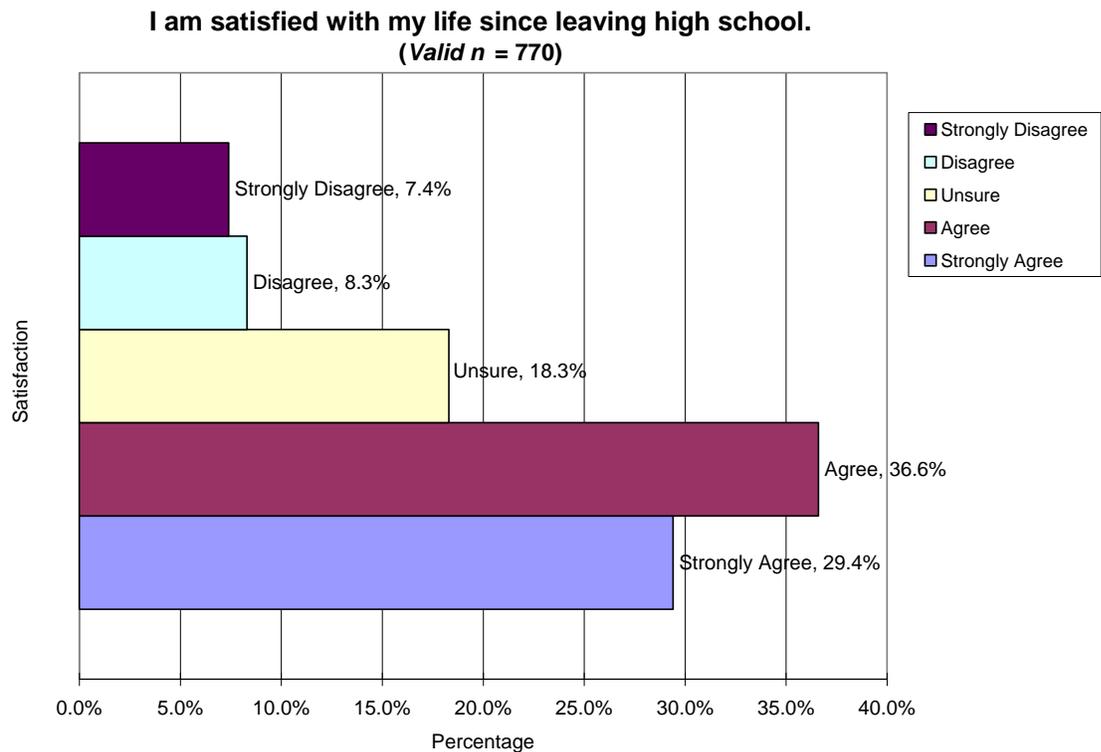
The most common selected response was “no help received; it is not necessary” (49%), followed by “no help received; did not know that any agencies were available” (20%). The most common selected agencies were the Department of Social Services (14%), followed by the Social Security Administration (14%), the Bureau of Rehabilitation Services (10%) and the Department of Developmental Services (10%).

Perception of Life Satisfaction

The respondents were asked to indicate their level of agreement with the statement, “I am satisfied with my life since leaving high school.” A five point Likert scale (ranging from 1 = Strongly Disagree; 2 = Disagree; 3 = Unsure; 4 = Agree; 5 = Strongly Agree) was employed. On average, respondents’ answers were between “Unsure” and “Agree” (Mean = 3.7; SD = 1.9). Sixty-six percent (66%) of the respondents selected

“Agree” or “Strongly Agree”, while 15.7% of the respondents selected “Disagree” or “Strongly Disagree”.

Figure 7: Satisfaction



Open Ended Question

Appendix D contains the respondents' answers to the open ended question, "Is there anything else you would like to tell us about your life after you left high school?" The responses were transcribed directly from the returned surveys and are presented as such with two modifications. Responses that were excessively long were truncated and responses that contained information that could identify the individual exiter were modified. These examples are indicated with an asterisk (*). The main themes in the responses included "Life is Good/Better Now" (37%) and "Life is Hard/Harder Now" (28%).

SUMMARY AND DISCUSSION

The survey instrument used in this investigation was designed to answer Indicator 14 of SPP, which specifically requests data regarding the:

Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

This is the first year that Connecticut has collected data on exiters who are one year out of high school.

Indicator 14. Using the formula required by OSEP, 85% of the respondents reported holding competitive employment and/or being enrolled in postsecondary education since leaving high school.

Valid Data. Because the formula required by OSEP does not account for respondents who submit a survey but who skip a particular item, the valid data presents slightly different results. These data indicated that 72% of the respondents reported being employed at some point since leaving high school, and of these respondents, 92% were competitively employed. Sixty-six percent (66%) of the respondents reported being enrolled in some type of postsecondary education program.

Comparison to 2004 and 2005 Exiters.

The survey instruments used to study the post-school outcomes of Connecticut's 2004 and 2005 special education exiters were nearly identical to the survey instrument used in this investigation (Madaus, 2006). However, caution must be taken in making any comparisons between those samples and the present sample. The previous studies

investigated exiters two years after high school, whereas the present sample of exiters has been out of high school for less than one year.

The response rate of the last three studies has been nearly identical (23% in 2004; 22% in 2005; 22% in 2007). Among the 2004 exiters, 85% reported employment since high school exit and among the 2005 exiters the figure was 79%. In the present sample, 72% of the current exiters reported employment. It is possible that this year's result was lower because the respondents have only been out of school for a year, thus having less time to find employment. As will be noted shortly, more members of this sample were enrolled full-time in postsecondary education, which might also impact the employment statistics. Results related to earnings have been similar in regard to exiters earning more than minimum wage (75% of the 2004 exiters; 73% of the 2005 exiters; 71% of the current exiters).

The respondents have also been consistent in regard to postsecondary education enrollment over the three surveys (67% of the 2004 exiters; 66% of the 2005 exiters; 66% of the current exiters). More of the current exiters were enrolled full-time (44%) than the 2005 exiters (35%). Enrollment in a community or two-year college has remained fairly consistent over the past three investigations (38% of the 2004 exiters; 32% of the 2005 exiters; 36% of the current exiters). Likewise, enrollment in a four-year college or university has been consistent (37% of the 2004 exiters; 40% of the 2005 exiters; 40% of the current exiters), as well as participation in adult education (5% in 2004; 7% in 2005; 4% in 2007).

