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EXECUTIVE SUMMARY

Indicator 14 Criteria

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

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

This report reflects the results of a 2015 survey using a census method conducted by the University of Connecticut under contract with the CTSDE to determine 2013-2014 school year Exiter data in response to Indicator 14. A description of the research method, results, and how each percentage was calculated follows.

In 2014, 5,139 students left special education services in local education agencies (LEAs) across the State of Connecticut for one of the following reasons: graduation with a standard diploma; obtaining a Certificate of Completion; reaching maximum age of eligibility for special education services or; dropping out of school.

Beginning on June 17, 2015, each of these individuals was mailed a survey sponsored by the CTSDE to obtain follow-up information on post-school outcomes at least one year after exiting public school. Additionally, Exiters had the option of completing the survey online. The survey included items in three broad categories: 1) *Postsecondary Education and Training Status*; 2) *Employment Status*; and 3) *Additional Information*.

Although similar surveys have been used with previous cohorts of Exiters from 2001 to 2006, this is the eighth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010; 2010-2011; 2011-2012; 2012-2013; 2013-2014). 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 2008 and 2010 in consultation with the CTSDE. Details of these revisions can be found in the 2013 Exiter survey report.

Survey data was collected via three processes: a paper survey mailed to Exiters at three different times (June 17th, July 16th, and September 23rd); two waves of phone surveys administered by a call team at UConn (November 18th, November 23rd between the hours of 5pm and 8:30pm) to select Exiters (e.g., those from groups traditionally underrepresented in prior studies, such as students from urban settings, students with ED, and students who dropped out); and an online survey that could be accessed using a link found in the paper survey. Professionals from 16 LEAs also conducted phone calls to gather responses from exiters of their districts.

In total, 835 surveys were returned. Among these, 101 surveys were not useable because they were either returned blank or incomplete, indicated an alternative exit year, or the respondent indicated that he or she did not wish to complete the survey. This brought the total of valid responses to 734. Additionally, a total of 780 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 16.8% (5,139 total exiters – 780 undeliverable surveys = 4,359 adjusted exiters; 734 responses / 4,359 x 100%).

Respondent Characteristics

The largest group of responders was those with learning disabilities (34.7%), followed by those with ADD/ADHD (14.6%), autism (12.5%), emotional disturbance (10.9%), other health impairment (9.1%), and intellectual disabilities (6.3%). Sixty-two percent of the respondents were males (62.1%). Approximately 70% were White (69.8%), followed by respondents who were Hispanic (13.9%) and Black (11.9%). The vast majority of the respondents graduated with a diploma (94.1%), followed by those who dropped out of school (3.0%), those who reached the maximum age for services (1.8%), and those who received a certificate of completion (1.1%).

Indicator 14 Results

A: Percent enrolled in higher education = 49.7%

In accordance with federal guidelines, this percentage was calculated based on respondent results as follows: [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education 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 = 73.6%

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 = 86.5%

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

Methodology

Survey Development

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

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

This is the eighth consecutive year that the survey was mailed within one year of their leaving school (i.e., cohorts 2006-2007; 2007-2008; 2008-2009; 2009-2010; 2010-2011; 2011-2012; 2012-2013; 2013-2014). 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 2013-2014 school year Exiter data.

Current Survey Instrument

The instrument used in this investigation was based upon the Post School Survey instrument originally used in the 2007 study, and revised in 2008 and 2010. It is four pages long and consists of 12 items (see Appendix A). The 12 items on the instrument covered three main categories: (a) *Postsecondary Education* (2 questions); (b) *Employment Status* (3 questions); and (c) *Additional Information* (7 questions). Seven items contained a stem and then a list of options from which the respondent could check

either the single most appropriate response, or all responses that applied. One item was a 5-point Likert Scale item related to perception of life satisfaction and another included a list of skills that the respondents may have learned during his or her schooling. The final three items on the survey were open-ended and offered the respondent an opportunity to provide comments about the following questions: “What part of your high school education was most helpful in getting you ready for life after you left high school?”; “What could your high school have done differently to prepare you for life after school?”; and, “Was there anything confusing or unclear about this survey?”

A letter explaining the purpose of the survey and inviting participation was created. The letter explained that the completed survey would be sent to the Principal Investigator (PI), Dr. Joseph Madaus, at the University of Connecticut, for analysis. A consent form that outlined the respondent’s rights and protections as a participant in this research was also created. Both the cover letter and the consent form indicated that completion and return of the survey was an expression of consent to participate. The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB). A letter from the IRB indicating exemption was received on May 26, 2015.

Subjects

The subjects for this investigation consisted of 5,139 individuals who had exited special education during the year 2013-2014 from each of the Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the Connecticut State Department of Education (CTSDE), Office of Research, Evaluation and Accountability. Data was provided for the name, address, gender, exceptionality,

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

Data Collection

Survey data was collected via three processes. A paper survey was mailed to Exiters at three different times over the summer. The initial mailing of 5,139 surveys was sent on June 17, 2015. A second wave of 4,334 surveys was mailed on July 16, 2015. Finally, a third wave of 3,935 surveys was mailed on September 23, 2015. Each mailed survey also contained information about an online survey that respondents could chose to employ.

LexisNexis, a data-cleaning program, was used to obtain more accurate Exiter phone numbers. A batch process was conducted in which the database of student information obtained from the CTSDE was sent to LexisNexis through a secure server. The company then returned the database with updated phone numbers if possible. A call team at UConn administered the survey over the phone on November 18th and November 23rd between the hours of 5pm and 8:30 pm. Finally, professionals from 16 LEAs contacted Exiters and either encouraged return of the survey or administered the survey over the phone between November 2, 2015 and November 25, 2015. More details on both call procedures follows.

