

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

Final Report

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EXECUTIVE SUMMARY

Indicator 14 Criteria

During 2008-2009, Indicator 14 of the State Performance Plan (SPP) was revised at the federal level to reflect the critical importance of postsecondary education on quality of life after leaving school. The new indicator requires the State of Connecticut State Department of Education (CTSDE) to collect data based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This report reflects the results of a 2013 census method survey conducted by the University of Connecticut under contract with the CTSDE to determine 2011-2012 school year Exiter data. A description of the research method, results and how each percentage was calculated follows.

In 2012, 4,603 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: graduation with a standard diploma; obtaining a Certificate of Completion; reaching maximum age of eligibility for special education services or; dropping out of school.

Beginning on May 24, 2013, 4,603 of these individuals were mailed a survey sponsored by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes at least one year after exiting public school. Additionally, Exiters had the option of completing the survey online and select Exiters had the survey administered over the phone. The survey included items in three broad categories: 1) *Postsecondary Education and Training Status*; 2) *Employment Status*; and 3) *Additional Information*.

Although similar surveys have been used with previous cohorts of Exiters, this is only the sixth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010; 2010-2011). Prior surveys had been conducted in non-consecutive years after leaving (i.e., cohorts 2001-2002; 2003-2004; 2005-2006). Additionally, minor revisions of survey questions were made in 2010 in consultation with the Connecticut State Department of Education. Revisions included reordering prior survey questions and responses to reflect Indicator 14 priority for postsecondary education and for sensitivity in student response. Finally, the additional information section was rewritten to clarify the content of school instruction (see survey question #9).

Survey data was collected via three processes: a paper survey mailed to Exiters at three different times over the summer, two waves of phone surveys administered by a call team at UCONN, and an online survey that could be accessed using a link found in the paper survey. Three waves of mailings were conducted, one each on May 24th, July 12th, and August 23rd and phone calls were conducted on four days in July and August

between the hours of 4pm and 8pm. In total, 571 surveys were received with responses. Among these, 33 surveys were returned but not useable because they were either returned blank, indicated an alternative exit year, or with a note indicating that the person did not wish to complete the survey. Additionally, one parent informed the research team that their child was deceased. This brought the total of valid responses to 537. Additionally, a total of 642 unopened envelopes were returned as undeliverable, due to incorrect or outdated address information. When the total sample size was adjusted for these surveys, the response rate was 14.4% ($571 / 3,961 \times 100\%$).

Respondent Characteristics

The largest group of responders was those with learning disabilities (38.5%), followed by those with emotional disturbance (11.9%), ADD/ADHD (10.0%), other health impairment (9.3%), Autism (9.1%), and intellectual disabilities (6.5%). Approximately sixty-five percent (64.8%) of the respondents were males. Approximately seventy-four percent were white (74.1%), followed by respondents who were African-American (10.1%) and Hispanic (9.9%). Approximately ninety-two percent of the respondents had graduated with a diploma (91.8%), followed by those who dropped out of school (4.1%) and those who reached the maximum age for services (3.2%).

Indicator 14 Results

A: Percent enrolled in higher education = 51.8%

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

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

B: Percent enrolled in higher education or competitively employed within one year of leaving high school = 67.4%

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

C: Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = 83.8%

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

Indicator 14 Individual Category Data

Category	N	%
Higher Education	278	51.8
Competitively Employed	84	15.6
Some Other Postsecondary Education or Training Program	36	6.7
Some Other Employment	52	9.7
Not Engaged in 1-4 Above	87	16.2
Total	537	100.0

Methodology

Survey Development

The instrument used in this investigation was based upon the Post School Survey instrument originally used in the 2007 study, and revised after 2008. Minor revisions of survey questions were made in 2010 in consultation with the Connecticut State Department of Education. Revisions included reordering prior survey questions and responses to reflect Indicator 14 priority for postsecondary education and for sensitivity in student response. Finally, the additional information section was rewritten to clarify the content of school instruction (see Appendix A).

The survey was designed to gather information related to Indicator 14 of the State Performance Plan (SPP) which specifically requests data on the youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

A.) Enrolled in higher education within one year of leaving high school;

B.) Enrolled in higher education or competitively employed within one year of leaving high school; or

C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This is the sixth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010; 2010-2011). Prior surveys had been conducted in non-consecutive years after leaving (i.e., cohorts 2001-2002; 2003-2004; 2005-2006). Results and a description of how each percentage was calculated are presented below for the 2011-2012 school year Exiter data.

Current Survey Instrument

The current instrument is four pages long and consists of twelve items (see Appendix A). The 12 items on the instrument covered three main categories: (a) *Postsecondary Education* (2 questions); (b) *Employment Status* (3 questions); and (c) *Additional Information* (7 questions). Seven items contained a stem and then a list of options from which the respondent could check either the single most appropriate response, or all responses that applied. One item was a 5-point Likert Scale item related to perception of life satisfaction and another included a list of skills that the respondents may have learned during their schooling. The final three items on the survey were open-ended and offered the respondent an opportunity to provide suggestions for individuals currently in the process of transitioning from high school, additional information about life after high school, as well as if they found anything confusing about the survey.

A letter explaining the purpose of the survey and inviting participation was created. The letter explained that the completed survey would be sent to the Project

Principal Investigators (PI), Dr. Michael Faggella-Luby or Dr. Joseph Madaus at the University of Connecticut, for analysis. A consent form that outlined the respondent's rights and protections as a participant in this research was also created. Both the cover letter and the consent form indicated that completion and return of the survey was an expression of consent to participate. The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB). A letter from the IRB indicating exemption was received on May 2, 2013.

Subjects

The subjects for this investigation consisted of 4,603 of the individuals who had exited special education during the year 2011-2012 from each of the Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the State Department of Education, Office of Research, Evaluation and Accountability. Data was provided for the name, address, gender, exceptionality, ethnicity, and reason for exit by the State Department of Education to the project staff in the Spring of each survey year via a password protected file.

Data Collection

Survey data was collected via three processes: a paper survey mailed to Exiters at three different times over the summer, two waves of a phone survey administered by a call team at UCONN, and an online survey that could be accessed using a link found in the paper survey. The initial mailing of 4,603 surveys was sent on May 24, 2013. A second wave of 4,078 surveys was mailed on July 12, 2013. Finally, a third wave of 3,770 surveys was mailed on August 23rd. The call team administered the survey over the phone on four nights in July and August between the hours of 4pm and 8pm. Appendix C

contains the response rates for all LEAs. Across the three waves of mailings, as well as information obtained through the call team and online survey, a total of 571 surveys were completed. Multiple names ($n = 34$) were removed from the analysis for one of the following reasons: 1) they were either returned blank, 2) indicated an alternative exit year, 3) with a note indicating that the person did not wish to complete the survey, or 4) the student was deceased. This left a total of 537 usable surveys. An additional 642 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon 3,961 individuals ($n = 3,961$), and a response rate of 14.4% ($571 / 3,961 \times 100\%$). The data collected via the online survey accounted for 9.1% of the overall response rate and data collected by the call team accounted for 9.9% of the response rate.

Pilot Study Procedures

As an attempt to increase the response rate in this year's Exit Survey, a pilot study was conducted. LexisNexis, a data-cleaning program, was used to obtain more accurate Exiter addresses and phone numbers. A batch process was conducted in which the PI sent the database of student information obtained from the CTSDE to LexisNexis through a secure server. The company then returned the database with updated addresses and phone numbers if possible.

Five graduate students from the University of Connecticut were recruited to call selected cohorts of Exiters using the phone numbers collected via the NexisLexis batch process. The graduate students prioritized calls to Exiters who had a history of underrepresentation in past surveys (i.e. minority Exiters, Exiters with ED, individuals who dropped out) to try and better represent these populations in the current survey. The

graduate student on this project conducted a two-hour training to prepare the graduate students for making the calls. The training involved reviewing the survey, completing the survey, and classifying Exiter responses. Upon completion of training, the team spent a total of twelve hours over four days making phone calls to Exiters. Calls were conducted on July 8th, July 9th, August 19th and August 21st. All calls were conducted between 4pm and 8pm.

In total, the graduate students collected 53 completed surveys. The survey data collected via the pilot study accounted for approximately 9.9% of the total response rate. Although 53 completed surveys were collected, it is important to note that 672 Exiter households were called. The graduate student workers made multiple attempts at calling former students, but the numbers were often inaccurate or out of service. Additionally, the data cleaning service was unsuccessful in obtaining hard to reach students, such as those who moved, and gathering phone numbers for families without a landline. Many of the phone numbers collected using LexisNexis were also out of service.

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. 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 537 respondents, (74.1%) were “White”, followed by “Black” (10.1%) and “Hispanic” (9.9%). The Exiters ranged in age from 15 ($n = 2$; 0.4%) to 21 ($n = 19$; 3.5%), with a mean age of 17.7 years. There were nearly twice as many male respondents (64.8%) as female respondents (35.2%). For additional information see Tables B3-4 in Appendix B.

Disability type. The most common exceptionality of the respondents was learning disabilities (38.5%), followed by those with emotional disturbance (11.9%), ADD/ADHD (10.1%), other health impairment (9.3%), Autism (9.1%), and intellectual disabilities (6.5%). For additional information see Table B1 below.

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	49	9.1
ADD/ADHD	54	10.1
Emotional Disturbance	64	11.9
Hearing Impairment	11	2.0
Intellectual Disability	35	6.5
Learning Disability	207	38.5
Multiple Disabilities	31	5.7
Orthopedic Impairment	1	0.2
Other Health Impairment	50	9.3
Speech/Language Impairment	30	5.6
TBI	2	0.4
Visual Impairment	2	0.4
Total	537	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (91.8%), followed by those who dropped out (4.1%) and those who reached the maximum age for services (3.2%). Chi-square analyses were conducted between exit reason and ethnicity, age, gender, and disability type. Chi-square results indicated significant differences in the exit reasons are related to disability type (χ^2 (36, N=537) = 100.1, $p < .001$; Cramér's V = 0.249) and age (χ^2 (18, N=537) = 128.9, $p < .001$; Cramér's V = 0.283). For additional information see table B2 below.

Table B2
Reason for Exit

Year	N	%
Graduated with Standard HS Diploma	493	91.8
Certificate of Completion	5	0.9
Dropped Out	22	4.1
Reached Maximum Age	17	3.2
Total	537	100.0

Comparison of the Sample to the Population

Tables B3 – B6 present data comparing the respondents ($n = 537$) to the total population of Exiters of special education in 2012 ($n = 4,603$). Representativeness data was examined using the National Post-School Outcomes Center Response Calculator (www.psocenter.org). Results indicated that minority Exiters were underrepresented in the final sample (13.7% lower than representation in total population), as were Exiters who dropped out of school (11.8% lower than representation in total population) and respondents with emotional disabilities (5.7% lower than representation in total population). Total respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented (5.5% above representation in total population). Females were only slightly overrepresented (3.6% above representation in

total population). This is the fourth year in a row for the race, disability and exit reason trend and the second year for the female overrepresentation trend. For additional information see Tables B3-B6 below.

Table B3
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	189	35.2	1,454	31.6
Male	348	64.8	3,149	68.4
Total	537	100.0	4,603	100.0

Table B4
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	13	2.4	58	1.3
Black	54	10.1	767	16.7
Hispanic or Latino of any Race	53	9.9	912	19.8
Native American or Alaska Native	4	0.7	27	0.6
Native Hawaiian or Other Pacific Islander	1	0.2	3	0.1
Two or More Races	14	2.6		
White	398	74.1	2,779	60.4
Total	537	100.1	4,603	100.0

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

Table B5
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Autism	49	9.1	224	4.7
ADD/ADHD	54	10.1	627	13.6
Emotional Disturbance	64	11.9	813	17.6
Hearing Impairment	11	2.0	38	0.8
Intellectual Disability	35	6.5	240	5.2
Learning Disability	207	38.5	1,823	39.6
Multiple Disabilities	31	5.7	175	3.8
Orthopedic Impairment	1	0.2	5	0.1
Other Health Impairment	50	9.3	391	8.5
Speech/Language Impairment	30	5.6	237	5.1
TBI	2	0.4	15	0.3
Visual Impairment	2	0.4	13	0.3
Total	537	100.0	4,603	100.0

Table B6
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	493	91.8	3,749	81.4
Graduated with Certificate	5	0.9	38	0.8
Dropped Out	22	4.1	703	15.3
Maximum Age	17	3.2	113	2.5
Total	537	100.0	4,603	100.0

Representativeness by Region

Representativeness data were also examined for six geographical regions of Connecticut (Northwest, North Central, Northeast, Southwest, South Central, and Southeast). Respondent characteristics from each region were compared to characteristics from the total number of Exiters from that region using the National Post-School

Outcomes Center Response Calculator. Minority Exiters were underrepresented in all regions, except the Northwest and Southeast regions. For minority Exiters, the percent of underrepresentation ranged from 12.9% to 21.1%, with an average of 17.2%. Exiters who dropped out were underrepresented in all regions except the Northwest region. The percent of underrepresentation for Exiters who dropped out ranged from 9.2% to 15.3% with an average of 11.5%. Respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented in four regions and underrepresented in the other two regions (Northeast and Southeast). The overrepresentation in the remaining four regions ranged from 5.5% to 14.9% with an average of 8.4%. ED was underrepresented in all but the Northwest region. In the remaining five regions, ED was underrepresented between 4.2% and 16.0% with an average of 7.4%. LD was underrepresented the Northwest region (21.3%) and overrepresented in the Northeast region (18.2%). In each of the other four regions, individuals with LD were accurately represented. Finally, female Exiters were overrepresented in 4 of the 6 regions (Northwest; Northeast; South Central; Southeast). The overrepresentation of female Exiters in these regions ranged from 7.44% to 17.49% with an average of 10.5%.