LIMITATIONS

One of the most significant limitations to these results is the overall low response rate of 22%. Over the past two years, the Indicator 14 Work Group has made efforts to enhance the response rate, including reviewing the survey and cover letter, keeping the survey as brief and easy to use as possible, conducting two-waves of mailings and providing postage paid reply envelopes. In addition, outreach has been conducted with LEAs to make personnel aware of the project and to ask them to share information with current students. In this study, five LEAs also conducted a third round of follow-up with exiters from their districts. The response rates in these districts ranged from 21% to 52%, representing a 5% to 43% improvement over last year's response rate in these districts. These efforts are worth continuing; however, the overall response rate remained consistent at 22%.

Caution should also be taken in regard to the final data set. As noted previously, former students with emotional disturbance, minority students and exiters who dropped out of school were underrepresented in the final sample. Conversely, respondents with disabilities other than learning disability, intellectual disability, and emotional disturbance were overrepresented in the final sample.

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year out of high school. Data from previous studies looked at former students with disabilities who were two years out of high school. Results from this sample are from 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 year 2007.

Appendix A
Survey Instrument

Code # _____

Responses will not be linked to name

Survey of 2007 Graduates/Exiters of Connecticut High Schools

Introduction: This survey gathers information about your employment and/or postsecondary school experiences since you left high school. **Please fill it out and return to us in the enclosed envelope.** Someone who knows you well can also help you complete it. All information you provide will be kept confidential.

Please place a "✓" mark in front of the appropriate response.

Part I: Employment Status

1. Have you been employed since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now
<input type="checkbox"/>	No, I have not been employed (go to question #3)

2. If yes to Question 1, how much do you currently earn (or did you earn at your most recent job)?

<input type="checkbox"/>	Below minimum wage (less than \$7.65/hr.)
<input type="checkbox"/>	Minimum wage (\$7.65/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.65/hr.)

Part II: Postsecondary Education and Training Status

3. Have you enrolled in any type of postsecondary school (college or a training program) since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, I am a full-time student (12 or more credits per semester)
<input type="checkbox"/>	Yes, I am a part-time student (less than 12 credits per semester)
<input type="checkbox"/>	Yes, I was enrolled but am not now
<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program (go to question #5)

4. If yes to Question 3, what type of postsecondary school did you enroll in? (**Check only one**)

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

Please continue to other side . . .

Part III: Additional Information

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

<input type="checkbox"/>	BESB: Board of Education and Services for the Blind
<input type="checkbox"/>	BRS: Bureau of Rehabilitation Services
<input type="checkbox"/>	DDS: Department of Developmental Services (formerly Department of Mental Retardation)
<input type="checkbox"/>	Department of Labor One-Stop Centers (e.g., Employment Centers, Career Centers)
<input type="checkbox"/>	DMHAS: Department of Mental Health and Addiction Services
<input type="checkbox"/>	DSS: Department of Social Services (e.g., Medicaid/Title 19; food stamps; Care for Kids)
<input type="checkbox"/>	DPH: Department of Public Health
<input type="checkbox"/>	SSA: Social Security Administration (e.g., SSI, SSDI, Medicare)
<input type="checkbox"/>	Other agencies: please specify
<input type="checkbox"/>	No help received, it is not necessary
<input type="checkbox"/>	No help received; Did not know that any agencies were available

6. If you are not employed, or are not enrolled in postsecondary school or training, are you participating in any of the following?

<input type="checkbox"/>	Adult day service programs
<input type="checkbox"/>	Adult day vocational programs
<input type="checkbox"/>	Independent living skills programs
<input type="checkbox"/>	Volunteer work/community service
<input type="checkbox"/>	Other, please specify:

7. Please circle the statement that best describes your agreement with this statement:

"I am satisfied with my life since leaving high school"

Strongly Disagree Disagree Unsure Agree Strongly Agree

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

Thank you very much for completing this survey! Please return in the enclosed envelope.

Appendix B
Frequencies for Respondents
***n* = 801**

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	37	4.6
Deaf/Blind	2	.2
ED	88	11.0
Hearing Impairment	5	.6
Intellectual Disability	65	8.1
Learning Disability	339	42.3
Multiple Disability	34	4.2
Orthopedic	6	.7
Other Health Impaired	154	19.2
Speech	64	8.0
TBI	3	.4
Visual Impairment	4	.5
Total	801	100.0

Table B2
Gender

Category	<u>N</u>	<u>%</u>
Female	254	31.7
Male	547	68.3
Total	801	100.0

Table B3
Ethnicity

Category	<u>N</u>	<u>%</u>
Asian/Pacific Islander	13	1.6
Black	78	9.7
Hispanic	74	9.3
Native American	6	.7
White	630	78.7
Total	801	100.0

Table B4
Age

Year	<u>N</u>	<u>%</u>
14	1	0.1
15	5	0.6
16	51	6.4
17	418	52.2
18	194	24.2
19	29	3.6
20	77	9.6
21	26	3.3
Total	801	100.0

Table B5
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Diploma	723	90.3
Graduated with Certificate	5	.6
Dropped Out	39	4.9
Maximum Age	34	4.2
Total	801	100.0

Table B6
Have you been employed since leaving high school?

Category	N	%
Yes, Full-time (35 hours or more)	124	15.8
Yes, Part-Time (less than 35 hours per week)	345	44.1
Yes, I was employed at one time but am not now	91	11.6
No, I have not been employed	223	28.5
Total	783	100.0

Table B7
If yes, to Question 1, how much do you currently earn, or did you earn at your most recent job?

Category	N	%
Below Minimum Wage (less than \$7.65/hour)	46	8.4
Minimum Wage (\$7.65/hour)	112	20.4
Above Minimum Wage (more than \$7.65/hour)	391	71.2
Total	549	100.0

Table B8

Have you enrolled in any type of postsecondary education or training since leaving high school? (*check only one*)

Category	N	%
No, I have never enrolled in postsecondary education or a training program	265	33.9
Yes, I am a full-time student	345	44.2
Yes, I am a part-time student	82	10.5
Yes, I was enrolled but am not now	89	11.4
Total	781	100.0

Table B9

If yes to Question 3, what type of school or program did you enroll in?