UConn Call Team Procedures. Six graduate students from the University of Connecticut were recruited to call selected cohorts of Exiters using the phone numbers collected via the LexisNexis batch process. Calls were prioritized to Exiters who had a history of underrepresentation in past surveys (i.e. minority Exiters, Exiters with ED, individuals who dropped out, and Exiters residing in cities) to try and better represent these populations in the current survey. All callers participated in a thirty-minute training to prepare for the calls and data collection procedures. The training involved reviewing the survey and classifying Exiter responses. Upon completion of training, the team spent a total of seven hours over two days making phone calls. In total, the graduate students called 618 Exiters, and collected 61 complete surveys. Phone numbers were often inaccurate or out of service, even with the use of the data cleaning service.

LEA Team Procedures. Eighteen professionals from 16 LEAs were identified to assist with the data collection due to poor past response rates. They were each given access to a locked file containing all the names of the student in their districts that were to be included in this study. They were instructed to use their own records to obtain phone numbers and call the students on their list. Prior to gaining access to the files, the LEAs were instructed to participate in an online training on the Indicator 14 website. The training involved reviewing the survey, collecting data, classifying Exiter responses, and securing and returning data to project staff. Upon completion of training, the LEAs had approximately 4 weeks to collect the data and report it back. They were either able to input the information online or send back hard copies for data entry. In total, the LEAs attempted to contact 700 Exiters, and collected 46 complete surveys. Phone numbers were often inaccurate or out of service, even with the use of the data cleaning service.

Completed Surveys by Method

Across the three waves of mailings, as well as information obtained through the call team and online survey, a total of 835 surveys were completed. Multiple names ($n = 101$) were removed from the analysis for one of the following reasons: 1) they were either returned blank, 2) indicated an alternative exit year, or 3) with a note indicating that the person did not wish to complete the survey. This left a total of 734 usable surveys. An additional 780 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon individuals ($n = 4,359$), and a response rate of 16.8% ($734 / 4,359 \times 100\%$). The data collected via the online survey ($n = 79$) accounted for 10.8% of the overall response rate. The data collected by the UConn call team ($n = 61$) accounted for 8.3% and the data collected by the LEAs ($n = 46$) accounted for 6.3% of the response rate. Appendix B contains the total response rates for all LEAs.

Data Analysis

Frequency analyses were conducted on each item for all respondents collectively (Appendix C). Because the majority of the data was dichotomous (i.e., Yes/No), selected variables were analyzed using chi-square analyses. It should be noted that although several of the analyses yielded significant results, many had small effect sizes or expected frequencies within cells that are so low as to raise concerns about the validity of the results. In some cases, cells were collapsed to allow comparisons. Only analyses that displayed effect sizes (as indicated by Cramér's V) approaching a medium level ($> .20$) and that had sufficient cell sizes are presented in the following results.

Results

Descriptive Information

Disability type. The most common exceptionality of the respondents was learning disability (34.7%), followed by ADD/ADHD (14.6%), autism (12.5%), emotional disturbance (10.9%), other health impairment (9.1%), and intellectual disabilities (6.3%). For additional information see Table 1 below.

Table 1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	92	12.5
Deaf/Blindness	0	0.0
Emotional Disturbance	80	10.9
Hearing Impairment	5	0.7
Intellectual Disability/MR	46	6.3
Learning Disability	255	34.7
Multiple Disabilities	32	4.4
OHI-ADD/ADHD	107	14.6
Orthopedic Impairment	2	0.3
Other Health Impairment	67	9.1
Speech/Language Impairment	43	5.9
Traumatic Brain Injury	2	0.3
Visual Impairment	3	0.4
Total	734	100.0

Exit reason. The largest group of respondents was those who graduated with a standard diploma (94.1%), followed by those who dropped out (3.0%) and those who reached the maximum age for services (1.8%). 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 age (χ^2 (18, N = 734) = 95.4047, $p < .001$; Cramér's $V = 0.21$). Approximately 94% ($n = 691$) of students with

disabilities graduated from high school with a standard diploma, including 96.9% of students with learning disabilities ($n = 247$), 96.3% of students with ADD/ADHD ($n = 103$) and 91.3% of students with Autism ($n = 84$). For additional information see Table 2 below.

Table 2
Reason for Exit

Year	N	%
Graduate with Standard HS Diploma	691	94.1
Certificate of Completion	8	1.1
Reached Maximum Age	13	1.8
Dropped Out	22	3.0
Total	734	100.0

Ethnicity, age, gender. Of the 734 respondents, (69.8%) were “White”, followed by “Hispanic” (13.9%) and “Black” (11.9%). The Exiters ranged in age from 15 ($n = 1$; 0.1%) to 21 ($n = 16$, 2.2%), with a mean age of 17.7 years. There were more male respondents (62.1%) than female respondents (37.9%). For additional information see Tables 3 and 4 in Appendix C.

Comparison of the Respondents to the Population

Tables 3 – 6 present data comparing the respondents ($n = 734$) to the total population of Exiters of special education in 2014 ($n = 5,139$). Representativeness data was examined using the National Post-School Outcomes Center Response Calculator (www.psocenter.org). Results indicated that minority Exiters were underrepresented in the final sample (15.1% lower than representation in total population), as were Exiters with learning disabilities (4.2% lower than representation in the total population) and emotional disabilities (5.8% lower than representation in total population). Total Exiters with all other disabilities were overrepresented (8.1% higher than representation in total

population) and female Exiters were overrepresented (4.4% above representation in total population). For additional information see Tables 3-6 below.