Postsecondary Education and Training

The survey asked the respondents “In the 12 months after leaving high school, have you enrolled in any type of school, job training, or education program for at least one complete term (including a quarter, semester, inter-sessions, summer or online)?” Four options were provided (Yes, I am a full-time student; Yes, I am a part-time student; Yes, I enrolled but did not complete a full semester, and; No, I have never enrolled in postsecondary education or a training program). Respondents were instructed to select

only one. Approximately sixty-three percent (62.8%) reported some degree of postsecondary engagement. Specifically, 43.9% reported being a full-time student (carrying 12 or more credits per semester), and 18.9% reported being a part-time student. An additional 2.5% indicated, “I enrolled but did not complete a semester.” Thirty-five percent (34.7%) of the respondents were never enrolled in postsecondary education or a training program. For additional information, see Table B7 below.

Table B7

In the 12 months since leaving high school, have you enrolled in any type of school, job training, or education program for at least one complete term (including a quarter, semester, inter-session, summer, or online)?

Category	N	%
Yes, I am a full-time student	232	43.9
Yes, I am a part-time student	100	18.9
Yes, I enrolled but did not complete a full semester	13	2.5
No, I have never enrolled in postsecondary education or a training program	183	34.7
Total	528	100.0

Differences in postsecondary attendance. Chi-square analyses were conducted between reported postsecondary attendance and ethnicity, gender, disability type, and exit reason. Chi-square results indicated significant differences in participation in postsecondary education are related to disability type (χ^2 (12, N=537) = 72.5, $p < .001$; Cramér’s V= 0.368) and exit reason (χ^2 (3, N=537) = 35.2, $p < .001$; Cramér’s V= 0.256).

Type of program attending. Respondents who reported enrollment in a postsecondary or training program were asked to specify the type of program. Seven options were provided, and the respondents were instructed to select only one. The

response “four- or more year college or university” (41.3%) and “two-year community college (41.1%) were most common, followed by “vocational/technical school” (9.0%).

All other responses, besides the “Other” category, were below 5% and are reported in Table B8 below.

Table B8
If yes to Question 1, what type of postsecondary school did you enroll in?

Category	N	%
Four or more year college or university	137	41.3
Two year community college	136	41.0
Vocational/ Tech School	30	9.0
Adult Education	3	0.9
Postgraduate or College Prep	2	0.6
Short-term education or employment program	3	0.9
Other	21	6.3
Total	332	100.0

Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Thirteen percent (13.1%) indicated that they had been employed full-time (35 hours or more per week), 22.3% reported being employed part-time and working between twenty and thirty-four hours a week, and 23.1% responded that they worked part time, but for less than twenty hours per week. An additional 7.7% reported that they had been employed, but for less than three months, and 33.8% reported that they had never been employed since leaving high school. For additional information, see Table B9 below.

Table B9

In the 12 months after leaving high school, have you been employed for at least 3 months (it does not have to be in a row)?

Category	N	%
Yes, Full-time (35 hours or more, per week)	70	13.1
Yes, Part-Time (20 - 34 hours per week)	119	22.3
Yes, Part-Time (less than 20 hours per week)	123	23.1
Yes, but less than three months	41	7.7
No, I have not been employed	180	33.8
Total	533	100.0

Differences in employment level. Chi-square analyses were conducted between employment level and ethnicity, gender, disability type, and exit reason. Results indicated no significant differences reported between employment level and all categories indicating that there was no significant relationship between variables. For additional information, see Table B10 below.

Table B10

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	194	62.2
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	5	1.6
Self-employed	6	1.9
In your family's business (e.g., a farm, store, fishing, ranching, catering)	16	5.1
In supported employment (paid work with services and wage support to the employer)	24	7.7
In sheltered employment (where most workers have disabilities)	16	5.1
Employed while in jail or prison	0	0.0
Other	36	11.5
Total	297	100.0

Salary

If the respondent indicated that they had been employed at some time since high school, he or she was then asked “How much did you earn at your most recent job?” This question was designed to capture the percentage of respondents who were competitively employed, as specified in Indicator 14. In total, 83.30% of the respondents selected earning at or above the minimum wage (\$8.25 per hour in 2013). Of this group, 53.5% reported earning above minimum wage, and 29.8% were at the minimum wage.

Differences in salary. Chi-square analyses were conducted between reported salary level (compensation) and ethnicity, gender, disability type, and exit reason. Results indicated no significant differences reported between salary level and all categories indicating that there was no significant relationship between variables. For additional information, see Table B11 below.

Table B11

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

Category	N	%
Below Minimum Wage (less than \$8.25/hour)	40	12.8
Minimum Wage (\$8.25/hour)	93	29.8
Above Minimum Wage (more than \$8.25/hour)	167	53.5
Total	300	100.0

Adult Participation

Because some of the respondents were neither employed nor in postsecondary education, the Indicator 14 Work Group added an additional question to the survey to assess the engagement of these young adults. The question asked “If you are not

employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following?” Four options, and a choice of “other” were provided. One hundred and seventy-nine people responded to this item. Of those who responded, 14.0% have participated in an adult day service program, 15.1% in an independent living skills program, 61.5% in volunteer/community service programs, and 11.7% in adult day vocational programs. An additional 13.4% selected “other.” For additional information, see Table B12 below.

Table B12

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

Category	N	%
Adult Day Services	25	14.0
Adult Day Vocational Programs	21	11.7
Independent Living Skills Program	27	15.1
Volunteer Work/Community Service	110	61.5
Other	24	13.4

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

Respondents by Indicator 14 Category Based on Region

The state of Connecticut is comprised of six geographic regions (Northwest, North Central, Northeast, Southwest, South Central, and Southeast). Potential geographic differences were explored relative to the primary outcome categories of enrolled in higher education, competitively employed, involved in some other post-secondary education or training program, involved in some other employment, and not engaged. Results (see Table B13) indicated that the percentage of respondents in higher education was relatively consistent across five of the regions, with percentages ranging from 34.3% (Northwest) to 54.0% (Southeast). The percentage of respondents in higher education in

the Southwest region was higher at 67.4%. Percentages of respondents who were in some other postsecondary education or training program were somewhat varied and ranged from 5.0% (North Central) to 14.3% (Northwest).

Data for competitively employed respondents was consistent across the regions, except the Northeast region, which was higher (38.9%). In the five remaining regions, percentages of competitively employed respondents ranged from 7.6% (Southwest) to 20.0% (Southeast). The percentage of respondents in some other employment was consistent across regions, except for the Northeast and Southwest regions, which were lower at 5.6% and 6.5%, respectively. The remaining four regions ranged from 10.0% (Southeast) to 14.3% (Northwest). Finally, the data in the not engaged category ranged from 5.6% (Northeast) to 25.7% (South Central). It is important to note that these results should be interpreted with caution as the Northeast, Southeast, and Northwest regions may be underrepresented due to a small number of respondents in those regions.

Table B13

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	12	82	8	62	30	27
	%	34.3	50.9	44.4	67.4	42.9	54.0
Competitively Employed	N	6	23	7	7	8	10
	%	17.1	14.3	38.9	7.6	11.4	20.0
Some Other PS Ed. or Training Program	N	5	8	1	7	6	3
	%	14.3	5.0	5.6	7.6	8.6	6.0
Some Other Employment	N	5	19	1	6	8	5
	%	14.3	11.8	5.6	6.5	11.4	10.0
Not Engaged	N	7	29	1	10	18	5
	%	20.0	18.0	5.6	10.9	25.7	10.0
Total	N	35	161	18	92	70	50
	%	100.0	100.0	100.0	100.0	100.0	100.0

Contact with Agencies and Services

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

The most commonly selected response was “No help received; It is not necessary” (32.9%), followed by “No help received; Did not know that any agencies were available”

(14.6%), and “No help received; Did not want to use services” (9.3%). The most commonly selected agencies were Department of Developmental Services (34.6%), followed by Services at my College or University (32.1%) and the Bureau of Rehabilitation Services (32.1%). For additional information see Table B14 below.

Table B14

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

Category	N	%
Bureau of Rehabilitation Services	75	32.1
Department of Developmental Services	81	34.6
Department of Mental Health and Addiction Services	15	6.4
Board of Education and Services for the Blind	4	1.7
Department of Public Health	3	1.3
Department of Social Services	67	28.6
DOL	7	3.0
Social Security Administration	70	29.9
Services at my College or University	75	32.1
Other Agencies	16	6.8
No Help Necessary	169	32.9
Did Not Want to Use Services	48	9.3
Did Not Know Help was Available	75	14.6

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

Perception of Life Satisfaction

The respondents were asked to indicate their level of agreement with the statement “I am satisfied with my life since leaving high school.” A five-point Likert scale (ranging from 1 = Strongly Disagree; 2 = Disagree; 3 = Unsure; 4 = Agree; 5 = Strongly Agree) was employed. On average, respondents were between Unsure and Agree (Mean = 2.4). Sixty-four percent of the respondents selected Agree or Strongly

Agree, while 21.0% selected Disagree or Strongly Disagree. Additionally, individual chi-square test results and the effect size analysis results suggest that Exiters' satisfaction is significantly related to the level of involvement in two of the five Indicator 14

Categories: Postsecondary Education ($\chi^2 (6, N=537) = 60.533, p<.001, \text{Cramér's } V=.107$) and Not Engaged ($\chi^2 (6, N=537) = 70.293, p<.001, \text{Cramér's } V=.107$). For additional information see Table B15 below.

Table B15

Please check the box that best describes your agreement with this statement:
"I am satisfied with my life since leaving high school."

Category	N	%
Strongly Disagree	53	10.2
Disagree	56	10.8
Unsure	76	14.6
Agree	184	35.5
Strongly Agree	150	28.9
Total	519	100.0

Teaching Content

The respondents were asked to indicate the skill areas obtained during high school from a provided list. Eight choices were provided, along with a box marked "none" if the individual did not feel as if they obtained any of the skills on the list during high school, as well an option to mark "other" where the respondent could write in skill areas obtained other than the ones provided. They were asked to check all options that applied. Some respondents selected multiple options, making the total percentage above 100. For additional information, please see Table B16 below:

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

Category	N	%
Social Skills	325	63.7
Self-Advocacy	283	55.5
Technology Skills	264	51.8
Money Management	140	27.5
Study Skills/ Learning Strategies	284	55.7
Work Experience	191	37.5
Independent Living Skills	183	35.9
Time Management/ Organizational Skills	292	49.4
None	42	8.2
Other	26	5.1

Open Ended Questions

Appendices E, F and G contain responses from three open-ended questions. These include Question 10: “What part of your high school education most helpful in getting you ready for life after you left high school?”; Question 11: “What services, assistance, or activities would you recommend for high school students working on transition plans now?”; and Question 12: “Was there anything confusing or unclear about the survey?” Open-ended questions were provided to garner qualitative data from respondents that may not have been covered in the current survey instrument and to help clarify future survey iterations. Responses were transcribed directly from the returned surveys and are presented as such with two modifications. First, responses that contained information that could identify the individual exiter were modified, as well as district names included in responses. These examples are indicated with an asterisk (*).

Qualitative responses were categorized based on five guideposts described by the National Collaborative on Workforce and Disability (<http://www.ncwd->

youth.info/guideposts). These guideposts are: (a) school-based preparatory experiences, (b) career preparation and work-based experiences, (c) youth development and leadership, (d) connecting activities, and (e) family involvement and supports. An “other” category was also created for responses that did not fit into one of the five guideposts, and a “Satisfactory Experience” category was created for Question 11 when respondents indicated they were satisfied with their high school experience. For more information and examples, see Appendices E, F, and G below.

Summary and Discussion

The survey used in this investigation was designed to answer Indicator 14 of the State Performance Plan (SPP). Indicator 14 specifically requests data regarding the youth who are no longer in secondary school, had IEPs in effect at the time they left school, and are:

- A.) Enrolled in higher education within one year of leaving high school;
- B.) Enrolled in higher education or competitively employed within one year of leaving high school; or
- C.) Enrolled in higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

This is the sixth year of the revised Indicator 14 and the seventh year that Connecticut has collected data on respondents who are in their first year after high school exit. Analyses of the Indicator 14 data and a comparison between 2010, 2011, and 2012 Exiter data are presented below (see Appendix D).