Category	N	%
Community College or Two-Year College	187	36.0
Four Year College or University	208	40.0
Technical/Trade School	70	13.5
Military Training School or Program	3	.6
Adult Education	20	3.8
College Prep/Postgraduate Program	11	2.1
Other School or Program	21	4.0
Total	520	100.0

Table B10

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

Category	N	%
Bureau of Rehabilitation Services	80	10.4
Department of Developmental Services	73	9.5
Department of Mental Health and Addiction Services	7	.9
Board of Education and Services for the Blind	8	1.0
Department of Social Services	78	10.1
One Stop Centers	13	1.7
Social Security Administration	102	13.2
Other Agencies	40	5.2
No Help Necessary	379	49.3
Did Not Know Help was Available	174	22.7

Table B11

If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following? (*Check all that apply*)

Category	N	%
Adult Day Services	33	27.5
Adult Day Vocational Programs	9	7.5
Independent Living Skills Program	14	11.7
Volunteer Work/Community Service	33	27.5
Other	44	37.0

Appendix C
Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	21	5	23.81%
Avon	26	11	42.31%
Berlin	21	6	28.57%
Bethel	24	7	29.17%
Bloomfield	14	1	7.14%
Bolton	2	0	0.00%
Bozrah	4	0	0.00%
Branford	39	7	17.95%
Bridgeport	153	11	7.19%
Bristol	75	27	36.00%
Brookfield	7	3	42.86%
Brooklyn	5	1	20.00%
Canterbury	3	1	33.33%
Canton	9	3	33.33%
Cheshire	30	11	36.67%
Clinton	23	5	21.74%
Colchester	20	5	25.00%
Columbia	9	1	11.11%
Coventry	18	6	33.33%
Cromwell	17	5	29.41%
Danbury	57	7	12.28%
Darien	27	8	29.63%
Derby	1	0	0.00%
Eastford	1	0	0.00%
East Granby	8	2	25.00%
East Haddam	10	4	40.00%
East Hampton	13	4	30.77%
East Hartford	61	12	19.67%
East Haven	26	1	3.85%
East Lyme	21	3	14.29%
East Windsor	16	2	12.50%
Ellington	12	4	33.33%
Enfield	55	13	23.64%
Fairfield	57	14	24.56%
Farmington	31	9	29.03%
Franklin	1	1	100.00%
Glastonbury	41	8	19.51%
Granby	10	1	10.00%
Greenwich	130	27	20.77%
Griswold	16	2	12.50%

Groton	21	2	9.52%
Guilford	43	5	11.63%
Hamden	89	10	11.24%
Hartford	154	13	8.44%
Hartland	3	0	0.00%
Killingly	14	0	0.00%
Lebanon	9	1	11.11%
Ledyard	20	6	30.00%
Lisbon	2	0	0.00%
Litchfield	10	3	30.00%
Madison	37	6	16.22%
Manchester	44	8	18.18%
Meriden	65	10	15.38%
Middletown	27	2	7.41%
Milford	68	12	17.65%
Monroe	27	9	33.33%
Montville	26	8	30.77%
Naugatuck	33	7	21.21%
New Britain	97	9	9.28%
New Canaan	16	1	6.25%
New Fairfield	18	3	16.67%
New Haven	103	7	6.80%
Newington	32	8	25.00%
New London	23	12	52.17%
New Milford	33	7	21.21%
Newtown	32	8	25.00%
North Branford	16	5	31.25%
North Haven	25	7	28.00%
North Stonington	7	3	42.86%
Norwalk	87	18	20.69%
Norwich	57	8	14.04%
Old Saybrook	3	0	0.00%
Oxford	10	0	0.00%
Plainfield	22	4	18.18%
Plainville	16	4	25.00%
Plymouth	20	3	15.00%
Pomfret	5	0	0.00%
Portland	11	4	36.36%
Preston	9	4	44.44%
Putnam	13	3	23.08%
Ridgefield	31	10	32.26%
Rocky Hill	17	5	29.41%
Salem	5	0	0.00%

Seymour	9	3	33.33%
Shelton	25	4	16.00%
Sherman	4	3	75.00%
Simsbury	24	8	33.33%
Somers	15	0	0.00%
Southington	61	10	16.39%
South Windsor	60	11	18.33%
Sprague	2	0	0.00%
Stafford	9	2	22.22%
Stamford	108	11	10.19%
Sterling	6	2	33.33%
Stonington	22	3	13.64%
Stratford	59	15	25.42%
Suffield	6	1	16.67%
Thomaston	18	3	16.67%
Thompson	11	2	18.18%
Tolland	20	3	15.00%
Torrington	36	8	22.22%
Trumbull	30	3	10.00%
Union	1	0	0.00%
Vernon	28	6	21.43%
Voluntown	4	0	0.00%
Wallingford	49	12	24.49%
Waterbury	90	10	11.11%
Waterford	11	5	45.45%
Watertown	20	4	20.00%
West Hartford	90	21	23.33%
West Haven	39	5	12.82%
Weston	6	3	50.00%
Westport	44	15	34.09%
Wethersfield	33	6	18.18%
Wilton	1	0	0.00%
Winchester	21	2	9.52%
Windham	31	3	9.68%
Winsor	43	10	23.26%
Windsor Locks	11	3	27.27%
Wolcott	24	3	12.50%
Woodstock	10	2	20.00%
Regional SD#1	13	1	7.69%
Regional SD#4	14	4	28.57%
Regional SD#5	39	11	28.21%
Regional SD#6	6	1	16.67%
Regional SD#7	19	2	10.53%

Regional SD#8	17	2	11.76%
Regional SD#9	20	5	25.00%
Regional SD#10	14	3	21.43%
Regional SD#11	8	1	12.50%
Regional SD#12	8	5	62.50%
Regional SD#13	9	3	33.33%
Regional SD#14	12	5	41.67%
Regional SD#15	38	15	39.47%
Regional SD#16	16	6	37.50%
Regional SD#17	21	5	23.81%
Regional SD#18	11	0	0.00%
Regional SD#19	40	10	25.00%
Corrections	50	7	14.00%
DCF	8	0	0.00%
Vocational-Tech	187	40	21.39%
Total	4145	801	19.32%