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

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	278	37.9	1718	33.4
Male	456	62.1	3421	66.6
Total	734	100.0	5,139	100.0

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

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	17	2.3	22	.04
Black	87	11.9	941	18.3
Hispanic or Latino of any Race	102	13.9	1204	23.4
Native American or Alaska Native	3	0.4	22	0.4
Native Hawaiian or Other Pacific Islander	2	0.3	6	0.1
Two or More Races	11	1.5	82	1.6
White	512	69.8	2812	54.7
Total	734	100.0	5,139	100.0

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

Table 5
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Autism	92	12.5	301	5.9
ADD/ADHD	107	14.8	794	15.5
Deaf/Blindness	0	0.0	2	0.0
Emotional Disturbance	80	10.9	856	16.7
Hearing Impairment	5	0.7	36	.07
Intellectual Disability/MR	46	6.2	227	4.4
Learning Disability	255	34.7	2002	39.0
Multiple Disabilities	32	4.4	197	3.8
Orthopedic Impairment	2	0.3	9	0.2
Other Health Impairment	67	9.1	411	8.0
Speech/Language Impairment	43	5.9	274	5.3
Traumatic Brain Injury	2	0.3	17	0.3
Visual Impairment	3	0.4	13	0.3
Total	734	100.0	5139	100.0

Table 6
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	691	94.1	4,335	84.4
Graduated with Certificate	8	1.1	30	0.6
Dropped Out	22	3.0	702	13.7
Maximum Age	13	1.8	72	1.4
Total	734	100.0	5,139	100.0

Postsecondary Education and Training

The survey asked the respondents “In the 12 months after leaving high school, have you enrolled in any type of school, job training, or education program for at least

one complete term (including a quarter, semester, inter-sessions, summer or online)?”

Four options were provided (Yes, I am a full-time student; Yes, I am a part-time student; No, I enrolled but did not complete a full semester, and; No, I have never enrolled in postsecondary education or a training program). Respondents were instructed to select only one. Approximately sixty-four percent (63.5%) reported some degree of postsecondary engagement. Specifically, 43.3% reported being a full-time student (carrying 12 or more credits per semester), and 17.6% reported being a part-time student. An additional 2.6% indicated, “I enrolled but did not complete a semester.” Thirty-seven percent (36.5%) of the respondents were never enrolled in postsecondary education or a training program. For additional information, see Table 7 below.

Table 7

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

Category	N	%
Yes, I am a full-time student	318	43.3
Yes, I am a part-time student	129	17.6
No, I enrolled but did not complete a full semester	19	2.6
No, I have never enrolled in postsecondary education or a training program	268	36.5
Total	734	100.0

Differences in postsecondary attendance. Chi-square analyses were conducted between reported postsecondary attendance and ethnicity, gender, disability type, and exit reason. Chi-square results indicated significant differences in participation in postsecondary education related to disability type (χ^2 (33, N = 734) = 138.73, $p < .001$; Cramér’s V = 0.25).

Approximately 74.6% of students with other health impairments ($n = 50$) reported some degree of postsecondary enrollment, followed by students with learning disabilities (71.8%, $n = 183$), students with ADD/ADHD (72.0%, $n = 77$), and students with emotional disturbance (64.9%, $n = 50$). Additionally, more White exiters (65.8%, $n = 337$) enrolled in postsecondary education compared to minorities (58.1%, $n = 129$; note that because of small cell sizes, all non-White respondents were combined). The majority of students with multiple disabilities (87.5%, $n = 28$), and students with intellectual disabilities (80.4%, $n = 37$) were never enrolled in postsecondary education or a training program since leaving high school.

Type of program attending. Respondents who reported enrollment in a postsecondary or training program were asked to specify the type of program. Seven options were provided, and the respondents were instructed to select only one. The response “four-year college or university (44.1%) and “two year community college” (37.4%) were most common, followed by “vocational/technical school” (11.2%). All other responses were below 5% and are reported in Table 8 below.

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

Category	N	%
Four or more year college or university	197	44.1
Two year community college	167	37.4
Vocational/ Tech School	50	11.2
Adult Education	6	1.3
Postgraduate or College Prep	4	0.9
Short-term education or employment program	7	1.6
Other	16	1.6
Total	446	100.0

Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Fourteen percent (14.0%) indicated that they had been employed full-time (35 hours or more per week), 22.2% reported being employed part-time and working between twenty and thirty-four hours a week, and 21.0% responded that they worked part time, but for less than twenty hours per week. An additional 9.4% reported that they had been employed, but for less than three months, and 33.4% reported that they had never been employed since leaving high school. For additional information, see Table 9 below.

Table 9

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

Category	N	%
Yes, Full-time (35 hours or more, per week)	103	14.0
Yes, Part-Time (20 - 34 hours per week)	163	22.2
Yes, Part-Time (less than 20 hours per week)	154	21.0
Yes, but less than three months	69	9.4
No, I have not been employed	245	33.4
Total	734	100.0

Differences in employment level. Chi-square analyses were conducted between employment level and ethnicity, gender, disability type, and exit reason. Chi-square results indicated significant differences in employment level as related to disability type (χ^2 (44, N = 734) = 114.41, $p < .001$; Cramér’s V = 0.20). Thirty-one percent of students with intellectual disabilities ($n = 16$) reported being competitively employed after high school, followed by 28% of students with ADD/ADHD ($n = 30$) and 26.7% of students with learning disabilities ($n = 68$). Black or African American and White respondents

reported being competitively employed at about the same levels. (25.3%, $n = 22$ and 25.0%, $n = 128$ respectively). Among all respondents who graduated with a high school diploma, only 23.7% ($n = 164$) have been competitively employed within one year of leaving high school. For additional information, see Table 10 below.

Table 10

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	332	76.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	4	0.9
Self-employed	12	2.8
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	5.8
In supported employment (paid work with services and wage support to the employer)	22	5.1
In sheltered employment (where most workers have disabilities)	13	3.0
Employed while in jail or prison	0	0
Other	26	6.0
Total	434	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, 89.7% of the respondents selected earning at or above the minimum wage (\$9.15 per hour at the time of the survey administration). Of this group, 49.8% reported earning above minimum wage, and 39.9% were at the minimum wage.

Differences in salary. Chi-square analyses were conducted between reported salary level (compensation) and ethnicity, gender, disability type, age, and exit reason. Chi-square results indicated significant differences in salary level related to primary disability (χ^2 (22, N = 734) = 56.78, $p < .001$; Cramér's V = 0.261) and age (χ^2 (10, N = 735) = 52.07, $p < .001$; Cramér's V = 0.250). Results revealed that 54% of Whites, 55.9% of students with learning disabilities, and 49.6% of students who graduated with a diploma reported earning above minimum wage. Fifty-four percent ($n = 25$) of Hispanic/Latino of any race students, 32.9% ($n = 25$) of students with ADHD, and 40.2% of students graduated with a diploma were earning at the minimum wage in the labor market. Additionally, students with intellectual disabilities (30.4%, $n = 7$) were more likely to report earning below minimum wage. For additional information, see Table 11 below.