Indicator 14. As indicated previously, the revised Indicator 14 reflects the critical importance of postsecondary education on quality of life after leaving school. Results of the indicator are based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school and fit into one of the following three categories (A, B, C). Category A, the percent of students enrolled in higher education for 2012, is 51.8% (278 youth enrolled divided by 537, the total number of valid responses). Category B, the percent enrolled in higher education or competitively employed within one year of leaving high school for 2012, is 67.4% (278+84 youth competitively employed within one year of leaving high school divided by 537). Category C, the percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment for 2012, is 83.8% (362+ 36 youth in some other postsecondary education or training program + 52 youth in “some other employment” divided by 537). Consequently, this data also indicate that 16.2% of respondents are not experiencing education or employment of any kind in their postsecondary lives. Stated differently, approximately 1 out of 6 students with disabilities is not engaged in postsecondary life, as measured by Indicator 14 criteria one year after exiting the Connecticut school system.

Comparison of 2010, 2011 & 2012 Exiters

Similarity between the 2010, 2011, and 2012 survey instruments, data collection procedures, and the consecutive years of data collection allow for post-school experience comparison between groups.

The response rate for the current survey is consistent with last year's Post-School Outcomes data collection (14.4% for the 2012 Exiters and 14.8% for the 2011 Exiters); however, the response rate over the last two years has been the lowest in six years. Previous Exit Surveys ranged from 19% to a high of 23%.

Among the 2012 Exiters, 58.5% reported some level of employment since high school exit. This is a decrease of 4.8% over the 2011 Exiters (63.3%) and 9.6% over the 2010 Exiters (68.1%). It is possible that the 2012 results continue to be low as a direct result of the economic downturn that has characterized the last few years with a significant unemployment rate both locally and nationally (as evidenced by an employment rate of 71.5% in 2007 Exiter Survey data). Moreover, this number of 2012 Exiters includes the 7.7% of respondents who were employed but for less than the required three months. When comparing the types of work from 2010 to 2012, the number of respondents working for pay has remained relatively consistent over the past three years (62.0% of 2010 Exiters; 63.6% of 2011 Exiters; 62.2% of 2012 Exiters). Additionally, results related to earnings have gone down slightly over the past three years in regard to Exiters earning at or above minimum wage (83.3% of the 2012 Exiters; 84.5% of the 2011 Exiters; 86.2% of the 2010 Exiters). As above, such a drop may be related to the current economic climate as well as an increase in minimum wage from \$8.00 to \$8.25 dollars during the three years.

2012 Exit Survey data also indicate that 58.9% of 2012 Exiters enrolled as either full-time or part-time postsecondary students. This is a 0.5% increase over the 2011 data (58.4% of Exiters) and a 5.6% decrease over the 2010 data (64.5% of Exiters). The 2012 survey showed a 5.3% increase in part-time enrollment as compared to 2010 Exiters and

a 1.8% increase as compared to the 2011 Exiters (13.6% of Exiters in 2010; 17.1% of Exiters in 2011; 18.9% of Exiters in 2012). Full-time (more than 12 credits) enrollment decreased as compared to the 2010 data, but increased as compared to the 2011 data (50.6% of Exiters in 2010; 41.3% of Exiters in 2011; 43.9% of Exiters in 2012). The number of students enrolled in higher education but who did not complete at least one semester decreased by 1.7% from the 2010 survey and 2.5% from the 2011 survey (4.2% of Exiters in 2010; 5.0% of Exiters in 2011; 2.5% of Exiters in 2012).

Enrollment in a Community or two-year college indicates an increase of the past two years (41.0% of 2012 Exiters; 33.8% of the 2011 Exiters; 34.0% of the 2010 Exiters). However, enrollment in a Four-year college or university decreased slightly over the 2010 and 2011 surveys (41.3% of the 2012 Exiters; 44.0% of the 2011 Exiters; 44.6% of the 2010 Exiters).

Limitations

One of the most significant limitations to these results is the overall low response rate. The last two years response rates are both below 15% and in particular, this year's response rate is lower at 14.4%. This is important because a significant number of student voices are not being heard. In part this is also due to the 642 (or $[642/4603]*100=13.9\%$) returned envelopes with incorrect or "bad" addresses that never reached potential study subjects.

Consequently, caution should also be taken in regard to the data presented here as some groups of students are under- or over-represented in the sample. Specifically, Exiters previously diagnosed with emotional disabilities, minority respondents, and Exiters who dropped out of school were underrepresented in the final sample.

Conversely, respondents with disabilities other than LD, ID, and ED were overrepresented in the final sample. Female Exiters were slightly overrepresented in the respondent data. Overall, students with LD and ID were the only groups of respondents who were accurately represented in the current data.

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

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year out of high school after exiting during school year 2012. This is only the sixth report on former students who were out of high school for a single year. Data from previous studies looked at former students who were out of high school for two years. Finally, results from this sample are from the State of Connecticut alone, and may not be similar to Exiters with disabilities from other states.

Appendix A
Survey Instrument

Responses will NOT be linked to your name.
This is just so we don't send you another
survey in the mail this year.

2013 Survey of Graduates or Exiters of Connecticut High Schools

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

Please complete the survey and return to us in the enclosed, pre-paid envelope.

Someone who knows you well can help you complete it. Fill in the circle next to your answer.

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

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

2. What type of school did you attend?

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

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

- No, I have not been employed. **[Go to next page]**
- No. I have been employed, but for less than 3 months. **[Go to next page]**
- Yes, Part-time (less than an average of 20 hours per week)
- Yes, Part-time (average 20 - 34 hours per week)
- Yes, Full-time (average 35 hours or more, per week)

4. How much did you earn at your most recent job?

- Below minimum wage (less than \$8.25/hr.)
- Minimum wage (\$8.25/hr.)
- Above minimum wage (greater than \$8.25/hr.)

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

- For an employer (in a company with people with and without disabilities)
- In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)
- Self-employed
- In your family's business (e.g., a farm, store, fishing, ranching, catering)
- In supported employment (paid work with wage support to the employer)
- In sheltered employment (where most workers have disabilities)
- Employed while in jail or prison
- Other – Please specify: _____

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

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

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

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

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

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

Why? _____

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

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

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

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

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

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

Appendix B

Frequencies for Respondents

n = 537

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	49	9.1
ADD/ADHD	54	10.1
Emotional Disturbance	64	11.9
Hearing Impairment	11	2.0
Intellectual Disability	35	6.5
Learning Disability	207	38.5
Multiple Disabilities	31	5.7
Orthopedic Impairment	1	0.2
Other Health Impairment	50	9.3
Speech/Language Impairment	30	5.6
TBI	2	0.4
Visual Impairment	2	0.4
Total	537	100.0

Table B2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduated with Standard HS Diploma	493	91.8
Certificate of Completion	5	0.9
Dropped Out	22	4.1
Reached Maximum Age	17	3.2
Total	537	100.0

Table B3
Comparison of Respondents in Sample versus Total Exiters: Gender

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	189	35.2	1,454	31.6
Male	348	64.8	3,149	68.4
Total	537	100.0	4,603	100.0

Table B4
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	13	2.4	58	1.3
Black	54	10.1	767	16.7
Hispanic or Latino of any Race	53	9.9	912	19.8
Native American or Alaska Native	4	0.7	27	0.6
Native Hawaiian or Other Pacific Islander	1	0.2	3	0.1
Two or More Races	14	2.6		
White	398	74.1	2,779	60.4
Total	537	100.1	4,603	100.0

Table B5
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Autism	49	9.1	224	4.7
ADD/ADHD	54	10.1	627	13.6
Emotional Disturbance	64	11.9	813	17.6
Hearing Impairment	11	2.0	38	0.8
Intellectual Disability	35	6.5	240	5.2
Learning Disability	207	38.5	1,823	39.6
Multiple Disabilities	31	5.7	175	3.8
Orthopedic Impairment	1	0.2	5	0.1
Other Health Impairment	50	9.3	391	8.5
Speech/Language Impairment	30	5.6	237	5.1
TBI	2	0.4	15	0.3
Visual Impairment	2	0.4	13	0.3
Total	537	100.0	4,603	100.0

Table B6
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	493	91.8	3,749	81.4
Graduated with Certificate	5	0.9	38	0.8
Dropped Out	22	4.1	703	15.3
Maximum Age	17	3.2	113	2.5
Total	537	100.0	4,603	100.0

Table B7
In the 12 months since leaving high school, have you enrolled in any type of school, job training, or education program for at least one complete term (including a quarter, semester, inter-session, summer, or online)?

Category	<u>N</u>	<u>%</u>
Yes, I am a full-time student	232	43.9
Yes, I am a part-time student	100	18.9
Yes, I enrolled but did not complete a full semester	13	2.5
No, I have never enrolled in postsecondary education or a training program	183	34.7
Total	528	100.0

Table B8

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

Category	N	%
Four or more year college or university	137	41.3
Two year community college	136	41.0
Vocational/ Tech School	30	9.0
Adult Education	3	0.9
Postgraduate or College Prep	2	0.6
Short-term education or employment program	3	0.9
Other	21	6.3
Total	332	100.0

Table B9

In the 12 months after leaving high school, have you been employed for at least 3 months (it does not have to be in a row)?

Category	N	%
Yes, Full-time (35 hours or more, per week)	70	13.1
Yes, Part-Time (20 - 34 hours per week)	119	22.3
Yes, Part-Time (less than 20 hours per week)	123	23.1
Yes, but less than three months	41	7.7
No, I have not been employed	180	33.8
Total	533	100.0

Table B10

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	194	62.2
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	5	1.6
Self-employed	6	1.9
In your family's business (e.g., a farm, store, fishing, ranching, catering)	16	5.1
In supported employment (paid work with services and wage support to the employer)	24	7.7
In sheltered employment (where most workers have disabilities)	16	5.1
Employed while in jail or prison	0	0.0
Other	36	11.5
Total	297	100.0

Table B11

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

Category	N	%
Below Minimum Wage (less than \$8.25/hour)	40	12.8
Minimum Wage (\$8.25/hour)	93	29.8
Above Minimum Wage (more than \$8.25/hour)	167	53.5
Total	300	100.0

Table B12

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

Category	N	%
Adult Day Services	25	14.0
Adult Day Vocational Programs	21	11.7
Independent Living Skills Program	27	15.1
Volunteer Work/Community Service	110	61.5
Other	24	13.4
Total	25	14.0

Table B13
 Respondents in I 14 Categories Based on Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	12	82	8	62	30	27
	%	34.3	50.9	44.4	67.4	42.9	54.0
Competitively Employed	N	6	23	7	7	8	10
	%	17.1	14.3	38.9	7.6	11.4	20.0
Some Other PS Ed. or Training Program	N	5	8	1	7	6	3
	%	14.3	5.0	5.6	7.6	8.6	6.0
Some Other Employment	N	5	19	1	6	8	5
	%	14.3	11.8	5.6	6.5	11.4	10.0
Not Engaged	N	7	29	1	10	18	5
	%	20.0	18.0	5.6	10.9	25.7	10.0
Total	N	35	161	18	92	70	50
	%	100.0	100.0	100.0	100.0	100.0	100.0

Table B14
 Have you received services through any of these agencies since leaving high school? (*Check any that apply*)

Category	N	%
Bureau of Rehabilitation Services	75	32.1
Department of Developmental Services	81	34.6
Department of Mental Health and Addiction Services	15	6.4
Board of Education and Services for the Blind	4	1.7
Department of Public Health	3	1.3
Department of Social Services	67	28.6
DOL	7	3.0
Social Security Administration	70	29.9
Services at my College or University	75	32.1
Other Agencies	16	6.8
No Help Necessary	169	32.9
Did Not Want to Use Services	48	9.3
Did Not Know Help was Available	75	14.6

Table B15

Please check the box that best describes your agreement with this statement:

“I am satisfied with my life since leaving high school.”