Appendix D
Open Ended Responses

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

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

-
- I was not prepared for the level of work/homework. I now understand why my mother asked that I be taught how to study.
 - If I had not received special education through out my whole schooling including special education in another state and returning to CT, I would not be where I am today. I still receive help and I'm a full time student at UMM.
 - Waiting for funds to come from DDS to get into a program.
 - Program now is great, but like high school it will end, unless DDS steps up with some comprehension program funding, there might not be anything available. Connecticut needs and gets on board that special needs students still need special services after graduation.
 - I worked spring and summer, went to community college 1st fall semester then proceeded to 2 year university in my field.
 - Life is much more enjoyable now that I'm not in high school.
 - With the occasional help of students with disabilities services - I obtained a 3.0 in my freshman year at CCSU. I will transfer to Uconn and hope to complete my bachelor's in 4 year's time.
 - Now on honor roll all year and will go to a wonderful college in the fall.
 - My son has been doing very well in an engineering program at college. Because he was allowed to be sent out of district to a therapeutic boarding school (for high school) due to his social anxiety/ school refusal he was able to overcome his disability.
 - I am also enlisted in the CT Army National Guard.
 - I am at * university and becoming a leader in a number of groups here.
 - Works 5 hours per week, loves to prepare for work and go to work. Don't know how she would live without a job.
 - Transportation (public) is quite difficult since we live in an area that has limited bus/public transportation.
 - Considering how much help could be available on the college level (although understandably not legally mandated, but voluntarily by the college), I was surprised and dismayed on how the high school did not want him to get that extra help to succeed in college.
 - After I left high school, I recognized professors in college aren't going to come after you about your work, or check your home work. That will be reflected in your tests grades. College forces you to become independent.
 - Would like to have had opinions of service, such as youth with a mission, missions, camps type projects before summer. An opportunity to do something constructive and be a start or stepping stone of being away from home a little bit.
 - After I graduated, the services stopped.
 - A* needs to be in the independent living skills program.
 - Colleges should offer more special education services. I have a private tutor that is taking the place of the resource teacher I had in the school.
 - Not much has change. Also, high school could have been more helpful in getting me into a better college.
 - I applied to many jobs and heard nothing back from them.

- Went to college, had a hard time first semester, and then my mom step in because she felt that college did not help me. There is a person that she suppose to help people with disability unit and everything was coming out of her mouth negative.
- I feel that I wasn't prepared educationally at * high school. I'm having to educate myself now to prepare for the future. My basic wasn't adequate. I didn't go on to college, because I felt unprepared to be successful in college.
- I was not able to pass classes in a four year college, so now I am enrolled in community college.
- My GPA was not high enough for a 4 year college. I'm attending * and have now found out that my credits are not transferable anywhere in a college in my field.
- Had 2 neuro evaluations, some at *clinic. At my mother's insistent with school team. The last evaluation was done when I was a senior. I am presently using my last evaluation. And I am learning how to go after the help I need - I flunked out the first semester.
- It's been good - bad trying, to move up; will be attending full-time tech training in fall.
- Going into Marine Corp.
- Job opportunities are terrible.
- As L's* mom, I can tell you, college has been difficult. In high school, his work was modified, it's not in college. Even two classed can be hard. L* is also not the highest motivated kid either. The transition has been tough.
- For question #5, "Not able to access college special services as is not organized enough!"
- I just got my grades for this semester. I got a 3.4. I will be majoring in Economics.
- Doing very well, I am active in Bowling, dances, weekends with family. I enjoy my job.
- My special education program prepared me to move on.
- D* loves college life.
- I am loving my life in college and am currently pursuing a career in Journalism.
- I have had difficulty getting into college because of the testing done in high school. Admission offices have said they do not provide enough detail to help them determine my eligibility. There should be opportunities for students in the state colleges.
- I commute to school, which I don't recommend to students who work (even though part-time), and goes to school full time, it causes too much stress.
- I am looking to transfer to a four year college for the fall of 2008.
- I plan on furthering my education after MCC at CCU. Manchester Community - Central Conn University.
- Active in Special Olympics.
- I will be attending college again in one year after medical problems in my life are taken care of. I refused to be a college drop out. This is something I need to have a successful life.
- I use assistive technology to help me with papers in college and I work with a specialist in the school's academic support center. I also use recordings for the blind and dyslexia and listen to all my books on CD.
- Life in high school was like a roller coaster. It had its ups and downs. High school was, for the worst part, an unpleasant experience for me. I had a lot of problems that being confirmed to a building did not help - regardless of the special help I was getting.
- I had to leave the state in order to obtain an education.
- Everything is good.
- I didn't need special education.

- I took vocational training at academy of Western Connecticut for about a year and then felt I was ready to attend college. I am now a student at NVCC, and I enjoy it.
- No, I am good. Thank you.
- I need more help for more in learning English because it is difficult to get a job with good salary; that is way I want to go to take other course with some community service or anything.
- I received a great education at * High school.
- Successfully finished 1st year of college with over a 3.0.
- My special education services I received in high school have prepared me well. I have earned a 3.36 GPA in my freshman year at university.
- It would be very helpful if the state education system would have seminars for vocations for learning disability students; also goals to help achieve this pathway.
- I really really want to go to college but my mom doesn't work cause she is disable and I make minimum wage so it would be hard to pay for it. I want to be a chef more than every but it costs so much. Thank you for caring to check up on me. Hope this helps.
- Where to pass required pre-English class at Community College.
- K* has worked at a farm since her sophomore year in high school. She truly loves it there. She works everyday from 8:30 - 9:00. Seabird Industry. Is wonderful! K* falls as borderline and does not seem to qualify for much.
- Attending * Institute of Technology, and I have a 4.0 GPA.
- I didn't know life would be like this unemployed and little education! Please help, I want to work or go to some schools.
- Completed by mother/guardian.
- Was very happy after school.
- My life is much better since high school.
- The program assistance I received in high school helped prepare me for life after high school. After completing one semester at Uconn Avery Point as a non-degree student, I enrolled and was accepted into the 4 year program with all credits transferred.
- I think schools should teach life skills because not all are made for college.
- After graduating I found it very difficult to find a job. I'm entering job corp and hopefully will learn what I did not in high school. I will be satisfied with my life because of my decisions, not because high school helped me learn or helped with jobs
- I have been very successful in college this year.
- School - * in, FL; 3.57 average, because of my grades was allowed to double up courses and will graduate 6 months early.
- We thought that C* would have received some help from the BRS after leaving school, but we found that she did not qualify to receive help.
- The Bureau of Rehab Services was not helpful to me at all. They referred me to Easter Seals for driving school. Easter Seals was condescending, rude and demoralizing. I got help on my own and will never go back!
- I have had and still have extreme difficulty passing the basic pre-requisite algebra course. I don't feel my background in math is sufficient.
- Moved to Mass - Now living with boyfriend. Have been evicted once from first apartment. Had one abortion. I now work part time. As a stripper at * in *. None - is good when she works. Parent filled out the form: It was a miracle
- It's been hard adjusting.
- I had a somewhat hard time at first, going to college, just getting used to schedule, and commuting. I love college now!
- Works at * working 4 days a week (my option); social life is good with activities at * and PARC.