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

Category	N	%
Below Minimum Wage (less than \$9.15/hour)	43	10.3
Minimum Wage (\$9.15/hour)	166	39.9
Above Minimum Wage (more than \$9.15/hour)	207	49.8
Total	416	100.0

Adult Participation

To further assess engagement of young adults, the following question was asked: "Are you taking part in any of the following?" Four options and a choice of "other" were provided. Two hundred and thirteen people responded to this item. Of those who

responded, 22.5% participated in an adult day service program, 6.1% in an independent living skills program, 53.1% in volunteer/community service programs, and 8.0% in adult day vocational programs. An additional 10.3% selected “other.” For additional information, see Table 12 below.

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

Category	N	%
Adult Day Services	48	22.5
Adult Day Vocational Programs	17	8.0
Independent Living Skills Program	13	6.1
Volunteer Work/Community Service	113	53.1
Other	22	10.3

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

Contact with Agencies and Services

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

The most commonly selected response was “Yes” (46.8%) followed by “No help received; It is not necessary” (28.9%), “No help received; Did not know that any agencies were available” (15.5%), and “No help received; Did not want to use services” (8.8%).

The most commonly selected agencies were Services at my College or University

(22.3%), followed by the Department of Developmental Services (18.9%) and the Bureau of Rehabilitation Services (16.4%). For additional information see Table 13 below.

Table 13

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

Category	N	%
Bureau of Rehabilitation Services	81	16.4
Department of Developmental Services	93	18.9
Department of Mental Health and Addiction Services	13	2.6
Board of Education and Services for the Blind	11	2.2
Department of Public Health	4	0.8
Department of Social Services	79	16.0
DOL	1	0.2
Social Security Administration	75	15.2
Services at my College or University	110	22.3
Other Agencies	26	5.3
No Help Necessary	211	28.9
Did Not Want to Use Services	64	8.8
Did Not Know Help was Available	113	15.5

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 next question that goes beyond the I14 requirements asks respondents to indicate their level of agreement with the statement “I am satisfied with my life since leaving high school.” A five-point Likert scale (ranging from 1 = Strongly Agree; 2 = Agree; 3 = Unsure; 4 = Disagree; 5 = Strongly Disagree) was employed. On average, respondents were between Unsure and Agree (Mean = 2.3). Approximately sixty-six percent (65.7%) of the respondents selected Agree or Strongly Agree, while 17.7% selected Disagree or Strongly Disagree. Additionally, individual chi-square test results and the effect size analysis results suggest

information that could identify the individual Exiter were modified, as well as district or professional's names included in responses.

Qualitative responses to Questions 10 and 11 on the survey were categorized based on five guideposts described by the National Collaborative on Workforce and Disability (<http://www.ncwd-youth.info/guideposts>). These guideposts are: (a) school-based preparatory experiences, (b) career preparation and work-based experiences, (c) youth development and leadership, (d) connecting activities, and (e) family involvement and supports. An "other" category was also created for responses that did not fit into one of the five guideposts, and a "no/none/unsure" category was created for responses that indicated respondents were unsure of what to respond, had nothing to respond, or who stated that they were satisfied with their education.

Respondents by Indicator 14 Category Based on Region

The state of Connecticut is comprised of six geographic regions (Northwest, North Central, Northeast, Southwest, South Central, and Southeast). Potential geographic differences were explored relative to the primary outcome categories of enrolled in higher education, competitively employed, involved in some other post-secondary education or training program, involved in some other employment, and not engaged. It should be noted that respondents from Vocational/Technical Schools and Connecticut agencies such as the Department of Corrections were omitted from this analysis.

Representativeness by region. Respondent characteristics from each region were compared to characteristics from the total number of Exiters from that region using the National Post-School Outcomes Center Response Calculator. Minority Exiters were underrepresented in all regions, except the Northeast region and were over represented in

other than LD, ED, and ID and female respondents were overrepresented in the final sample.

Finally, care must be taken in generalizing the current results. First, as discussed earlier, these data represent the characteristics of a sample of former students with disabilities who are one year or less out of high school after exiting during school year 2014. Data from previous studies have 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

IMPORTANT DOCUMENT!

Code Number _____

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

2014 Survey of Graduates or Exiters of Connecticut High Schools

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

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

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

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

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

2. What type of school did you attend?

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

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

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

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

- Below minimum wage (less than \$9.15/hr.)
- Minimum wage (\$9.15/hr.)
- Above minimum wage (greater than \$9.15/hr.)

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

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

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

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

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

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

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

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

Why? _____

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

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

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

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

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

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

Appendix B

Response Rate by District and LEA

District	Total Exiters	Total Responses	Response Rate
Ansonia	20	2	10.0%
Avon	24	2	8.3%
Berlin	25	3	12.0%
Bethel	31	6	19.4%
Bloomfield	17	1	5.9%
Bolton	4	1	25.0%
Bozrah	4	1	25.0%
Branford	45	12	26.7%
Bridgeport	206	17	8.3%
Bristol	118	24	20.3%
Brookfield	21	6	28.6%
Brooklyn	18	1	5.6%
Canterbury	2	2	100.0%
Canton	22	5	22.7%
Cheshire	78	11	14.1%
Clinton	10	4	40.0%
Colchester	29	6	20.7%
Columbia	2	2	100.0%
Coventry	25	5	20.0%
Cromwell	19	4	21.1%
Danbury	74	12	16.2%
Darien	42	15	35.7%
Derby	12	1	8.3%
Eastford	1	1	100.0%
East Granby	3	1	33.3%
East Haddam	11	2	18.2%
East Hampton	9	3	33.3%
East Hartford	82	14	17.1%
East Haven	35	2	5.7%
East Lyme	22	1	4.5%
East Windsor	4	1	25.0%
Ellington	22	6	27.3%
Enfield	57	3	5.3%
Fairfield	54	4	7.4%
Farmington	34	3	8.8%
Franklin	1	1	100.0%
Glastonbury	53	10	18.9%
Granby	14	5	35.7%
Greenwich	74	17	23.0%
Griswold	17	1	5.9%
Groton	28	1	3.6%