Category	N	%
Strongly Disagree	53	10.2
Disagree	56	10.8
Unsure	76	14.6
Agree	184	35.5
Strongly Agree	150	28.9
Total	519	100.0

Table B16

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

Category	N	%
Social Skills	325	63.7
Self-Advocacy	283	55.5
Technology Skills	264	51.8
Money Management	140	27.5
Study Skills/ Learning Strategies	284	55.7
Work Experience	191	37.5
Independent Living Skills	183	35.9
Time Management/ Organizational Skills	292	49.4
None	42	8.2
Other	26	5.1

Appendix C

Response Rate by District

District	Total Exiters	Total Responses	Response Rate
Ansonia	31	1	3.2%
Avon	33	5	15.2%
Berlin	34	4	11.8%
Bethel	24	1	4.2%
Bloomfield	26	3	11.5%
Bolton	4	0	0.0%
Bozrah	2	0	0.0%
Branford	31	4	12.9%
Bridgeport	72	3	4.2%
Bristol	97	10	10.3%
Brookfield	15	3	20.0%
Brooklyn	3	0	0.0%
Canterbury	4	0	0.0%
Canton	13	1	7.7%
Cheshire	5	5	100.0%
Clinton	25	3	12.0%
Colchester	29	0	0.0%
Columbia	5	2	40.0%
Coventry	23	1	4.3%
Cromwell	13	0	0.0%
Danbury	56	10	17.9%
Darien	34	5	14.7%
Derby	10	1	10.0%
Eastford	1	0	0.0%
East Granby	6	0	0.0%
East Haddam	10	0	0.0%
East Hampton	9	1	11.1%
East Hartford	63	7	11.1%
East Haven	16	1	6.3%
East Lyme	42	4	9.5%
East Windsor	10	1	10.0%
Ellington	17	2	11.8%
Enfield	56	7	12.5%
Fairfield	70	16	22.9%
Farmington	16	0	0.0%
Franklin	1	0	0.0%
Glastonbury	56	13	23.2%
Granby	26	2	7.7%
Greenwich	92	18	19.6%
Griswold	27	3	11.1%

Groton	19	2	10.5%
Guilford	33	4	12.1%
Hamden	71	10	14.1%
Hartford	254	25	9.8%
Hartland	2	0	0.0%
Killingly	19	2	10.5%
Lebanon	7	4	57.1%
Ledyard	20	5	25.0%
Lisbon	4	3	75.0%
Litchfield	7	0	0.0%
Madison	43	7	16.3%
Manchester	83	7	8.4%
Meriden	74	7	9.5%
Middletown	28	2	7.1%
Milford	15	1	6.7%
Monroe	3	0	0.0%
Montville	27	2	7.4%
Naugatuck	40	4	10.0%
New Britain	55	3	5.5%
New Canaan	21	2	9.5%
New Fairfield	18	2	11.1%
New Haven	102	9	8.8%
Newington	34	6	17.6%
New London	37	2	5.4%
New Milford	44	5	11.4%
Newtown	33	1	3.0%
North Branford	14	2	14.3%
North Haven	18	3	16.7%
North Stonington	2	0	0.0%
Norwalk	90	10	11.1%
Norwich	93	12	12.9%
Old Saybrook	1	0	0.0%
Oxford	8	1	12.5%
Plainfield	35	4	11.4%
Plainville	6	0	0.0%
Plymouth	11	2	18.2%
Pomfret	6	0	0.0%
Portland	7	1	14.3%
Preston	9	3	33.3%
Putnam	9	2	22.2%
Ridgefield	33	6	18.2%
Rocky Hill	20	3	15.0%
Salem	6	0	0.0%

Seymour	5	0	0.0%
Shelton	30	6	20.0%
Sherman	2	0	0.0%
Simsbury	41	10	24.4%
Somers	5	1	20.0%
Southington	61	7	11.5%
South Windsor	41	4	9.8%
Sprague	3	0	0.0%
Stafford	21	5	23.8%
Stamford	128	14	10.9%
Sterling	4	0	0.0%
Stonington	18	2	11.1%
Stratford	39	9	23.1%
Suffield	16	5	31.3%
Thomaston	18	3	16.7%
Thompson	10	1	10.0%
Tolland	3	0	0.0%
Torrington	46	4	8.7%
Trumbull	12	1	8.3%
Vernon	1	1	100.0%
Union	28	2	7.1%
Voluntown	4	2	50.0%
Wallingford	55	8	14.5%
Waterbury	101	9	8.9%
Waterford	31	5	16.1%
Watertown	26	2	7.7%
Westbrook	8	0	0.0%
West Hartford	83	8	9.6%
West Haven	38	4	10.5%
Weston	9	1	11.1%
Westport	48	10	20.8%
Wethersfield	28	8	28.6%
Wilton	26	5	19.2%
Winchester	9	2	22.2%
Windham	44	1	2.3%
Windsor	35	3	8.6%
Windsor Locks	16	3	18.8%
Wolcott	27	4	14.8%
Woodstock	5	0	0.0%
Regional SD#1	24	3	12.5%
Regional SD#4	23	2	8.7%
Regional SD#5	43	6	14.0%
Regional SD#6	9	0	0.0%

Regional SD#7	22	0	0.0%
Regional SD#8	56	8	14.3%
Regional SD#9	30	6	20.0%
Regional SD#10	9	0	0.0%
Regional SD#11	12	2	16.7%
Regional SD#12	5	0	0.0%
Regional SD#13	20	2	10.0%
Regional SD#14	11	5	45.5%
Regional SD#15	12	1	8.3%
Regional SD#16	21	4	19.0%
Regional SD#17	25	6	24.0%
Regional SD#18	10	1	10.0%
Regional SD#19	48	7	14.6%
Corrections	226	1	0.4%
DMHAS	2	2	100.0%
DCF	29	1	3.4%
Vocational-Tech	272	29	10.7%
Total	4,603	537	

Appendix D

2010, 2011, and 2012 Exit Survey Data Comparison

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

Gender	2010				2011				2012			
	Respondents		Respondents		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	307	37.3	1742	33.2	213	34.9	1548	31.5	189	35.2	1,454	31.6
Male	517	62.7	3509	66.8	398	65.1	3370	68.5	348	64.8	3,149	68.4
Total	824	100.0	5251	100.0	611	100.0	4918	100.0	537	100.0	4,603	100.0

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

Ethnicity	2010				2011				2012			
	Respondents		Respondents		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	10	1.2	59	1.1	12	2.0	61	1.2	13	2.4	58	1.3
Black	99	12.0	969	18.5	58	9.5	919	18.7	54	10.1	767	16.7
Hispanic or any Latino Race	67	8.1	1001	19.1	66	10.8	961	19.5	53	9.9	912	19.8
Native American or Native Alaska	2	0.2	18	0.3	1	0.2	24	0.5	4	0.7	27	0.6
Native Hawaiian or Pacific Island	N/A	N/A	N/A	N/A	0	0.0	1	0.0	1	0.2	3	0.1
Two or More Races	N/A	N/A	N/A	N/A	1	0.2	26	0.5	14	2.6		
White	646	78.4	3204	61.0	473	77.4	2926	59.5	398	74.1	2,779	60.4
Total	824	100.0	5251	100.0	611	100.0	4918	100.0	537	100.0	4,603	100.0

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

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

Disability Type	2010				2011				2012			
	Respondents		Respondents		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Autism	59	7.2	211	4.0	72	11.8	230	4.7	49	9.1	224	4.7
ADD/ADHD	82	10.0	633	12.1	56	9.2	571	11.6	54	10.1	627	13.6
Deaf/Blindness	1	0.1	4	0.1	0	0.0	4	0.1	0	0.0	0	0.0
ED	91	11.0	904	17.2	63	10.3	863	17.5	64	11.9	813	17.6
Hearing Impairment	16	1.9	60	1.1	8	1.3	53	1.1	11	2.0	38	0.8
Intellectual Disability	44	5.3	247	4.7	56	9.2	243	4.9	35	6.5	240	5.2
Learning Disability	320	38.8	2137	40.7	208	34.0	1979	40.2	207	38.5	1823	39.6
Multiple Disability	47	5.7	202	3.8	43	7.0	200	4.1	31	5.7	175	3.8
Orthopedic	1	0.1	6	0.1	4	0.7	6	0.1	1	0.2	5	0.1
Other Health Impaired	93	11.3	497	9.5	58	9.5	459	9.3	50	9.3	391	8.5
Speech	65	7.9	317	6.0	35	5.7	277	5.6	30	5.6	237	5.1
TBI	1	0.1	11	0.2	4	0.7	16	0.3	2	0.4	15	0.3
Visual Impairment	4	0.5	22	0.4	4	0.7	17	0.3	2	0.4	13	0.3
Total	824	100.0	5251	100.0	611	100.0	4918	100.0	537	100.0	4603	100.0

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

Exit Reason	2010		2011		2012	
	Respondents	Respondents	Respondents	Total Exiters	Respondents	Total Exiters

	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Graduated with Diploma	734	89.1	4166	79.3	540	88.4	3825	77.8	493	91.8	493	91.8
Graduated with Certificate	7	0.8	70	1.3	5	0.8	18	0.4	5	0.9	5	0.9
Dropped Out	49	5.9	877	16.7	9	1.5	398	8.1	22	4.1	22	4.1
Maximum Age	34	4.1	138	2.6	45	7.4	552	11.2	17	3.2	17	3.2
Transferred to Gen. Ed.	0	0	0	0	12	2.0	125	2.5	0	0.0	0	0.0
Total	824	100.0	5251	100.0	611	100.0	4918	100.0	537	100.0	537	100.0

Table D5
Disability Type

Category	2010		2011		2012	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Autism	59	7.2	72	11.8	49	9.1
ADD/ADHD	82	10.0	56	9.2	54	10.1
Deaf/Blind	1	.1	0	0.0	0	0.0
ED	91	11.0	63	10.3	64	11.9
Hearing Impairment	16	1.9	8	1.3	11	2.0
Intellectual Disability	44	5.3	56	9.2	35	6.5
Learning Disability	320	38.8	208	34.0	207	38.5
Multiple Disability	47	5.7	43	7.0	31	5.7
Orthopedic	1	.1	4	0.7	1	0.2
Other Health Impaired	93	11.3	58	9.5	50	9.3
Speech	65	7.9	35	5.7	30	5.6
TBI	1	.1	4	0.7	2	0.4
Visual Impairment	4	.5	4	0.7	2	0.4
Total	824	100.0	611	100.0	537	100.0

Note: Deaf/Blind was eliminated as a category as of the 2008-2009 Exit Survey, but was reinstated again for the 2009-2010 survey.

Table D6
Gender

Category	2010		2011		2012	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Female	307	37.3	213	34.9	189	35.2
Male	517	62.7	398	65.1	348	64.8
Total	824	100.0	611	100.0	537	100.0

Table D7
Ethnicity

Category	2010	2011	2012
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	N	%	N	%	N	%
Asian	10	1.2	12	2.0	13	2.4
Black	99	12.0	58	9.5	54	10.1
Hispanic or any Latino Race	67	8.1	66	10.8	53	9.9
Native American or Native Alaska	2	.2	1	0.2	4	0.7
Native Hawaiian or Pacific Island	N/A	N/A	0	0.0	1	0.2
Two or More Races	N/A	N/A	1	0.2	14	2.6
White	646	78.4	473	77.4	398	74.1
Total	824	100.0	611	100.0	537	100.0

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

Table D8
Age

Category	2010		2011		2012	
	N	%	N	%	N	%
14	0	0	0	0	0	0.0
15	11	1.3	2	0.3	2	0.4
16	85	10.3	55	9.0	60	11.2
17	430	52.5	253	41.1	247	46.0
18	156	18.9	151	24.7	114	21.2
19	32	3.9	22	3.6	23	4.3
20	91	11.0	105	17.2	72	13.4
21	19	2.3	23	3.8	19	3.5
22	0	0	0	0	0	0.0
Total	824	100.0	611	100.0	537	100.0

Table D9

In the twelve months after leaving high school, have you enrolled in any type of school, job training, or education program for at least one complete term (including a quarter, semester, inter-session, summer, or online)? (*check only one*)

Category	2010		2011		2012	
	N	%	N	%	N	%
Yes, I am a full-time student	414	50.9	249	41.3	232	43.9
Yes, I am a part-time student	111	13.6	103	17.1	100	18.9
Yes, I was enrolled but did not complete one full term	34	4.2	30	5.0	13	2.5
No, I have never enrolled in postsecondary education or a training program	255	31.3	221	36.7	183	34.7
Total	814	100.0	603	100.0	528	100.0

Table D10

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

Category	2010		2011		2012	
	N	%	N	%	N	%
Community College or Two-Year College	192	34.0	119	33.8	136	41.0
Four Year College or University	252	44.6	155	44.0	137	41.3
Technical/Trade School	50	8.8	47	13.4	30	9.0
Adult Education	17	3.0	6	1.7	3	0.9
College Prep/Postgraduate Program	3	0.5	5	1.4	2	0.6
Other School or Program	12	2.1	5	1.4	3	0.9
Short-term education or employment program	39	6.9	15	4.3	21	6.3
Total	565	100.0	352	100.0	332	100.0

Table D11

In the 12 months after leaving high school, have you been employed for at least three months (it does not have to be in a row)? (*check only one*)

Category	2010	2011	2012
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	N	%	N	%	N	%
Yes, Full-time (35 hours or more, per week)	110	13.5	72	11.9	70	13.1
Yes, Part-Time (20 - 34 hours per week)	174	21.4	121	19.9	119	22.3
Yes, Part-Time (less than 20 hours per week)	189	23.2	139	22.9	123	23.1
Yes, but less than three months	81	10.0	52	8.6	41	7.7
No, I have not been employed	259	31.9	223	36.7	180	33.8
Total	813	100.0	607	100.0	533	100.0

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

Category	2010		2011		2012	
	N	%	N	%	N	%
Below Minimum Wage (less than \$8.25/hour)	69	13.8	39	11.7	40	12.8
Minimum Wage (\$8.25/hour)	167	33.4	99	29.8	93	29.8
Above Minimum Wage (more than \$8.25/hour)	264	52.8	180	54.2	167	53.5
Total	500	100.0	332	100.0	300	100.0

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

Category	2010		2011		2012	
	N	%	N	%	N	%
Work for pay	313	62.0	211	63.6	194	62.2
Self-employed	10	2.0	5	1.5	5	1.6
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	15	3.0	5	1.5	6	1.9
Supported employment (working only with other individuals with disabilities in a work site)	25	5.0	17	5.1	16	5.1
Family business	35	6.9	28	8.4	24	7.7
Sheltered employment	15	3.0	18	5.4	16	5.1
Employed while in jail or prison	5	1.0	0	0.0	0	0.0
Other	87	17.2	34	10.2	36	11.5
Total	505	100.0	332	100.0	297	100.0

Table D14
Have any of the following state agencies worked with you since leaving high school? (*Check all that apply*)

Category	2010		2011		2012	
	N	%	N	%	N	%

Bureau of Rehabilitation Services	82	25.5	84	29.5	75	32.1
Department of Developmental Services	89	27.6	87	30.5	81	34.6
Department of Mental Health and Addiction Services	17	5.3	15	5.3	15	6.4
Board of Education and Services for the Blind	6	1.9	5	1.8	4	1.7
Department of Public Health	8	2.5	3	1.1	3	1.3
Department of Social Services	90	28.0	91	31.9	67	28.6
One Stop Centers	12	3.7	5	1.8	7	3.0
Social Security Administration	77	23.9	83	29.1	70	29.9
Services at College or University	119	37.0	72	25.3	75	32.1
Other Agencies	26	8.1	27	9.5	16	6.8
No Help Necessary	290	36.3	190	31.8	169	32.9
Did Not Want to Use Services	84	10.5	56	9.4	48	9.3
Did Not Know Help was Available	118	14.8	71	11.9	75	14.6

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

Table D15

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

Category	2010		2011		2012	
	N	%	N	%	N	%
Adult Day Services	47	19.1	51	25.1	25	14.0
Adult Day Vocational Programs	26	10.6	46	22.7	21	11.7
Independent Living Skills Program	22	8.9	29	14.3	27	15.1
Volunteer Work/Community Service	126	51.2	82	40.4	110	61.5
Other	56	22.8	29	14.3	24	13.4

Appendix E

Open-Ended Responses to Question #10: High School Experience

What was the most helpful part of your high school education?