- It was a lot less stressful.
- I would like to make it noted that I don't believe the public school special education programs helped me at all. I found the program very disorganized and unhelpful.
- *High School prepared me for college so well. It was an amazing atmosphere.
- R* is non-verbal and cannot write. I am his mom and filled this out for him. He lived in a group home in A*, CT.
- Health issues prevent this.
- During high school, I was never prepared for the college work load and everything else, I was also never trained for job applications for Job hiring, I was only able to get the job was for high school teachers.
- I feel that all of the medications I was put on since 1st grade have significantly impacted my physical, emotional, mental and spiritual growth in a negative way.
- After outplacement at an ABA school, the transition has an absence of behavioral programming. There has been considerable regression.
- Wasn't ready for college, but am pursuing to go in the Fall to Norwalk.
- I sat for the ConEdison test. It is based on a high school GED exam. I've failed it twice now. How was I allowed to receive a high school diploma if I can't pass a GED test? Thank you * High School for preparing me for the real world.
- I have transitioned very well into life after high school and have nothing but gratitude for * and * high schools CSP department, both are invaluable assets to the * public school system and a key factor in my continued growth.
- Will be working in family owned business, may take part time courses.
- I am enrolled in a PG year - this helped me get into college that I wanted to apply to.
- I was in a hollywood film and I am about to record an album.
- I wish I would've never left high school, and graduated in 2008. Leaving high school is one of the biggest mistakes I've made.
- Would like more volunteer work.
- They could have helped me more in Math.
- Being a college girl is the best feeling ever, you're on your own, doing your own thing, make the right decisions for yourself. Everything that makes you grow into a growing young lady.
- College was just too hard! A lot of book work. I am much better leaving hands-on which I am doing now.
- Trying to be enrolled into the plumbers Union.
- I would like to learn a job skill and I'm willing to go to a community college to learn something if I can get financial aid.
- School staff should be more than willing to offer resources and/or support to the parent and child rather than wasting time attending numerous meetings, until the child just gives up due to discouragement. My son never had a behavioral assessment.
- There is nothing to do. My reading and writing skills need to be stronger, more with my needs.
- Yes, I am try my best to look for a job or try to go to school for child education or nurse.
- Could use help pay student loan.
- I would like to take a training for CNA. If not, I will take a training for taking appointments but I would like CNA better
- I am happy that I was able to graduate from high school. I presently work as a Certified Nurses Aid (CAN), but would like to go further into nursing, and to be a License practical Nurse (LAN). However, I am unable to get into a program.
- I took a CNA course with Education Connection in Litchfield, I have not yet

pursued a career in this field. BRS has informed me that they can not help pay for EEG training until I am employed as a CNA. Some perspective CNA jobs require EEG Training.

- I want more information on services that I could look into. I feel that I have not come out of high school know how to support myself or keep a job. I would like to know more about the services listed in question #5.
- Special Education is meant for some, not for others. I believe that having the independent from special education gave me the opportunity to work for my needs. I never received high grades with special education.
- Unable to find a job.
- T* is currently looking for full-time work with a BRS vendor (supposedly) helping. Nothing so far. T* has a good work ethic and strong clerical skills.
- I did not attend the 2007/2008 year due to finances. I plan to re-enrolling at MCC for the 2008/2009 school year, I would like more information about BRS agency.
- Since leaving high school, taking a CAN program is very challenging for me. I try to get the help that I need but it's still really hard for my understanding.
- Possible help with slight dyslexia problem would be great.
- I think I should go back to school and do something bigger in life instead of just working full-time, but it just hard with the money and things like that, but I will do my best. Thanks.
- S* misses his high school teachers.
- I was hired and because of my disability of reading I was fired. I can't find a job.
- I owe my success to the help I received in high school! (M* School System)
- Has day program at ARC.
- My son is bipolar and is living a tough time with his life. He lives at home, does not have a job, and is very unhappy with his situation. He's a member of * Services and sees a doctor once a month for medication.
- Yes, I am a full time college student at Western Conn State University. I was accepted into the Nursing program. I maintained a 3.2 GPA. I can not even tell you back in grammar school if I did not get services where I'd be today.
- I know that I need to further education, but I don't drive as yet. Hoping to learn to drive soon.
- All I can say about my son is that everything got worse after he left school. And now he regrets leaving school. Hopefully he keeps his promises and when he comes home, he'll keep his promises on starting over. Thank you.
- I need medical insurance, medication - food stamps and full time job.
- I'm afraid to go to school and take tests. I'm afraid to get my driver's license since my step dad was killed by a tractor trailer 6/2005. I paid for a driver's education class, but only went to 2.
- For J*, I think * could have done much more to help him! He has a job and is doing well. They did not help him with postsecondary applications. Many things went wrong at the end of year, including not letting J* walk at Graduation ceremony.
- I've been working part-time but right now I'm working. I wait to go to school so bad but most schools don't have as much help like a learning disability. I know I can do it as long as I get help on the things I need help on.
- Would like to work, if can find work suitable, since I am physically disabled.
- No, I am just glad I'm out of high school.
- My high school did not prepare me for the real world.
- It's so much better.
- I am uncomfortable having to go to interviews.
- I attended a school to career program while I was a senior in high school which helped me to learn a trade. My employer currently sends me to ongoing training in