Guilford	21	5	23.8%
Hamden	65	11	16.9%
Hartford	376	27	7.2%
Killingly	15	0	0.0%
Lebanon	8	3	37.5%
Ledyard	31	7	22.6%
Lisbon	9	1	11.1%
Litchfield	4	2	50.0%
Madison	37	8	21.6%
Manchester	75	8	10.7%
Meriden	139	6	4.3%
Middletown	40	12	30.0%
Milford	150	22	14.7%
Monroe	59	9	15.3%
Montville	22	1	4.5%
Naugatuck	43	4	9.3%
New Britain	77	4	5.2%
New Canaan	52	15	28.8%
New Fairfield	20	5	25.0%
New Haven	183	13	7.1%
Newington	31	3	9.7%
New London	39	2	5.1%
New Milford	32	5	15.6%
Newtown	27	5	18.5%
North Branford	31	4	12.9%
North Haven	17	0	0.0%
Norwalk	93	11	11.8%
Norwich	45	3	6.7%
Old Saybrook	3	1	33.3%
Oxford	8	3	37.5%
Plainfield	13	3	23.1%
Plainville	17	3	17.6%
Plymouth	10	0	0.0%
Pomfret	6	2	33.3%
Portland	10	2	20.0%
Preston	4	1	25.0%
Putnam	13	1	7.7%
Ridgefield	32	3	9.4%
Rocky Hill	14	4	28.6%
Salem	3	0	0.0%
Seymour	11	0	0.0%
Shelton	32	4	12.5%
Sherman	2	1	50.0%

Simsbury	34	8	23.5%
Somers	4	0	0.0%
Southington	62	8	12.9%
South Windsor	47	9	19.1%
Sprague	1	0	0.0%
Stafford	17	1	5.9%
Stamford	134	39	29.1%
Sterling	8	0	0.0%
Stonington	13	2	15.4%
Stratford	58	4	6.9%
Suffield	12	2	16.7%
Thomaston	11	1	9.1%
Thompson	10	0	0.0%
Tolland	31	5	16.1%
Torrington	33	3	9.1%
Trumbull	4	2	50.0%
Vernon	36	1	2.8%
Voluntown	2	0	0.0%
Wallingford	104	11	10.6%
Waterbury	186	10	5.4%
Waterford	24	4	16.7%
Watertown	24	7	29.2%
Westbrook	11	1	9.1%
West Hartford	88	18	20.5%
West Haven	41	7	17.1%
Weston	5	1	20.0%
Westport	45	9	20.0%
Wethersfield	32	3	9.4%
Wilton	29	7	24.1%
Winchester	22	2	9.1%
Windham	33	2	6.1%
Windsor	46	5	10.9%
Windsor Locks	13	3	23.1%
Wolcott	2	1	50.0%
Woodstock	3	1	33.3%
Regional SD#1	15	6	40.0%
Regional SD#4	20	1	5.0%
Regional SD#5	34	12	35.3%
Regional SD#6	10	2	20.0%
Regional SD#7	17	5	29.4%
Regional SD#8	32	6	18.8%
Regional SD#9	38	5	13.2%
Regional SD#10	24	8	33.3%

Regional SD#11	4	1	25.0%
Regional SD#12	14	2	14.3%
Regional SD#13	15	2	13.3%
Regional SD#14	2	0	0.0%
Regional SD#15	32	9	28.1%
Regional SD#16	18	2	11.1%
Regional SD#17	26	3	11.5%
Regional SD#18	12	4	33.3%
Regional SD#19	1	0	0.0%
Corrections	147	13	8.8%
DCF	23	2	8.7%
Vocational-Tech	142	31	21.8%
Totals	5139	734	

Data Collected by LEAs

LEA District	<u>Called</u> N	<u>Collected</u> N	<u>% of</u> <u>District</u> <u>Responders</u>	<u>% of Total</u> <u>Responders</u>
Bridgeport	79	0	0.0	0.0
Cheshire	0	0	0.0	0.0
Ellington	17	1	16.7	0.1
Franklin	1	1	100.0	0.1
Hartford	324	19	70.4	2.6
Ledyard	0	0	0.0	0.0
Lisbon	8	0	0.0	0.0
Meriden	133	0	0.0	0.0
Middletown	11	8	66.7	1.1
New Fairfield	17	0	0.0	0.0
Old Saybrook	1	1	100.0	0.1
Portland	0	0	0.0	0.0
Stamford	109	16	41.0	2.2
Stonington	0	0	0.0	0.0
Waterford	0	0	0.0	0.0
Total	700	46		6.3

Appendix C

Frequencies for Respondents (Tables 1-16)

n = 734

Table 1
Disability Type

Category	<u>N</u>	<u>%</u>
Autism	92	12.5
Deaf/Blindness	0	0.0
Emotional Disturbance	80	10.9
Hearing Impairment	5	0.7
Intellectual Disability/MR	46	6.3
Learning Disability	255	34.7
Multiple Disabilities	32	4.4
OHI-ADD/ADHD	107	14.6
Orthopedic Impairment	2	0.3
Other Health Impairment	67	9.1
Speech/Language Impairment	43	5.9
Traumatic Brain Injury	2	0.3
Visual Impairment	3	0.4
Total	734	100.0

Table 2
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduate with Standard HS Diploma	691	94.1
Certificate of Completion	8	1.1
Reached Maximum Age	13	1.8
Dropped Out	22	3.0
Total	734	100.0

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

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	278	37.9	1718	33.4
Male	456	62.1	3421	66.6
Total	734	100.0	5,139	100.0