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

Table of Qualitative Findings

School-Based Preparatory Experiences	61
Career Preparation and Work-Based Learning Experiences	68
Youth Development and Leadership	70
Connecting Activities	71
Family Involvement and Supports	71
Other	72
None/Nothing/Unsure	73

School-Based Preparatory Experiences

- Math classes & English
- Time management and study skills
- High School Education was helpful. It helped me realize how valuable education. It's never too late or early.
- My senior year because I met with my counselor two/three times a month planning for college
- social and time management skills
- getting back into a regular high school program
- Pushing me, knowing that I could do it without all the extra help I counted on
- The most helpful part of me getting ready for life was learning strategies
- probably my social studies class, where I had a big senior project
- Learning how to use the computer for purposes of college/financial aid application and other skills.
- When final exams were scheduled at the very end. That prepared me to expect this structure in college.
- My social skill and being independent.
- math was a big help
- Life skills, money, ~~work experiences~~, organizing skills
- Learning to take the class.
- Mr. ** marketing course (my current job involves everything he taught me). Also the alternative education progra,.
- Study skills
- I learned social skills, cooking skills, ~~and vocational skills (worked at restaurants, clothing stores)~~.
- The only thing that was most helpful was that I had the support of some great teachers. Without them I couldn't of survived.
- The wealth mangament class because now I know how to handle my money.
- socializing with people
- Good life skills, he likes to clean the table
- Make me punctual , learn things, be social, self-dependency.
- The most helpful part of Arch Bridge was that they provided me with a structured environment. The Arch Bridge staff are so patient. Arch Bridge helped me excel in my life after high school!
- research classes
- Social interaction with other students
- Academic preparation for college.
- Time mangement because of all the study habits that I learned, I applied in college.
- ~~self advocacy~~, writing, and higher-level thinking
- ~~Self advocacy~~ and time management skills

- ~~social skills—the ability to talk up when need things. Work experience. Please note the sheltered program my son is in enabled him to have friends and communicate more. He is learning more now in the sheltered program than he ever had. This is a well needed program for people who are mentally challenged. My son now have friends and is very happy and is anxious to go to work.~~
- Reading
- The basic education requirments, reading, writing, interpreting what was read, computer
- social skills, history; aid with him for classes
- senior year; maturity
- Working with other Kids
- I had great teachers that prepared me for college. ~~I know to ask for help if I need it.~~
- English- papers outlining amount of work required & taught by *** high school and my teachers helped me.
- Personal finance helped me a lot in high school.
- my highschool was flexible to my learning needs ~~but it was mainly family support working with the highschool that prepared me.~~
- Teaching me proper learning strategies and how to manage time.
- woodshop and resource help with Ms. **
- Training in independent living skills, ~~self advocacy, & job coaching.~~
- Ind. Living skills, tech skills
- The support from my teachers.
- social skills
- Helping you get along with people you have problems with
- Manners, being respectful, making friends/connections, choosing the right crowd
- A big help for me was my awesome guidance counselor, ***. Also, with the help of the Special Ed. Department.
- social skills, and preparing for college
- Taking Current Issues because it showed me how to manage time efficiently
- Teachers
- There were people who guided me the transition by giving us ideas on which college to go to or even how to get the money for tuition.
- ~~Classes, extracurricular (e.g. band)~~
- Job/life skills classes
- The social aspect
- My best high-school education is my independent living skills, ~~work experience,~~ and knoweldge skills
- Math classes.
- Strong academic program. Advising my social worker.
- listening to teacher's feedback
- Math and science classes
- social life in the high school
- ~~Work experience and money management~~
- math, science

- personal finance was the most helpful thing I learned in high school ~~and also self advocate.~~
- College process and the depth the school has. Very informative for preparing for college.
- A team of people that seemed to have a special notice in my abilities. My social worker, resource room, and guidance counselor.
- Special education
- Being able to get help and know i can get the work done.
- The time I spent individually with my sped teacher; ~~BRS helped me find employment.~~
- Time management
- The helpfulness of the teachers
- my art of living class which worked with the special ed students was very helpful.
- social skills
- Teach us the importance of an education
- was getting along with other students, talking about Independent living skills. ~~As an example, getting jobs, prepare for the future.~~
- 11th grade because it seemed like the teachers care more about me and helped me.
- English class-- english major
- reading; computer; ~~trying to get a job~~
- math & reading
- financial; literary
- math class helped me a lot
- School took students to see colleges; field trips to see schools; ~~getting into work force~~
- Math
- test-taking skills
- math
- She liked culinary
- Math because we need to use it a lot more than I thought we would
- his senior year, his school helped him plan for himself
- Physical Fitness and Personal Finance
- Organizational Support
- The practical skills like mechanics and general subjects like writing and math.
- Social skills, learning how to become independent
- independent living skills
- independent living skills, social skills, study skills, ~~work experiences, all of them were very helpful. Need more on living skills and after high school to help adult with intellectual disabilities to have secure transportation to work 7 days a week.~~
- Study Skills
- The Essays they had me write. I was shocked by the amount of writing takes place in college, but I was prepared for it.
- Getting learning strategies and organizational skills from the Study Center.
- The academic expectations. Study skills and time management.
- The outstanding teachers that made learning a priority at *** High School.

- time management
- coping skills
- time management & taking responsibility for a job
- Daily Structure; having something to do and helping teach living skills
- Taking the harder classes not level 3 classes
- last year of high school
- Taking IT/ business classes! Helps me so much in college
- I would have to say my senior year, because without the help and support from my past teachers, school, social worker and special education teacher I believe it would have been very difficult to overcome some obstacles in my life.
- 80 minute classes preparing me for college
- Technology
- AP classes, SAT Prep
- DS- Direct Study
- Individualized instruction was very helpful.
- social skills instruction
- Talking with people
- math class, I don't know?
- Study skills for college
- independent living skills
- one-on-one support from special education department
- Teachers accommodating to my needs.
- Sr year
- I am good in math. I like teacher shows us newspaper we talk about it.
- Organization
- Personal finance class, taught me about credit, managing money, etc.
- Having friends who were able to help me.
- self-advocacy and social skills
- Math applications help me apply math to the real world.
- We did these special books that taught us our rights and how to move on from high school.
- ~~The work experience program was the best way to prepare me for what I really wanted to do after high school.~~ Also organizational skills were key along with time management.
- I liked having structure and a schedule. My skills teacher and my friends were most helpful.
- ~~computer repair, science, mechanics, ROTC & band~~
- complete math classes
- money management classes
- 12th grade math (consumer math) multi-racial & english
- Discipline with studies
- Math
- Everything, but mainly the math part.

- Math
- Communication skills, time management, ~~self-advocacy~~
- Ag science
- Talking with Ast principal, *** about responsibility and accountability
- Math, because now-a-days everything is revolved around math.
- My teachers & special ed department helped me learn that hard work gets you a long way.
- Independent living and social skills. ~~Knowing how to ask for help.~~
- They supplied a tutor.
- resource room
- all of it
- I think everything they teach us was helpful.
- Business math, ~~career's course~~
- Since he has behavior issues & low IQ, social skills/self help skills were very important.
- ~~Work experience~~, life skills, such as cooking, laundry & other home skills.
- ~~Self Advocacy~~, time mgmt & organizational skills, study skills
- extra help with teacher's
- Good teachers, good school programs, good school counselors
- Academic
- Perception for college work was done very well.
- the teachers. I strongly feel that teachers are one of the main components that makes a successful highschool and to continue that highschools reputation of excellent education.
- Going to class on time
- Learning how to stay focused.
- Assisted study halls- helped in organizational skills
- The teachers prepared us for everything, from how to deal with horrible bosses to how to talk to a cop.
- Teachers who actually gave a ** about their students
- Personally, I believe high school prepares you for social interactions more then work environment.
- Senior year was crucial for transistioning into college.
- Social skills
- Ag program
- Being responsible, job responsibility, self-groomy and time management.
- social skills
- most classes, teachers, and mentors
- Study skills
- Having resource services daily & extended time on tests, quizzes, and projects. Teachers who were supportive of my learning disability.
- The most helpful part of my high school was the teachers
- dedicated teachers who cared about my academic success & supported me

- All of it. High School was great! It prepared me for all aspects of life after school.
- The adults taught me that life aint easy
- special services, individual attention/planning; IT skills; social skills!
- my close relationship with my teachers
- being with others; social skills
- once he met the right teacher, ~~but not much; auto parts classes; hands on~~
- ~~shop classes~~, certain talks with awesome teachers
- Consulting with guidance counselors and special ed teachers on a daily/weekly bases, ~~as well as job shadow were also helpful.~~
- ~~Shop classes~~, organizational skills
- My Tech-Ed teacher Mr. *** showing me how to build different structures.
- I took math and English class to help me get work I am today in life
- study skills, english skills for college
- The transition program, next step, was the most helpful.
- having certain faculty assistants, history courses, art courses
- classes I took at junior year
- took classes at school ~~and clubs, activities; drama in high school~~
- study skills, ~~class of certificate of nursing~~
- extra help I got throughout
- The AP courses I took gave me a look at what college work will be like
- Everything
- Academics, ~~of course but also being involved as the manager of the high school football team and being in the high school band.~~
- Art
- technology skills
- HS did ok-- fell between the cracks after
- tactics for college
- My organizational tutor. Most of the other services were either mostly ineffective or unnecessary. I still work with said tutor, but through BRS instead of the school system.
- social skills
- Business courses
- The people that believed in me (school staff)
- preparing you for college
- My senior year when it was time for me to fill out college and job applications. My resources that were there for me were consistent.
- learning the basics of music theory, which has helped me improve my musical experience. Also mathematic.
- INTERNSHIPS AND STUDY SKILLS WAS A LOT OF HELP TO ME
- All
- English!!! College english is easy compared to staples english.
- my personal fiance class was the only class I have found applicable in later life
- Small classes-same teachers year to year

- Personally finance management class, because it guided me to properly use everyday finances
- time management and study skills
- Organization skills, financial management courses
- It made me learn what was right from wrong and who I should and shouldn't be friends with.
- some of the classes were helpful, and most of the teachers were. The high school would have been amazing if it were not for the special ed. Programs
- Being challenged
- The honors coursework and the opportunity to take college courses before graduating (UHSSE in Hartford) really put me ahead of my peers when I entered college. The support services were very helpful as well.
- ~~self-advocacy~~, learning strategies, and time management
- ~~Vocational Training~~, Community Experiences, Social Skills and Technology Skills
- college prep
- Learning to organize and manage time.
- All the teachers and seeing the students. I enjoyed the social aspect of high school.
- Like skills program
- Transition Program
- Auto tech. department at ** high school and my case worker Mrs.**
- ~~Vocational studies &~~ social skills
- Math tutor
- That I had the chance to learn many skills not just 1 or 2 until I found the one I liked.
- The technology and how I could use a computer without asking for help.
- Realizing that people with disabilities are active parts of the community. I was fortunate my classmates always welcomed and encouraged me.
- Health class
- Both my speech and personal finance classes helped better present and manage myself as I make the transition into independent adulthood.
- Communication Skills- Helped adapt to college environment
- Mathematics, I plan to become a math teacher and my resource help.
- Learning how to manage my time, and figuring out what is the most important task.
- The ability to communicate with my teachers.
- The study skills and learning strategies I learned there have been very helpful in college.
- the courses offered (maths sciences) and extended time on tests and larger projects
- READING BOOKS, STUDYING & WRITING
- independent study classes and interdisciplinary classes
- My high school experience was not all effective in preparing me for life after high school.
- Through special ed IEP. Nothing was set up for me after graduation.
- Had an excellent case worker junior and senior year who was helpful, compassionate, and understanding. Helped advise and support academic challenges with positives not negatives.