- my specific trade. I enjoy it very much.
- After leaving high school, it seemed that life "flooded" in everything happened so fast.
 - I have used my gift in music in writing and enjoyed it more than anything else. I'm sorry I couldn't cooperate or engage in this enrollment. But I do know I'm struggling to find a job and did not succeed. Maybe music is my job, I don't know.
 - I am a firefighter. Becoming an EMT in June.
 - The high school of * left me lacking math skills to past military entry test.
 - I'm angry.
 - I would like to complete the CAN program at Tunxis Community College and go on to obtaining a job at hospital of Central Connecticut, New Britain Campus. I would like to then go on with my LPN studies then my RN. I know it will not be easy and it will not
 - I, J* as a graduate from *HS, I'm looking forward into getting into college support myself as well as my family.
 - Hard time in finding job and getting help to take training to improve my skills, to improve my life. I want to take a training but no idea where to start. Help me please.
 - I should be learning more as far as Independent living and social skills as promised, and have a permanent job. (In question #3, "I was going to go, but was not trained as promised in C.P.R with C.C.A.R.C.")
 - Nope. Glad to be out of high school.
 - Want to get a degree in art, but don't know where to apply for aid to help get me through Art school, any help would be nice.
 - I have a hard time finding a job because of my learning disability and I also have had hard time getting back on SSI, I need help getting on disability and find a job so that I can get my own apartment. I would like to become more independent.
 - Since leaving high school, my classes keep me busy without all the stress from the state's testing. Enjoying college better than high school.
 - I feel much more "normal" now. Special education schooling was in some ways a detriment to me. I was not made to feel that I could succeed or compete in the "real world". I was not taught enough about academics that would have helped me at Gateway Community College.
 - I finished my training, but am unable to find an apprenticeship!
 - Was not prepared well enough for the math and English courses he is expected to take at college.
 - I work for UPS at 4:30 am to 9am, leave UPS and go to work. I own a business called Affairs of the heart and the money from UPS helps me pay for my business and UPS pays for me to go to school at Naugatuck community college so I can get some cheap credits
 - It is a learning experience that will make me stranger in the career that I want to pursue.
 - Nobody really helped with what I want to do in my future.
 - I wish I could get help from training for a good or better job.
 - After leaving high school, I worked a part-time and full-time job. I think the state of Connecticut should offer more opportunities to us students and young people finishing high school. I'm originally from NYC. I came to New Milford, CT in my half year o
 - I will be going ABD in all. No programs for mainstream social action after high school. Need more programs like Best Buddies.
 - Please continue using special ed services so that more students can go on to college like I am.
 - While attending * high school, a lot of, a lot of doors, but after leaving, a lot of those doors closed, due to the fact that I am not a U.S. citizen.

- Very happy with my job and I love being with people and meeting new people. I just wish I could stop stuttering. (Mom wrote down what student said).
- Would like to continue learning job skills so I can be employed.
- I go to * Tech in Atlanta, 6A. I study to be a surgery nurse.
- Just that all of the foolishness I dealt with in high school, I left in high school!
- I wish I wasn't labeled as a disabled person.
- As explained above, S* has been very unhappy with not finding some part-time employment since graduation. BRS is working with ARI to make this happen, but things have moved slowly since last June. As his mother, I have worked on my own to have him apply.
- I want to tell you about me. I just had job. BRS making my case work, and still working on them.
- It would have helped if my school had a more intensive program for writing papers. My parents paid extra for a private person to teach me research paper writing skills and it helped after I got to my university.
- I feel my high school did not help my learning disability. All LD students are grouped together. I never really got the skills needed. My present college uses "Dragon" and Kurzweil. If I had these early in High school, it would have helped.
- Applying to be a full time student in the Fall 2008 to several area colleges (Western, Uconn, Southern CT)
- Things should be made mandatory like taking vocational classes. I was not told of vocational programs or other type of careers planning should be done better with students and parents.
- I work full-time, have a car, and save money. I am not into substance abuse and in the future may take some college courses.
- Yes, I wish they helped kids more into getting into a career they want, I always wanted to be a Vet technician, but when I asked to have them help me with learning things, for that they did not help, basically said "No, it was not important".
- I'm better now, because high school sucks.
- I have been looking for a job from 2.17.2007 till now, and have not yet got one I have filled out many applications.
- I have received tremendous support from BESB along with my high schools in * and *. Thank you.
- Hang with wrong crowd kids, can't hold a job. No skills need to earn degree, and get diploma or GED. Need training, skills, medication, money. My mom is bipolar and attention deficit, and I seem to be a lot like her.
- I want to go to college to be maybe a nurse aid or nurse assistant, I'm not really sure what I want to enroll on, but I want to make something out of my life I just don't know where to start.
- High schools need to provide more information and guidance for students not interested in college.
- Not really. I'm doing fine.
- I am trying to enroll into tunxius, but can't seem to get any job except from far away that one time I worked in *. Lost job and car. Very aggravating! Thank you for your time.
- No, life is good.
- 30 hours weekly; school nights.
- My success in life isn't from being in special education. It's from my mom who believed in me and being involved with my education and keeping me in main stream. And not letting them isolate me. Making me feel like I couldn't do it.
- I was diagnosed bipolar and have sysczo effective disorder and have been in the hospital a lot. I went through a lot of testing and my IQ was a 70. I should have gone to a special school other than * High.
- I set up a meeting to go back to school to try to finish and get my diploma at the

school I used to attend.

- My daughter can not read or write or speak, and is considered unemployable.
- I am going to a 2 year college, using the help of on campus tutors now. I will become the VET Tech I want to be because of the help and programs through my school years.
- I am attending * University and currently have a summer internship at Fuji Film that pays \$12 an hour and is great experience.
- I have OCO (obsessive-compulsive disorder), I do some online courses, but attending classes is impossible some days. I am very cut off from my old friends, much different kids in the continuing education program. No one addresses my problem, I will take me
- My life is not influenced by the services I receive but rather the perseverance and commitment. I put myself through every day to live the life I want to live.
- Life is better after leaving school. As a dyslexic not reading in 6th grade, my parents had to fight to get me orton Gillingham services. We need highly trained teachers who know how to teach reading, otherwise dyslexics are passed along in the public school.
- My day program is only 3 days a week, I would be happier if it was 5.
- I was able to get a nice paying job to help my parents.
- I think the way special education students are treated in school by their peers stinks (by that I mean the "regular" students. Also, the way they are treated when mainstreamed isn't better.
- College is much more interesting and seems more important than high school.
- I would like to go to school but need to work, haven't found time for both yet.
- I am a high school drop out, * high school is lacking, in my opinion, the ability to help a lot of kids, and from my experience is unfair and caused some problems for some students. I currently attend a GED program that is much more helpful and sati
- I would like to go to nursing school, to become a NR nurse.
- Looking forward to graduating from a medical assistant program.
- Happier since leaving high school, less stress.
- Tried college, didn't work out. Hope to go back. Currently working as a checker at a grocery store looking for a better car transportation is difficult because I don't drive.
- I will be getting certain accommodations in college. I will also be using the resources of RFB+D.
- I would love to find a program that included fitness activities. I sit on a van for over 3 hours a day, and sit all day at my day program.
- I hope to attend a 4-year university some day when I have my credits situated and a major. This is only second semester of a community college, so hopefully I find a major worthy of my skills and potential.
- There is a lot less stress since I left high school because I am not bullied, teased, or tormented in college. * high school has a major bullying problem and when it is reported, it's not being addressed.
- Great success in music. I suggest integrating arts programs more into schools to allow students to leverage their skills and abilities outside of traditional areas.
- Job opportunities are rare, supports are hard to coordinate.
- When I left high school, it was the best feeling a first but after a while, it's made everything worse. And I wasn't happy one bit.
- My son is severely handicapped. School did a good job with transition, but we were unhappy with placement - not really unhappy - it just wasn't the right fit for my son. Now we've had trouble finding an appropriate setting/situation/ program.
- Struggled at community college with only courses. Taking semester off. Looking for certificate program.