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

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian	17	2.3	22	.04
Black	87	11.9	941	18.3
Hispanic or Latino of any Race	102	13.9	1204	23.4
Native American or Alaska Native	3	0.4	22	0.4
Native Hawaiian or Other Pacific Islander	2	0.3	6	0.1
Two or More Races	11	1.5	82	1.6
White	512	69.8	2812	54.7
Total	734	100.0	5,139	100.0

Table 5
Comparison of Respondents in Sample versus Total Exiters: Disability Type

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Autism	92	12.5	301	5.9
ADD/ADHD	107	14.8	794	15.5
Deaf/Blindness	0	0.0	2	0.0
Emotional Disturbance	80	10.9	856	16.7
Hearing Impairment	5	0.7	36	.07
Intellectual Disability/MR	46	6.2	227	4.4
Learning Disability	255	34.7	2002	39.0
Multiple Disabilities	32	4.4	197	3.8
Orthopedic Impairment	2	0.3	9	0.2
Other Health Impairment	67	9.1	411	8.0
Speech/Language Impairment	43	5.9	274	5.3
Traumatic Brain Injury	2	0.3	17	0.3
Visual Impairment	3	0.4	13	0.3
Total	734	100.0	5139	100.0

Table 6
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	691	94.1	4,335	84.4
Graduated with Certificate	8	1.1	30	0.6
Dropped Out	22	3.0	702	13.7
Maximum Age	13	1.8	72	1.4
Total	734	100.0	5,139	100.0

Table 7
Since leaving high school, have you enrolled in any type of school for at least one term (including a quarter, semester, inter-session, summer or online)?

Category	<u>N</u>	<u>%</u>
Yes, I am a full-time student	318	43.3
Yes, I am a part-time student	129	17.6
No, I enrolled but did not complete a full semester	19	2.6
No, I have never enrolled in postsecondary education or a training program	268	36.5
Total	734	100.0

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

Category	<u>N</u>	<u>%</u>
Four or more year college or university	197	44.1
Two year community college	167	37.4
Vocational/ Tech School	50	11.2
Adult Education	6	1.3
Postgraduate or College Prep	4	0.9
Short-term education or employment program	7	1.6
Other	16	1.6
Total	446	100.0

Table 9

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

Category	N	%
Yes, Full-time (35 hours or more, per week)	103	14.0
Yes, Part-Time (20 - 34 hours per week)	163	22.2
Yes, Part-Time (less than 20 hours per week)	154	21.0
Yes, but less than three months	69	9.4
No, I have not been employed	245	33.4
Total	734	100.0

Table 10

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

Category	N	%
For an employer (in a company, business or service with people with and without disabilities)	332	76.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	4	0.9
Self-employed	12	2.8
In your family's business (e.g., a farm, store, fishing, ranching, catering)	25	5.8
In supported employment (paid work with services and wage support to the employer)	22	5.1
In sheltered employment (where most workers have disabilities)	13	3.0
Employed while in jail or prison	0	0
Other	26	6.0
Total	434	100.0

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

Category	N	%
Below Minimum Wage (less than \$9.15/hour)	43	10.3
Minimum Wage (\$9.15/hour)	166	39.9
Above Minimum Wage (more than \$9.15/hour)	207	49.8
Total	416	100.0

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

Category	N	%
Adult Day Services	48	22.5
Adult Day Vocational Programs	17	8.0
Independent Living Skills Program	13	6.1
Volunteer Work/Community Service	113	53.1
Other	22	10.3

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

Table 13
Have you used any of these agencies since leaving high school? (*Check any that apply*)

Category	N	%
Bureau of Rehabilitation Services	81	16.4
Department of Developmental Services	93	18.9
Department of Mental Health and Addiction Services	13	2.6
Board of Education and Services for the Blind	11	2.2
Department of Public Health	4	0.8
Department of Social Services	79	16.0
DOL	1	0.2
Social Security Administration	75	15.2
Services at my College or University	110	22.3

Other Agencies	26	5.3
No Help Necessary	211	28.9
Did Not Want to Use Services	64	8.8
Did Not Know Help was Available	113	15.5

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

Table 14

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

Category	N	%
Strongly Disagree	51	7.0
Disagree	78	10.7
Unsure	120	16.5
Agree	279	38.4
Strongly Agree	199	27.4
Total	727	100.0

Table 15

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

Category	N	%
Social Skills	438	59.7
Self-Advocacy	416	56.7
Technology Skills	340	46.3
Money Management	172	23.4
Study Skills/ Learning Strategies	373	50.8
Work Experience	228	31.1
Independent Living Skills	211	28.7
Time Management/ Organizational Skills	336	45.8
None	75	10.2
Other	39	5.3

Note: N = 734

Table 16
Indicator 14 Category by Geographic Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	35	95	18	92	94	18
	%	60.3	50.5	45.0	46.5	56.3	48.6
Competitively Employed	N	12	33	9	63	34	7
	%	20.7	17.6	22.5	31.8	20.4	18.9
Some Other PS Ed. or Training Program	N	2	14	3	13	9	6
	%	3.4	7.4	7.5	6.6	5.4	16.2
Some Other Employment	N	5	17	3	7	8	0
	%	8.6	9.0	7.5	3.5	4.8	0.0
Not Engaged	N	4	29	7	23	22	6
	%	6.9	15.4	17.5	11.6	13.2	16.2
Total	N	58	188	40	198	167	37

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	35	95	18	92	94	18
	%	60.3	50.5	45.0	46.5	56.3	48.6
Competitively Employed	N	12	33	9	63	34	7
	%	20.7	17.6	22.5	31.8	20.4	18.9
Some Other PS Ed. or Training Program	N	2	14	3	13	9	6
	%	3.4	7.4	7.5	6.6	5.4	16.2
Some Other Employment	N	5	17	3	7	8	0
	%	8.6	9.0	7.5	3.5	4.8	0.0
Not Engaged	N	4	29	7	23	22	6
	%	6.9	15.4	17.5	11.6	13.2	16.2
Total	N	58	188	40	198	167	37

Note: Respondents with the LexisNexis identifications “corrections” ($n = 13$), “DCF” ($n = 2$), and Vocational-Tech” ($n = 31$) were removed from this analysis due to lack of geographic region designation.