- Personal finance class
- Math
- My school was rated high and gave college work
- constantly being reminded that college was right around the corner.
- Internships
- Self help skills
- Academic support
- General knowledge learned
- my financial lit course
- Learning how to manage my time
- freshman year
- My diploma, allowing me to enroll in another school to continue some vicious cycle of education.
- To read and speak English
- I went to a high school that taught me how to live in a real world in my shop.
- The social skills I learned in school.
- My social skills that they helped me improve
- How to balance a week book
- all of it because it all becomes useful when you need it
- Shop, Mr. *** helped us all and had advice for anything.
- The education us students need to gain more confidence when reaching to college.
- All of the teachers and my gardens
- My english teacher taught me a lot that I would need to go off in the real world

Career Preparation and Work-Based Learning Experiences

- ~~self-advocacy~~ and some work experience
- My work study program.
- Help me in my work experience so when I got a job I am successful.
- My Vocational ed classes
- ~~Life skills, money, work experiences, organizing skills~~
- ~~I learned social skills, cooking skills, and~~ vocational skills (worked at restaurants, clothing stores).
- work experience
- ~~social skills—the ability to talk up when need things. Work experience. Please note the sheltered program my son is in enabled him to have friends and communicate more. He is learning more now in the sheltered program than he ever had. This is a well needed program for people who are mentally channeled. My son now have friends and is very happy and is anxious to go to work.~~
- supported work experience
- work experience program
- ~~Training in independent living skills, self-advocacy, & job coaching.~~
- ~~My best high school education is my independent living skills, work experience, and knoweldge skills~~

- Work experience ~~and money management~~
- A class that was required; what it was like to have a job & what to do to prepare for it.
- work study class
- ~~was getting along with other students, talking about Independent living skills.~~ As an example, getting jobs, prepare for the future.
- ~~reading; computer;~~ trying to get a job
- ~~School took students to see colleges; field trips to see schools;~~ getting into work force
- Work training programs.
- when I found out I was going to be a father and my way to get a job
- work experience, internship is very helpful
- They enrolled me in a job training program-Horizens
- vocational training from educational support services (Horizonsct.org)
- WORK PROGRAM
- ~~independent living skills, social skills, study skills, work experiences, all of them were very helpful. Need more on living skills and after high school to help adult with intellectual disabilities to have secure transportation to work 7 days a week.~~
- ~~time management &~~ taking responsibility for a job
- Getting a job
- career pathways program
- Career exploration was the most helpful subject that got me ready.
- I think the work experience best aided me.
- self advocacy ~~and social skills~~
- Work experience
- The work experience program was the best way to prepare me for what I really wanted to do after high school. ~~Also organizational skills were key along with time manangement.~~
- Vo-Ag
- Work experience
- ~~Business math;~~ career's course
- The job coaches were excellent. The transisiton coordinator needs to do a better job finding opportunities for special needs students. Actually, they should replace him with someone who will do the work that is involved.
- Work experience, ~~life skills, such as cooking, laundry & other home skills.~~
- My career planing class helped me
- ~~Consulting with guidance counselors and special ed teachers on a daily/weekly bases, as well as job shadow~~ were also helpful.
- work skills part of program
- The one part that was most helpful after leaving high school, work experience; an being able to see what Great opporunity were out there for myself
- Work experience classes and vocational agricultural classes
- The work experience helped me get ready for life at the high school.
- the work floor
- The voag program was most helpful
- working during post graduate

- Job internship and experience as well as the social and community aspect of playing sports
- Vocational Training, Community Experiences, Social Skills and Technology Skills
- Working
- Vocational studies & social skills
- school to career counselor
- Learning how to become a cooker/baker.
- The part of my high school education what I feel was most helpful in getting me ready for life after high school was helping me to create a resume and teaching me where to look for employment such as websites that post employers who are hiring.
- the career center and resource
- WORK EXPERIENCE
- Career Expo, discussing different options with surveys
- Social & Vocational development
- I needed many more out of school work experience to prepare me to financially take care of myself in the future-needed a job or a school to teach me to be self-reliant.
- Best tool is a vocational portfolio with many pictures of work experiences and supports needed for success. Should include documents filled out by students as well. If done right, this could make the difference between having a job or not. Also should include medical needs and how student is productive.
- Vocation, which earned me full-time employment
- Learning a trade for after graduation; Resume making
- Get me a job

Youth Development and Leadership

- self-advocacy ~~and some work experience~~
- I learned to rely on others as little as possible. The only way to get things done the way you want, is to do them yourself. Try not to depend on others. It's usually a waste of time.
- The fact that I was able to be a self advocate for myself.
- Gaining self-advocacy skills in order to meet personal and work challenges
- People skills, everyday life skills and asking for what you need.
- self-advocacy, ~~writing, and higher level thinking~~
- Self advocacy ~~and time management skills~~
- ~~social skills—the ability to talk up when need things. Work experience. Please note the sheltered program my son is in enabled him to have friends and communicate more. He is learning more now in the sheltered program than he ever had. This is a well needed program for people who are mentally challenged. My son now have friends and is very happy and is anxious to go to work.~~
- ~~I had great teachers that prepared me for college.~~ I know to ask for help if I need it.
- a program called teen leadership
- ~~Training in independent living skills, self-advocacy, & job coaching.~~
- meeting with social experts and group. Finding out that I can help people by being supportive.

- Self-advocate- it will always be something and need to work on
- ~~personal finance was the most helpful thing I learned in high school and also self~~ advocate.
- self-advocacy, ~~managing your freedom~~
- the ability to speak up for myself and ask for help when needed.
- struggles I had in high school-- every time I wanted to give up I knew I had to finish
- Education and ability to ask questions
- Learning how to do things on my own.
- ~~Communication skills, time management,~~ self-advocacy
- ~~Independent living and social skills.~~ Knowing how to ask for help.
- Dealing with incompetent resource teachers, By dealing with them, I become a very strong self-advocate, making sure my goals and items in my IEP were followed.
- Self Advocacy, ~~time mgmt & organizational skills, study skills~~
- Being more independent/self-advocacy
- Having responsibilities and knowing that if you don't complete something, that is your fault and you take the blame.
- Learning self advocacy skills and social skills
- self-advocacy
- not really it was my own insight and search that got me where I wanted
- self advocacy, ~~learning strategies, and time management~~
- self-advocacy
- Self Advocacy-Knowing when I need help and how to find it

Connecting Activities

- ~~social skills the ability to talk up when need things. Work experience.~~ Please note the sheltered program my son is in enabled him to have friends and communicate more. He is learning more now in the sheltered program than he ever had. This is a well needed program for people who are mentally challenged. My son now have friends and is very happy and is anxious to go to work.
- ~~Classes,~~ extracurricular (e.g. band)
- The Marine Corps recruiter
- ~~The time I spent individually with my sped teacher;~~ BRS helped me find employment.
- culinary arts, he loves to cook and he loves basketball
- ~~independent living skills, social skills, study skills, work experiences, all of them were very helpful.~~ Need more on living skills and after high school to help adult with intellectual disabilities to have secure transportation to work 7 days a week.
- introduced many electives; learned I loved culinary
- being able to stay a year or 2 after graduation with life skills
- Activities in community
- Going to a therapeutic school. I know without a doubt that I would have killed myself if I did not attend a therapeutic school. The teachers had the patience and understanding to help me with my learning problems which stem from emotional difficulties. I went to the*** school at *** for junior and senior year .I am positive that I would not have been able to graduate from Highschool if I did not attend that school. I was previously

going to *** High where I was given little support.

- the can program
- computer repair, ~~science~~, mechanics, ROTC & band
- went on in sped, until 21 yrs at **community services left for ** Inc.
- AUTO MECHANIC SHOPS
- electives, automotive, woodshop and course class help in college. Electives were job related
- Cooking classes
- ~~once he met the right teacher, but not much~~; auto parts classes; hands on
- shop classes, ~~certain talks with awesome teachers~~
- Shop classes, ~~organizational skills~~
- The time when I left public school to attend a private school specifically for dyslexic students that's when I learned the most!
- ~~took classes at school and~~ clubs, activities; drama in high school
- ~~study skills~~, class of certificate of nursing
- ~~Academics, of course but also~~ being involved as the manager of the high school football team and being in the high school band.
- Transition to Day Program
- ~~Job internship and experience as well as the~~ social and community aspect of playing sports
- ADP helped me come to school and pushed me to do my best.
- the volunteer work in the retirement home in the kitchen
- ** CREC- They helped me learn how to use my hearing, now to learn and taught my teachers how to teach me.
- ** CREC- They made me future life possible
- we had community days at school.
- Working with an important communication with DDS is essential. Having a good case worker.
- My preferring arts magnet high school
- The CWE program taught me how to dress & act for interviews and W-4 forms, etc.
- shop work
- Electrical Program @ ***
- manufacturing class
- Carpentry skills
- technical school-collision repair
- the trade fo carpentry working with tools

Family Involvement and Supports

- ~~my highschool was flexible to my learning needs but~~ it was mainly family support working with the highschool that prepared me.
- High school helped me enhance my life skills that I learned from my parents
- I am not sure, my parents stayed on top of my learning to make sure that my work was done.
- I am doing this with my son's approval... we, his parents did what the school should

have. In an ERG I we hired tutors, paid for online programs and summer programs to prepare him for college.

Other

- I got my diploma.
- all aspects
- People are unpredictable
- Nothing was really taught to me in the best way possible to fully prepare me for my life after high school.
- none of it really was.
- Every aspect of high school equally provided me with assistance after I graduated.
- I don't really know how to answer this question.
- early dismissal
- My diploma
- finding out what I want to do in life
- ~~self-advocacy~~, managing your freedom
- Running everything
- Mostly everything except gym and a few electives I took for fun.
- when I left
- all of it was important
- graduation, so I could be treated like an adult in college
- All of it, but it wasn't really looking at who I am and what I can and can't really do.
- There was no specific part of education. All of the education was very helpful in getting me ready for my future.
- being pushed forward
- All that I checked in #9 (above)
- time transitioning was too short
- putting me in a real world environment for practice
- eChalk
- Realizing the school is not there for the student but for protecting administrators ability to fund the school and their salaries (supt. In my town earned 300,000)
- Principal and teacher at ** school would tell him if went to college for 2 years that they would try to help him working at the schools. They give all these suggestions then when they don't. so no-more then nothing else gets done they are just forgotten. They feel like a failure
- I didn't finish
- Being in public
- Being taught has to do in the field

None, Nothing, or Unsure

- None
- To be honest I really didn't learn a lot as I attended high school.
- not help a lot

- Nothing other than above.
- probably not any; more like babysitting
- none
- They could have done a better job at offering life skills classes not a lot was offered
- didn't do much
- None, they refused to support me because I wanted to attend a post secondary program and refused the district's "one size fits all" transition program that did not meet my needs or interests
- Nothing
- Hated high school and was happy to leave it
- Honestly, they really did not help me, I felt as if you were a student that could not make them look good enough, they did not acknowledge you.
- None.
- not sure
- None
- None
- cannot answer these last 3 questions
- I did not learn anything in high school. I couldn't wait to graduate from high school and move on to college.
- NONE
- nothing
- NONE
- nothing because I not have a diploma
- None have a 8th grade learning level was told I would have to do 4 years of High School all over just to go to college
- NONE
- not much of anything
- not sure
- They could have assisted me with life/job skills, I can't seem to pass the college courses, I'd really like some training, but don't know where to start.
- not sure
- not sure
- nothing
- none
- None they were not helpful.
- no
- Didn't get any help when I accepted diploma.
- Nothing None
- NOT SURE
- not sure
- there wasn't any
- unsure
- no

- ?
- There really wasn't anything that was very helpful
- none
- Nothing
- not sure
- Nothing-my school did nothing to help me get ready for my future
- did not get me ready for life after high school
- nothing
- none
- Not much
- no
- Nothing
- Limited
- nothing
- Not sure
- Don't know
- None
- None
- none
- none

Appendix F

Open-Ended Responses to Question #11: Transition Advice

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

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

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

School-Based Preparatory Experiences

- They could have started me early instead they worried about funding and because at that I had a late start
- Not make special ed kids feel different and isolated.
- how to manage teacher and student relationships better
- Let me take courses in the normal rotation with the regular ed. Students.
- I would be more helpful if there were more hands on for excellent class which would help student become prepare for life.
- more money management information- checking account for debit card
- How to manage money, apartment, shop for food, cleaning and washing clothes
- Prepare juniors and seniors for college more
- actually sit there and explain more about the subject
- They should have given me syllabi to give us a glimpse at how homework preparation differs from post-school life.
- In English class show the students what MLA is because in college you need to know that.
- Given the students the opportunity to earn freedom rather than treat school grounds like a prison
- More money skills, checkbook, cooking & daily living experience
- Teach things to students that better prepare them for life and not just about what you need in college
- They could have been more hands on and also they could have had more qualified staff to prepare me after school as well as had better communication with amongst the staff and with me.
- Money management skills
- More independent living skills classes
- teach life skills
- Teach us how different life is in college and in the "real world".
- Tried to focus better & push a little hard set better goals.
- My HS could have prepared me by caring more for the student's.
- I would recommend The Arch Bridge School to any student seeking an alternate high school. I would also recommend learning time management, study skills, etc.
- more math class
- More social skills ~~and work/training skills.~~
- should have more money management skills and independent living skills.
- could have had better preparation in time management.
- I received the support necessary to launch into a 4-year college program
- The basis with consistency-to many teachers absent-no jobs. I am mad I had to go to the army in order to pay for my school. The ** school district needs a New curriculum with an all inclusive fair and just EED-practices.
- helped more with understanding my work
- Teach & act like college
- Got rid of the Behavior Charts
- My high school could have offered Independent Living Skills and Trade Skills. I wish I had been more prepared for life.