- I got pregnant and now I have son.
- I never really needed special education and I think I used it as a crutch through high school.
- Although I am in four year college and am on my way to get a psychology degree, I do not feel very prepared for college. I am sorry to say I am not satisfied with the public school education. I have had teachers that were amazing and taught me a lot.
- Resources and opportunities are limited for people with disabilities.
- I am much better. I'm OK!
- I am having trouble getting assistance. No one follows up. I tried to get financial assistance to attend a 4 year college.
- I am attending * University in Philadelphia which is great, but academically challenging - I go to the writing center for help and also have tutoring. I'm completing my freshman year in good academic standing and am very involved in the athletic program.
- I am in college. I would like to be a social worker so I can help other people who need help like me. I am happy for now I trying my best in school.
- It was fun while it lasted.
- No one will hire me due to reading and writing ability. (Mother filled out the survey).
- I just graduated a CNA course and currently waiting to take the state test. And please don't send me anything like this again.
- I attended a 16 wk (2x/wk) course at *. I live with my mom and my brother who is severely disabled (mentally + physically with the age of 21). I cannot find a job. I need to get a driver's license and a car. My mom drives a handicap/
- I work part time for the Town of *, working with children in the REC. Department. I would like to attend Uconn.
- When I was put in an alternative school there is where I learned the most those teachers teach education but they also teach about life and now I'm working full time. I am going to school part time and I thank god for the ALPHA Program.
- Students with learning disabilities need to get help and need to know they can succeed. It is not easy. It takes a lot of work "hard work".
- College is different due to limited language skills - high school special education did not help. When I was ready to graduate, we asked the special education department if any agencies or programs were available to help me. I received no help or advice f
- The Job Corp program has been great. Unfortunately there were no services available. No one told about Job Corps. Lucky to find out and get into it. There should be a better support system for kids with disabilities.
- The use of special education services since birth has given Catherine the knowledge she needs to succeed. She is a presidential scholar. She presently is receiving a full scholarship in a private 4 year college.
- Didn't feel like I had help.
- Why is the government selling our country?
- DDS needs to monitor the activities and qualifications of its service provider before funding is allocated to them.
- I work with a survey company as a rodman out in the field.
- Did not like high school too many quirks, especially with peak students to clickie. Everyone needs to be themselves.
- My girlfriend is pregnant because I am starting my life as a father.
- I would like to learn more about being a mechanic, I enjoy working on cars.
- I am currently working 15 hours per week, going to college full time, however, spring 08. I had to withdraw one class due to family crisis, my cousin died, I have 25 earned credits, I did have to take English 093 that English class was a full

semester class.

- No experience, no job.
- Difficult finding a job. Am currently looking at 2 year vocational school.
- I think leaving was great. I get make my own work, and have fun. I would have to go to a Kede School LYK Paul Michelle Partner School in *, but I have no money and my parents refuse to help. I need to work a lot first to raise money.
- I have a 1 year old daughter.
- The adult programs aren't fit for gold fish bowl - The state should provide the programs instead of paying for the poor quality programs that exist.
- College is challenging, but I am working hard and succeeding.
- I am enjoying working with children very much and would like to get more hours.
- There continues to be a gap in services for those who do not qualify for DDS. A* attends a new program focusing on vocational and life skills, formed after the sudden closing of the * Inst. In 12/07.
- I am currently trying to get into the state of Connecticut's Pilot program for people with autism.
- After I went to Northwester Community College for months then stop, and went to apprenticeship because I wanted to work and learn a trade.
- My reading ability is bad.
- No job, no money; currently working on getting some help.
- I have put in many applications and worked on several part time jobs, but I still can't find full time work.
- I am probably sure that I will sometimes miss my friends and teachers that I had class with, and the people that supported me.
- My son is currently working for minimum pay with an agency that has "piece work" and a community program. He is mentally challenged and has to have supervision with his work.
- I took my SAT's at the end of my 12th grade year, just to see how I could compete with those going to college. I thought I did well, but scored only in the 18th percentile. The bicycle shop I worked in while in high school took me in as a bike mechanic.
- I'm writing for my daughter, she is very happy because she lives in a CTH away from home. Independence.
- I am a full time student at *y College, majoring in psychology. I am enrolled in the PAL program there, which is available to students with learning disabilities. I find this much more helpful than any help I received at the * High school I attended.
- That I am more happier right now because I left high school and going to make my goal to get my college degree.
- * college, *, Mass promises special education supports that it does not provide in the manner they described. Don't let other students be fooled by their false statements. It is not a school that should paint itself as one with support and services.
- Next year (2008-2009), I will be doing Americorps city year in Philadelphia. Then I plan to go back to college.
- I found I have scupuke, a form of OCD. It's been in lighting to say the least.
- That everything is expensive, can't find any good paying jobs to afford car insurance or an apartment.
- No, because life never stop and when I stop, it still doesn't stop.
- I am transferring colleges because I have a better high school of the type of school I wanted. Also I worked harder my fresh year than in high school.
- I asked for help with Norwalk community college, special education advisor gave all my ppts, etc, note or such, after she said I did not need help which is untrue, so I left school. As stated above if NCC could have offered me more support with my studies.