Appendix D

2012, 2013, and 2014 Exit Survey Data Comparison

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

Gender	2012				2013				2014			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	189	35.2	1454	31.6	235	32.0	1610	31.1	278	37.9	1718	33.4
Male	348	64.8	3149	68.4	500	68.0	3575	68.9	456	62.1	3421	66.6
Total	537	100.0	4603	100.0	735	100.0	5185	100.0	734	100.0	5139	100.0

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

Ethnicity	2012				2013				2014			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	13	2.4	58	1.3	16	2.2	77	1.5	17	2.3	72	1.4
Black	54	10.1	767	16.7	79	10.7	899	17.3	87	11.9	941	18.3
Hispanic or any Latino Race	53	9.9	912	19.8	95	12.9	1115	21.5	102	13.9	1204	23.4
Native American or Native Alaska	4	0.7	27	0.6	2	0.3	31	0.6	3	0.4	22	0.4
Native Hawaiian or Pacific Island	1	0.2	3	0.1	1	0.1	13	0.3	2	0.3	6	0.1
Two or More Races	14	2.6			8	1.1	64	1.2	11	1.5	82	1.6
White	398	74.1	2,779	60.4	534	72.7	2986	57.6	512	69.8	2812	54.7
Total	537	100.0	4,603	100.0	735	100	5185	100.0	734	100.0	5139	100.0

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

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

Disability Type	2012				2013				2014			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Autism	49	9.1	224	4.7	101	13.7	339	6.5	92	12.5	301	5.9
ADD/ADHD	54	10.1	627	13.6	80	10.9	771	14.9	107	14.8	794	15.5
Deaf/Blindness	0	0.0	0	0.0	1	0.1	2	0.0	0	0.0	2	0.0
ED	64	11.9	813	17.6	80	10.9	866	16.7	80	10.9	856	16.7
Hearing Impairment	11	2.0	38	0.8	12	1.6	52	1.0	5	0.7	36	0.7
Intellectual Disability	35	6.5	240	5.2	56	7.6	219	4.2	46	6.2	227	4.4
Learning Disability	207	38.5	1823	39.6	257	35.0	1993	38.4	255	34.7	2002	39.0
Multiple Disability	31	5.7	175	3.8	38	5.2	216	4.2			197	3.8
Orthopedic	1	0.2	5	0.1	1	0.1	5	0.1	32	4.4	9	0.2
Other Health Impaired	50	9.3	391	8.5	70	9.5	425	8.2	2	0.3	411	8.0
Speech	30	5.6	237	5.1	35	4.8	273	5.3	67	9.1	274	5.3
TBI	2	0.4	15	0.3	2	0.3	15	0.3	43	5.9	17	0.3
Visual Impairment	2	0.4	13	0.3	2	0.3	9	0.2	2	0.3	13	0.3
Total	537	100.0	4603	100.0	735	100.0	5185	100.0	734	100.0	5139	100.0

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

Exit Reason	2012				2013				2014			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduated with Diploma	493	91.8	3749	81.4	678	92.2	4408	85.0	691	94.1	4335	84.4
Graduated with Certificate	5	0.9	38	0.8	8	1.1	33	0.6	8	1.1	30	0.6
Dropped Out	22	4.1	703	15.3	28	3.8	671	12.9	22	3.0	702	13.7
Maximum Age	17	3.2	113	2.5	21	2.9	73	1.4	13	1.8	72	1.4
Total	537	100.0	4603	100.0	735	100.0	5185	99.9	734	100.0	5139	100.0

Table D5
Disability Type

Category	2012		2013		2014	
	N	%	N	%	N	%
Autism	49	9.1	101	13.7	92	12.5
ADD/ADHD	54	10.1	80	10.9	107	14.8
Deaf/Blind	0	0.0	1	0.1	0	0.0
ED	64	11.9	80	10.9	80	10.9
Hearing Impairment	11	2.0	12	1.6	5	0.7
Intellectual Disability	35	6.5	56	7.6	46	6.2
Learning Disability	207	38.5	257	35.0	255	34.7
Multiple Disability	31	5.7	38	5.2	32	4.4
Orthopedic	1	0.2	1	0.1	2	0.3
Other Health Impaired	50	9.3	70	9.5	67	9.1
Speech	30	5.6	35	4.8	43	5.9
TBI	2	0.4	2	0.3	2	0.3
Visual Impairment	2	0.4	2	0.3	3	0.4
Total	537	100.0	735	100.0	734	100.0

Table D6
Gender

Category	2012		2013		2014	
	N	%	N	%	N	%
Female	189	35.2	235	32.0	278	37.9
Male	348	64.8	500	68.0	456	62.1
Total	537	100.0	735	100.0	734	100.0

Table D7
Ethnicity

Category	2012		2013		2014	
	N	%	N	%	N	%
Asian	13	2.4	16	2.2	17	2.3
Black	54	10.1	79	10.7	87	11.9
Hispanic or any Latino Race	53	9.9	95	12.9	102	13.9
Native American or Native Alaska	4	0.7	2	0.3	3	0.4
Native Hawaiian or Pacific Island	1	0.2	1	0.1	2	0.3
Two or More Races	14	2.6	8	1.1	11	1.5
White	398	74.1	534	72.7	512	69.8

Total	537	100.0	735	100	734	100.0
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Note: "Two or more Races" was a new category for the 2011 exit year; Pacific Islander was categorized under "Asian" in previous surveys, but this is the second year it has its own category with "Native Hawaiian."