- not all the teachers were aware of IEP's or the students that required/had them. Ms. *** refused to follow my IEP and did this to other students in her class who had disabilities as well. I had to drop the class because of her refusal and the *** school system did nothing about it tried to cover it up. To my knowledge these problems continue. She ends up with no students with disabilities because of her allowed behavior to students. Teachers need training at ***HS to know what an IEP is, be aware of who has it, why they have it and know they need to have it training is poor in this area
- Like I said in question 10# they need more life skills classes.
- offer a stricter way of getting into college
- Help me to be college ready as they did my typical peers and offer an education with high expectations
- teaching more about taxes, money management, etc.
- I wish they would make drivers ed a credit course.
- Prepare work load more accurately to college.
- Help college search and financial aid the counselor have had time for me
- ~~not sure because it gave me the tools I needed to self advocate.~~ The academic help could have been stronger.
- Teachers need to be more available and more supportive of the students that is not special needs or Honors student.
- More time spent on ILS ~~& work experience~~
- writing papers-was ill-prepared for those
- To look into tutoring services, and other services catered towards students schools offer.
- more important living skills, more money management-all kids could benefit. Maybe a class on how to balance social and work. Time management.
- They could have payed more attention to everyone even the kids that did not have money to go places to help better.
- Prepared a more diverse environment. So everyone can get to know each other. Have uniform so everyone wears the same thing. No competition.
- My daughter did not have the study skills or solid enough basic skills (math, rdg, writing) to be successful in college.
- Instead of miscellaneous subjects, teach kids about politics, how to balance a checkbook, taxes, how to buy a house, and other key life stuff. I got nowhere with world history and algebra.
- keep me on track as far as what we needed
- Had a class all about managing money and savings.
- Everything.
- Needed more help with time mgmt/organizational skills
- Not screwed me over by putting me in special education. Against my will, despite trying to fight it. I did not need it and it ultimately put me behind in school. Also it seems like guidance counselors don't know how to do their job or just don't give a ***.
- teach me some thing
- More Independent living skills , managing money, transportation.
- They could have taught me discipline, educate myself-esteem, ~~and lots more.~~

- Actually done something
- Help one understand my behavior relative to my disability (***)
- ged degrees
- less BS classes, such as English or PE
- given students more freedom/responsibility
- helped me with time management skills and being more prepared for college.
- more business courses, how to manage your money
- Raise the bar-- Hearing a comment that my child could get to his classes after three years in the school by himself (which he did in the 1st year) showed how disconnected the staff was!
- To get ready for the real world and not wait until you get out of high school. Learn what you can.
- Independent living classes or money management classes
- If you need it, special needs services
- They could of made you read more.
- ~~work experience~~/independent living skills
- to help me over come my learning disability
- a lot more.
- Treat us and give us work and privelages like college students for a couple days so we can see how it would be like in college.
- Be more supportive during senior year
- teaching more life skill
- Not really; how to be more focused
- Teaching me different subjects
- money management class
- Help in getting a scholarship into a university.
- they can teach me many thing of my life if I had lesson
- Teach kids how to open a bank account and how to buy a house
- Not tell me I could leave when I turned 18. When I did not graduate and go got a GED.
- Taken the time to make sure that I understood everything that they were teaching me.
- more lessons
- moer help and more time in class
- Test Taking Skills
- Not barred me from taking AP classes because I was in the special education program.
- Had someone one on one walk us through the steps on what to do.
- needed more basic or continueing instruction in proper grammar & speech, also abstract/concrete ideas such as up vs. down, left vs right, in vs, out. A lack of this emphasis has left me not knowing or remembering the differences. Also more practice printing & reading words.
- more math skills- study classes (basic math, reading, wirting skills)
- more practical life knowledge like financing & domestic, ~~work skills~~
- Teaching kids how to live with others and being able to communicate with each other
- Pay attention to students emotional and social needs (mental health) even when grades

are good

- opened up the colleges & brought the kids to visit them
- training for teachers in how to deal with emotional issues
- more college classes-- more classes to get you ready for classes
- ~~Let the students and parents know what is available, I would have greatly benefited from the Vista program, but can't afford it. These kind of programs should be addressed.~~ And true IQ testing should be done without assistance.
- More teaching how to do things not doing somebody laundry or going to the store shopping teaching me what to do.
- Let me take the harder classes earlier in high school. Have more one on one time with a teacher. I could have done so much more if the school let me.
- Teach more about finances and money management
- Learn how to use Microsoft office!
- High Schools can not wait until senior year to start working with students on colleg applications. The process should start in their sophmore year at minimum. Students need awareness and need to understand the grades it takes to get into college earlier in the HS career - especially if they are student athletes
- ~~More volunteer opportunities &~~ development of social skills
- Be more concerned
- child needs to learn the basic skills of life-- not necessarily something for the school to teach her though
- more skilled training in school
- actually teach you about life instead of what $X+Y=...$ no one uses that
- perhaps driving lessons would have been beneficial if they can be incorporated somehow
- utilize technology methods more, i.e. Aiex technology software. Students with disabilities would excel with technology assisted programs. I currently have a 4.0 in college! Alternative methods of learning need to be examined in CT high school.
- No loop my son into "Special Ed" when he was borderline and had a better level of SE where these borderline students were challenged more.
- Teach a skill
- Smaller classes
- Help more with the bullying . Made it hard to focus, learn, etc.
- give you a warning that high school is so much easier than life outside of it.
- Kept me 1 more year in high school
- Taught skills in living/self-sufficiency
- Taught me how to write cursive I cannot read cursive I cannot read very well.
- Given subjects on personal banking, job interviews, resume writing, basic repairs, social speaking, computer lessons
- help me with time management skill
- challeng me more in my classes
- Money management, independent living skills
- TEACHING ME MORE LIFE SKILLS AND MORE WRITING ENGLISH CLASSES
- taught me money skills

- HELP WITH FINDING A COLLEGE
- teach us independent living and more technology skills
- spend more time on math
- My senior year classes did not help me as much as past years because they were more elective type classes.
- Looked at college trip helped me more/listen to what is needed.
- Look at their resource teachers (those in the dept of special education) more carefully, as there is inconsistencies amongst them, i.e., some teachers are excellent (providing me with support I needed) while others were poor (not providing me with the support I needed), and actually working against me.
- offered more tech classes too
- include in their curriculum an Auto tech course
- more independent living skills, ~~better team work with family~~, he still cannot provide his own physical care i.e. hair/teeth/bathing, basic needs.
- Place an individual in the job who really cares about the students and is not just there to collect a paycheck.
- I could have used more work on understanding body language & sarcasm. Also social skills.
- more real world classes
- better social interaction
- could have helped with social and important out of school life skills
- Smaller class sizes.
- independent living course
- Allowed more hours for transition. A few hours a week did not prepare me for full time work.
- Restructure the entire education system. The US is using schools to breed ignorant, and complacent individuals with no individuality.
- My school could have made college sound like a very, very important thing. Not just an option.
- taught us more did keep switching our jobs
- Focus more on how to budget my money.
- have drivers ed
- Take more courses to help me with college courses
- time management skills for lower graded H.S. students, too
- Encourage to take more challenging courses. Help in SAT or ACT preparation.
- I always wanted to learn more about my disability
- Not treated me like I was stupid
- Better guidance for after graduation; other options available aside from typical 4 yr. college/military/or trade school. Possibly offer internships.
- Better Test taking skills/strategies
- It could have helped me manage my money better
- they could have a money management class which is important in the real world
- a lot
- Prepared the students for college and life as an individual

- Not get rid of good teacher for Rediculous Reasons
- force me to take responsibility
- not pushed me through the system with grades that were not consistant with my level of learning. PSAT scores were bottom.
- Hands on and talking with teachers
- I was placed in general & college level courses. Wish there was more functional programs. HAD TO READ THE Crucible in English class per Bd of education requirement. We wanted more appropriate reading and math levels for persons with interllectual disabilities. We are all for inclusion but there needs to be more practical teaching at all levels of education.
- the instructors were discouraging, time management courses were not valuable, students were not dependent, improve math, provide supports on math
- the system is broken, the sped was not helpful
- they did not provide college and career readiness services
- More life skills as it socused more on college than adult life in general
- managing money
- Provide me with 5th transitional year to adjust to the different learning environment. Also, there wasn't anyone on the staff adept at teaching social skills.
- high expectations for learning by challenging students, working more on modification and helping students learn to read to the best of their abilities
- worked more on communication
- Better money management programs
- study in school longer
- Atualiy listeh when I had problem meres a lot more but that's me main idea. Send me to reach
- Teach me to read as I have a normal IQ & parents asked for a reading program without success for many years.
- Orientation
- study skills course annually
- could have had a living /daily living class, have classes that interest us and help our future.
- More tech! Should have been using any and all tech to save time
- prepare us better in terms of colelge-level math
- much more learnikng in studying for tests/exams
- Have a better faculty/staff
- Being more concerned with the students performance than concerned with the schools standing
- It should have been from 1st grade on the school should of did something. They want all these kids on meds and they walk around like zombiie so while they are quite the teachers are happy. They don't care about these kids I never been to so mnay PPT meeting in my whole life.
- It could have showed me how to live on my own and show me that it's not the easiest thing to do.
- Yes, ** H could have treated me a competent person, rather than as if I had an IQ of 40

or below. H also could have listened to me.

- Guidance well, my counselors could have been more helpful involved
- 1) Look for scholarships. No matter what month it is. 2) Organize your time wisely. If this is a difficulty, speak with an academic counselor. 3) The dream's over, kids--wake up, smell the coffee, and put your nose to the grindstone.
- They did everthing for me except for math preparation
- have a more coordinated approach between reg ed and sp ed including x-curr activities i.e. football Discipline for Diasability i.e. time management by kicking off football team does not work.
- Transition I and II
- With a learning disability, behaviors by other students is difficult to deal with on a regular basis
- more one on one
- teach more life skills ~~and job skills, offer on site job training.~~
- They could have more tuters for kids that could have used the help
- stop the bullying
- Have a teacher of the hearing imparied on staff
- Had a teacher of the hearing imparied on staff
- Stressed the importance of climbing up the social ladder; Not expecting to immediately receive prestige.
- teach me how to study better so I could do better when taking the CMT state test
- Better teachers per certain subjects
- MORE CLASSES THAT INVOLVED OTHER OCCUPATIONS
- More team oriented skills.
- Tried harder, they didn't even suggest any programs to services that I could use after graduation. They did a horrible job.
- more interactions with colleges. Also needed more individual instruction sooner. In soph year we requested a coaching model which was more successful. How about assistance w/ handwriting d/c from OT in 3rd grade... maybe too early.
- Followed the IEP/~~provided job skills~~
- Teach me
- Being independent, preparing for college
- add more life classes and less electives
- Taught more life skills
- Teach use useful facts about the world like bank accounts and savings accounts
- give more communication courses
- should have better prepared me for math placement tests so I didn't have to take 3 remedial Math classes in college when they were completely unnecessary; help prepare me more for independent living. Technology hands on- should ahev connected me with DM III teacher earlier. Should have done me more to prepare me for the sports broadcasting career they know I wanted to get into.
- Tell me that the level of math I was in would prevent me from being accepted to a university.
- If kids did not want to attend college right after, what to do

- I am at home alone, I am 19 with no future, no job or continuing education to help me be self-reliant & earn a living. I feel left abandoned by everyone.
- Better money management classes.
- Not hold my hand and make me more independent
- supported out-of-district w/ very strong vocational focus here. In district, life skills did not provide adequate staff support to access community work. Need better personnel prep in college and train paraprofessional as job coaches who know the specific disability.
- more classes that pertained to real life, not just a preparation for college
- Not help me as much and make me do it myself.
- helped with financial aid for college
- money management and info classes
- More Independent living skills
- not algebra or geometry just everyday. Math like budget or getting a car loan.
- more fairs for college and jobs
- helped more in getting into school.
- Getting one on one help with Math
- Teach us how to manage our time and how to live on your own.
- could have offered more college-prep classes detailed information about the process