- Still trying to figure out what to do. I need job skills and study skills. I have been very depressed since 10th grade and just found out I have bipolar disorder. It's hard to plan the future when I have all these disabilities.
- High school had every marker possible to help my son. Upon entering college, markers were there but they never pushed, like in high school, so he did not ask for help. He is consequently on academic probation and may not be able to return next semester. I
- University of Connecticut should have an LD program for in-state kids!
- Took I.E.P to college, just knowing I was entitled to extra time on tests was a help.
- The schools needs to teach a class on life skills, how to open a checking, mortgages, renting an apartment.
- Yes, I hated my experience at * high school and warn anyone about that disgusting place and suggest them to go to other high schools. I absolutely hated my high school and think someone from the state should go in and help the poor innocent students.
- I feel that some professors are unaware of persons with disabilities therefore, I feel they should have training of how to deal with those with disabilities.
- Looking to enroll in fire services but want the .. I need, still looking for more decent school for it.
- I had to quit high school to get on with my life. No help from special education. They stuck me in separate classroom when all I needed was so targeted help organizing.
- It's hard to find a good paying job in Willimantic.
- I really love working in one of the dining halls at *. I work about 25 hours a week and have no problem with energy and motivation to get my jobs done. In fact, I am sad when I have to miss work!
- I am attending * college located in Springfield, MA. I received support through college. I am doing very well.
- Recently, qualified for an art show in Bridgeport. I attend Art classes every Monday 12 to 3pm. I teach an art class at a Day program.
- I am with BRS but I have found them to be unhelpful.
- After I left high school I had a baby. That's the only reason I am not currently in school now, but I plan to go back to school in the fall.
- Living with my parent, I would like to get Title 19, but they putting me off.
- Obtaining GED in 6/2008, enrolling in Tech/Trade school and will begin attending in 9/2008.
- I am a full time actuarial mathematics major. I made Dean's list fro the fall semester and doing well this semester.
- At the last ppt my parents were told there were services at * Tech or other colleges for auto shop. BRS did not want to pay for anything but * Tech. And * Tech had no classes with hands-on class work! Ridiculous.
- Never liked school.
- Special education services in * high school were not helpful in preparing me for life outside of high school.
- The school system or state should provide more information on the special programs available for disabled kids to attend college.
- I'm in Canada, working in oil field in Alberta.
- I would like more hours at my job but my employer does not like people with handicaps around.
- Tried college - did not like the school. Employed 40 hours per week, was released after 3 months.
- My son has been blessed to have been helped by his school to find a job he is good at and the company is pleased with his performance, The company also has helped in transportation. I thank the help his school provided during the schooling.

- College at this point is much more enjoyable for me than high school. I am doing so much better academically and feel more confident about myself. I will be starting school for my second year of college in September.
- I feel my success in going on to college was in spite of special education rather than due to it. At times in high school, I was told I would not go beyond community college by special education teachers. It is only due to my mother and mentorship at a tr
- There is strong parental involvement for A* which contributes to her success. We might be interested in support through agencies- if applicable to her situation. None of them listed above sound appropriate to A*.
- Finding summer work to help pay for college.
- Use school's tutoring services; Key services; notetaking and modifications, arranged through school's access services; use laptop. Teachers are more willing to modify assignments than in high school. More help available and better technology.
- I am unhappy with the services I am receiving at Eastern CT State University, Basically, I get few if any accommodations. They led me to believe that my disability would be no problem at this university.
- Special Education has prepared our son with the tools necessary to be successful. He is currently on the dean's list at a residential junior college and plans to transfer to a four year college after receiving his associate degree.
- The special services I received in Elementary and high school largely contribute to my success in my first year of college.
- My first year of college was a big change, but an amazing experience and I will be heading back in the fall.
- * High School was a "pressure cooker" for kids with learning disabilities. Many times the teachers could only focus on the math achievers, Kids treated you different, also which impacts you self-esteem. Love going to NVCC in Waterbury.
- I have lots of concerns with feeling able to do well in college. I don't know if my education is enough to succeed in the work force. I have fear at not being able to spell and not knowing the best field for me.
- I just wish I would be able to be in a learning program, like I was in high school. Other than that, I love my school and I am doing very well.
- R* is profoundly disabled. He is currently in adult Day program that he was transitioned to from high school. Although he does go on outings, he is exclusively, except for staff with persons with disabilities and many much older than he is.
- Basically I left high school with no real definite idea of what I want to do with the rest of my life.
- Yes, I've been enrolled at * Institute of Technology since July 13, 2007, learning HVAC. I graduated from * High school District on June 18, 2007.
- I never finished high school and now have a baby. I don't regret him but I do however regret some of the mistakes I've made. Things are tough out here and I've realized that without education you really don't have much of a future. So I have returned to s
- (From Mom) Job diversity is the key for our daughter. She works at 3 different locations and enjoys it. One employer does not pay at all, this should change.
- Will be transferring to Keene State in fall.
- Getting college taken care of was a pain in the ass. Now I am a part time student and I have 2 jobs. One is Five days a week and the other is 7 days a week. Sometimes it gets stressful, but I can do it, or that's at least what I tell myself.
- The college I went to had an even better accommodations program than my high school did.
- I have met the love of my life and I am very happy. I'm planning on going to

college when I can afford it.

- I want to join the military very soon as well.
- Without B* being leading, I wouldn't be going to college. Inclusion in a public school would have lift me a non-reader.
- I have a job on * campus with the help of Camp Horizons.
- No, except I am used to the smaller classes and extra help that all. It's a little harder, which I expect.
- My mother is filling this out for me as I can not read. I am dictating my answers, I have a terminal illness,
- Note that I am working full time until fall when I start school and will be leaving work.
- The * High School and then I didn't make it my mother helped me get GED online not the system. The system let me down.
- You miss out on your teenage hood and all the good things that come with (don't be fool stay school).
- Well, I never got a chance to finish high school, because I got caught up in the system for a crime I did not commit. I took my GED while in here and now I'm waiting for the results.
- I would like to say I was blessed and if I can start over, I would do it again.
- After dropping out of high school I became a father at a early age. I started heading on the wrong direction by the drugs and alcohol; hanging out with negative people. Now I look at my life today with regrets, but on the other hand I'm rehabilitating myself.
- The choices and roads I went down have not been the best for my life but I am learning and slowly changing for the better.
- School is very difficult both academically and financially. I am afraid I will not be able to continue for lack of funds. FASFA is not of any help. Is there any grant (not loans) that you could tell me. Thank you.
- I love going to college, and hope to be able to continue financially.
- I lost my first job since high school, just could not learn to operate the machine quickly enough. I now work at a job through a temp service.
- I'm employed as an electrician and plan on being an election for the rest of my career.
- Now that I am at * in Pennsylvania, I am enjoying school for the first time in my life and I actually feel smart.
- It's sad the post secondary schools do not help students. We are on our own even if I go for help.
- I am employed at the * as an adaptive equipment tech. Starting at \$42 per hour.
- * Tech was a great help.
- College is hard and expensive.
- I pick up another trade at job corps which is Hospitality and had an interview at the cheesecake factory.
- I had a baby in December 2007 and I got married in March 2008.
- Since leaving high school I have been doing great. I'm working full time at bristol myers squib and I have just been promoted to area coordinator so it's going great.
- The cost of student loans must come down.
- Very happy with current employment. I was very lucky to get into a great local manufacturing plant, I am very talented. My problem was a reading. I went to a technical school and it was a great help to me. We should have more technical schools.