Career Preparation and Work-Based Learning Experiences

- Thorough advice on how to draft a resume should be offered.
- more job fairs/college fairs
- Vocational ed class
- Visit vocational agencies to see what programs are offered using skills you have learned in high school. Our teacher in high school was AMAZING at making sure the info we needed was available.... she visited the agencies with us. ~~Also our DDS representative was a big help to explain what we needed to do before leaving high school.~~
- Helped getting a job, or how to run a house hold.
- prepare a good resumay and job interviews
- More work training and transition
- A better connection with community/work experiences/stronger program (academy needed).
- ~~More social skills and work/training skills.~~
- ~~The school utilized the serviees at ***~~, I think the work experience opportunity could have been better.
- job training--he was enrolled in mechanics class, but cancelled class
- spent more time developing multiple opportunities for different types of work environments/internships.
- ~~More time spent on ILS & work experience~~
- more work experience skills
- more work experience
- Vocational skills

- work experience/~~independent living skills~~
- prepare myself to have a good job
- Should not have push me through can't hold a job no skills at all
- WORK PROGRAM
- ~~more practical life knowledge like financing & domestic~~, work skills
- specific training for job
- Helped me get ready to work in a pre-school or helped me explore college through the program my friend was in at **.
- ~~Try to help find services AFTER graduation - VERY HARD to find help~~; can't get a real job, need supervision and assistance with trying to find work
- I would recommend assistance seeking employment, ~~connecting students with disability services at their future college.~~
- show me about job after school and help me get one
- Used sped services to find my current employment
- State could have more jobs/job training for those who don't want to more schooling (college).
- Get the resources to find a job or training.
- Help to determine where my skills could be used in the workplace. what type of job i would be good at.
- more life skills ~~and job training~~
- ~~more life skills~~ and job training
- maybe better with job planning
- have spontaneous "mock interviews".
- More job placement or job skills such as filling out applications during guidance time.
- more intern program in the field she studies more experience and job in that field
- more relevant work experiences/sites better trained job coaches.
- Taught me about the process of applying for a job.
- ~~teach more life skills and job skills~~, offer on site job training.
- Counseling staff could help more with employment opportunities.
- Introduce me to more job careers
- Teach me more about my career.
- they could have given me more jobs to try during school.
- Provided more work experience in different areas.
- ~~Followed the IEP/provided job skills~~
- LEARN A TRADE
- Staying in vo-ag program at ** high school
- Teach more things that would actually matter when graduating, such as how to hold a job or how not to be a huge jerk.
- help finding work in my field of study
- providing more work study opportunities in Electrical trade
- Get me a job
- High school made it look easy to find a job.

Youth Development and Leadership

- ~~I'm not sure about services, assistance, or activities, but I do know it helps to just put yourself out there. If you want something, do everything you can to make it happen. It really does work.~~
- not sure because it gave me the tools I needed to self advocate. ~~The academic help could have been stronger.~~
- ~~They could have taught me discipline, educate myself-esteem, and lots more.~~
- ~~involved in more afterschool activities; self-confidence building~~
- more independent work to help teach other students the right knowledge to self-advocacy.
- Get a lot of studying- Study something you know you are least good at. this can boost up your memory on things you know and don't know. Be confident- Thinking positive things can really help you at school and college.

Connecting Activities

- there should be an alternate program for non-college bound kids
- I'm not sure about services, assistance, or activities, but I do know it helps to just put yourself out there. ~~If you want something, do everything you can to make it happen. It really does work.~~
- I think my son could have benefited by being more involved in sports; however, having disabilities greatly limited his ability to participate. He did not have enough extra-curricular activities available.
- ~~Visit vocational agencies to see what programs are offered using skills you have learned in high school. Our teacher in high school was AMAZING at making sure the info we needed was available.... she visited the agencies with us. Also our DDS representative was a big help to explain what we needed to do before leaving high school.~~
- The school utilized the services at ***, ~~I think the work experience opportunity could have been better.~~
- The availability of mental health/substance abuse treatment/intervention in school-beyond criminalization.
- Check if they have an orientation services to see if they have a person that can help your needs.
- Insisted on moderatory athletic participation.
- ~~involved in more afterschool activities; self-confidence building~~
- Horizons CT worked with his high school providing educational & vocational consultation services. Excellent experience.
- ~~Let the students and parents know what is available, I would have greatly benefited from the Vista program, but can't afford it. These kind of programs should be addressed. And true IQ testing should be done without assistance.~~
- Try to help find services AFTER graduation - VERY HARD to find help; ~~can't get a real job, need supervision and assistance with trying to find work~~
- More volunteer opportunities & ~~development of social skills~~
- ~~I would recommend assistance seeking employment, connecting students with disability services at their future college.~~

- Talk to someone at your local adult education center.
- If would have been helpful to have more basketball; especailly in the momery. It calmed me.
- Could have continued helping me after I graduated.
- SS SHOULD NOT HAVE DROPPED AFTER HS- HOW COULD A YOUNG PERSON "NOT QUALIFY"?
- Get involved as much as you can with community service, being a part of services that matter/make a difference in the world and always being helpful and useful to others. Doing things like Student Council, Yearbook Committee, community service provider club (mine was called***). If you want to be part of something that makes a difference, do something like "Boys and Girls Clubs of America", work at your local YMCA or just be a camp counselor.
- They just sorta pushed me along until I graduated. The best help I got was programs outside of the high school that my parents paid for. I would have never made it to college without that help.
- When we picked an adult services organization it was based on one visit to each available to me. I think spending a day doing what would typically occur would be a better way to make that decision.
- should have given more information about DDS, SSI and the autism program
- Getting involved with BRS and knowing what you can do and figuring out how to eventaully do the things you thought you can't do.
- more after school help program

Family Involvement and Supports

- Let the students and parents know what is available, ~~I would have greatly benefited from the Vista program, but can't afford it. These kind of programs should be addressed. And true IQ testing should be done without assistance.~~
- ~~more independent living skills, better team work with family, he still cannot provide his own physical care i.e. hair/teeth/bathing, basic needs.~~
- does not know, In parents opinion did much more in terms of life skills & community

Other

- The same
- My high school has nurmous problems when it comes to sexuality and bullying/harrassment.
- More focus on behavior
- I could learn lot if keep continue my school.
- Maybe have sex with more female teachers
- stop judging people
- good question
- Try using the buses if you have not gotten your license.
- not high school- grammer school- I was 3 yrs, behind when entering high school
- Sent to a tech school.
- Don't go to college

- give me my diploma
- keep calm
- Help me learn how to walk on call and metocycles also.
- not much time in high school
- Burg people from work word
- Never stop learning. Read books and keep seeking more knowledge. Knowledge is freedom.

Satisfactory Experience

- did well
- High School prepared me enough. It is a great start in learning. Any differently could not have been better.
- no, they did an excellent job
- nothing! I received all the help I needed & college isn't as I expected it to be.
- I felt that nothing should have been done differently.
- Nothing. I am completely satisfied.
- I think they did a great job of preparing me
- nothing everything was helpful, I learned a lot.
- they taught me enough
- they did a good job
- No, they did good.
- Theres nothing more they could do
- they gave him all the tools he needs
- They gave him a lot. They were good.
- nothing-- pretty satisfied
- Nothing at all everything was fine.
- They did a good job.
- Everything That happened In High School was very helpful to me.
- they did an awesome job
- They did everything that was necessary to prepare me for the life after high school.
- I think ** high school prepared well for life after school because there were many great teachers and principals who took the time to help someone that moved at a different pace.
- They were right on with all the education that was given to me.
- They teached me a lot of things to do after high school.
- They did an amazing job!
- wouldn't change a thing
- Nothing-well prepared
- nothing- everything was great. The transition into college went smoothly.
- I believe that they did a good job, but a lot of people teake high school for granted.
- nothing at all they did everything necessary that was needed for us.
- it was all good
- No-- did a good job

- I think my high school did a great job preparing us for our futures out of high school.
- They did a good job.
- I loved ***. I feel I am prepared for whatever I choose to do.
- GREAT EXPERIENCE
- so far, so good!
- nothing they did a fatastic job.
- nothing really. My high school was very good on getting us ready for life after school.
- Actually, I have no complaints or critiques. My high school did everything right to help me blossom as a young woman heading off into the world.
- Nothing, the program & staff were excellent
- My high school provided all the services I needed to be prepared.
- nothing, they do a good job
- Nothing more... they did a great job
- I do not think they could have done anything differently. I loved high school.

None, Nothing, Unsure

- ?
- ?
- can't think of anything
- don't know
- I am not clear about this question. How can I see my high school differently from others?
- I can't think of anthings
- I don't know
- I don't know
- I don't know
- I don't know
- I don't know
- I don't know
- I don't know.
- I have no idea
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- no

- no idea
- None
- None
- None
- None that I know of.
- Not a thing.
- not at all (this moment cannot think of anything)
- not really
- Not really
- not sure
- not sure
- not sure
- not sure
- not sure- a lot was my fault
- not sure that they could have done anything; not mentally capable
- not yet
- Nothing
- Nothing
- nothing
- Nothing
- Nothing
- Nothing
- nothing more or less
- Nothing really
- Nothing that I can think of really.
- probably nothing- because I was passive defiant I thought I knew it all. Wanted to be an artist thought everything else was unimportant - maybe if they got through to me that it wasn't easy
- There is nothing that they could have done differently to prepare me for life after school.

Appendix G

Open-Ended Responses to Question #12: Survey Clarity

Was there anything confusing or unclear about this survey?

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

425 respondents answered this question.

- “No” x 374
- *** is nonverbal and mentally delayed this survey is USELESS just like *** high.
- A few were unclear to me such as the answers that were given to choice from.
- Added information where necessary. The questions don't ask if schooling was completed- you don't ask why it wasn't completed- you don't ask what type of schooling or assistance while in school is needed, wanted or desired.
- All good!
- all of it
- Although I enrolled in college, have been unsuccessful. Organization and comprehension skills are lacking. I am continuing to meet with BRS in case college is not an option for me.
- clear
- Everything appears clear to me.
- everything was clear.
- everything was presented well and was straight forward
- Filled out by guardian. He is not able to read or write.
- guardian filling out form; Profoundly MR & Autistic; No expressive language
- How to answer this due to college drop out and now work
- I am confused as to why it arrived in the mail 3 times within 2 months and someone did not infer that I was not interested in completing it. You're welcome.
- I attended a residential school out-of-state paid for by my district thru due process. My CT public school was awful!
- I was supposed to get BRS services but something happened and I didn't. There was no place to put that on this survey.
- In number 9, do you mean formally teach, or put me in an environment that grows my social skills
- It is a waste of time as soon as you read it. It gets shredded and you all go about your merry life while these kids who have nothing will be the ones that take care of us when we get old. Boy I feel sorry for us then. These kids cannot spell, read, count, etc. What a shame how this world is turning out to be.
- Most questions did not apply to situation
- My mother helped me set through it, needed minor explanations.
- My problem is also comprehension. I have a hard time reading and someone detaining information. I felt they just sent me out the door once I graduated. I hope other kids don't go through what I am going through. No job & no help. Thank you.
- need choices in #9 for yes/ a little/no.
- on question 9, everyone at the high school level should know most of these things. That is a part of life.

- Please no further contact for participation in any research project.
- Q6: I did not need those services but I also did not know they were there.
- Question 1 doesn't cover all possible options/alternatives.
- question 2 because it assumes I attended 4 years when I haven't; question 5 I don't understand.
- question 7
- Should have included "High School of Attendance"
- The survey was pretty clear and helpful.
- There was nothing confusing or unclear about this survey
- This survey was filled out by a parent. Also, there is no way to determine if a student received services out-of-district. Our district felt that in-district, a separate room was appropriate because of behaviors and this student needed to "earn" access to regular school environment by having a good behavior checklist. This program was questioned and hearing officer decided on out-of-district. Probably why student has a job. Thanks-good luck with your research.
- This survey was very clear.
- What will it accomplish?
- Why did I have to do this?
- why do you guys even need this?
- Why now? Why is the St/CT so interested now where was the help when I was in school- - NAEG wouldn't even help me find a tutor to help me learn to read- what does a survey address? How incompetent the Education System is?
- why you keep sending me this
- will this info really matter to anyone?
- With question 7 it didn't have the choice for none of the above. It feels like i have to pick one of those choices
- yes
- yes, # question 7
- Yes, how does it benefit me? Once again it seems like you want to be concerned with the "system" and not the students!
- yes, my understanding was to pay attention on math, some reading and writing
- yes, please see.
- yes, some hard understand but staff help me understand.
- Yes, why are you asking dumb*** f*** s***. I'm waiting for the marine corps to pay for my college. No thank you because my friends die for you right?
- yes, why I have to do this when I graduated in 2012.
- Yes, why is there no "none" option for number 7.
- Yes. What do you mean by transition services? Is this for people who went to normal Highschool or to therapeutic schools? It is unclear why I received this survey.
- on question 9, everyone at the high school level should know most of these things. That is a part of life.
- Please no further contact for participation in any research project.
- Q6: I did not need those services but I also did not know they were there.
- Question 1 doesn't cover all possible options/alternatives.

- question 2 because it assumes I attended 4 years when I haven't; question 5 I don't understand.
- question 7
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