Table D8

Age

Category	2012		2013		2014	
	N	%	N	%	N	%
14	0	0.0	1	0.1	0	0.0
15	2	0.4	6	0.8	1	0.1
16	60	11.2	61	8.3	91	12.4
17	247	46.0	333	45.3	347	47.3
18	114	21.2	154	21.0	141	19.2
19	23	4.3	32	4.4	33	4.4
20	72	13.4	116	15.8	105	14.3
21	19	3.5	32	4.4	16	2.2
Total	537	100.0	735	100.1	734	100.0

Table D9

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Yes, I am a full-time student	232	43.9	304	42.0	318	43.3
Yes, I am a part-time student	100	18.9	131	18.1	129	17.6
No, I was enrolled but did not complete one full term	13	2.5	23	3.2	19	2.6
No, I have never enrolled in postsecondary education or a training program	183	34.7	265	36.7	268	36.5
Total	528	100.0	723	100.0	734	100.0

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

Table D10

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Community College or Two-Year College	136	41.0	190	43.7	197	44.1
Four Year College or University	137	41.3	171	39.3	167	37.4
Technical/Trade School	30	9.0	42	9.7	50	11.2
Adult Education	3	0.9	5	1.1	6	1.3
College Prep/Postgraduate Program	2	0.6	4	0.9	4	0.9
Other School or Program	3	0.9	11	2.5	7	1.6
Short-term education or employment program	21	6.3	12	2.7	16	1.6
Total	332	100.0	435	99.9	446	100.0

Table D11

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Yes, Full-time (35 hours or more, per week)	70	13.1	94	13.0	103	14.0
Yes, Part-Time (20 - 34 hours per week)	119	22.3	144	19.9	163	22.2
Yes, Part-Time (less than 20 hours per week)	123	23.1	182	25.1	154	21.0
No. I have been employed, but for less than three months	41	7.7	54	7.4	69	9.4
No, I have not been employed	180	33.8	251	34.6	245	33.4
Total	533	100.0	725	100.0	734	100.0

Table D12

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Below Minimum Wage	40	13.3	48	12.0	43	10.3
Minimum Wage	93	31.0	143	35.7	166	39.9
Above Minimum Wage	167	55.7	210	52.4	207	49.8
Total	300	100.0	401	100.1	416	100.0

Table D13

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Work for pay	194	62.2	274	67.5	332	76.5
Self-employed	5	1.6	4	1.0	12	2.8
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	6	1.9	9	2.2	4	0.9
Supported employment (working only with other individuals with disabilities in a work site)	16	5.1	25	6.2	22	5.1
Family business	24	7.7	22	5.4	25	5.8
Sheltered employment	16	5.1	15	3.7	13	3.0
Employed while in jail or prison	0	0.0	5	1.2	0	0.0
Other	36	11.5	52	12.8	26	6.0
Total	297	100.0	406	100.0	434	100.0

Table D14

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

Category	2012		2013		2014	
	N	%	N	%	N	%
Bureau of Rehabilitation Services	75	32.1	98	28.5	81	16.4
Department of Developmental Services	81	34.6	113	32.8	93	18.9
Department of Mental Health and Addiction Services	15	6.4	22	6.4	13	2.6
Board of Education and Services for the Blind	4	1.7	9	2.6	11	2.2
Department of Public Health	3	1.3	1	0.3	4	0.8
Department of Social Services	67	28.6	90	26.2	79	16.0
One Stop Centers	7	3.0	2	0.6	1	0.2
Social Security Administration	70	29.9	96	27.9	75	15.2
Services at College or University	75	32.1	109	31.7	110	22.3
Other Agencies	16	6.8	14	4.1	26	5.3
No Help Necessary	169	32.9	207	28.7	211	28.9
Did Not Want to Use Services	48	9.3	66	9.2	64	8.8
Did Not Know Help was Available	75	14.6	104	14.4	113	15.5

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

Table D15

Are you taking part in any of the following?

Category	2012		2013		2014	
	N	%	N	%	N	%
Adult Day Services	25	14.0	60	26.5	48	22.5
Adult Day Vocational Programs	21	11.7	40	17.7	17	8.0
Independent Living Skills Program	27	15.1	35	15.5	13	6.1
Volunteer Work/Community Service	110	61.5	113	50.0	113	53.1
Other	24	13.4	61	27.0	22	10.3

Note: Question changed from “If you are not employed, or are not enrolled in any postsecondary school or training, are you participating in any of the following? (*Check all that apply*)” to “Are you taking part in any of the following?” beginning with the 2012 Exit Survey.

Appendix E

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

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

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

Table of Qualitative Findings

School-Based Preparatory Experiences	244
Career Preparation and Work-Based Learning Experiences	63
Youth Development and Leadership	159
Connecting Activities	9
Family Involvement and Supports	3
Other	85
None/Nothing/Unsure	77

School-Based Preparatory Experiences

- my consler
- Persistence of teachers through my mother then teachers would get on me and tell football coach.
- Persoanl finance class. Without it wouldn't understand how important credit is. Now have perfect credit.
- Did not get much help in school middle school and high school left me fighting for help with my reading disability. Which also effected my social skills.
- ROTC and the Tech department
- The teachers most geared us for college, not really for life after. They helped with paperwork and preparing us for college.
- Math skills.
- Having a support group with a teacher to help on Homework, Projects, tests etc.
- Teachers were helpful. I learned how to navigate the social environment and how to get along with others.
- The PPT and IEP meeting were helpful but there could have been more to direct me
- math skills/readings
- My senior seminar class
- PPT meetings
- Some teachers showed real life application of material.
- I had a math class that taught me money management and another that taught how to interview for a job.
- Guidance dept.
- My math class only because it was the only thing {relevant} to life
- Support from guidance counselor and special ed
- I would say study skills with [TEACHER NAME] and definitely career life skills with [TEACHER NAME].
- Being able to attend the [PROGRAM NAME] program at [HIGH SCHOOL NAME]

- Guidance
- The additional help I received in math.
- Math
- The staff. Everyone was very helpful and understanding and worked very hard to make me successful.
- Joining the football team and other sports.
- Some of the classes I took such as Adult Roles, Child Development, and cadet teaching helped me to get ready for the field I want to go into of teaching
- Went to a self contained special education school with a strong vocational training component and a lot of work opportunities for training.
- Alternative school - Inadequate education
- I attended a therapeutic boarding school, so the therapy aspect was definitely the most helpful.
- Taking classes, keep learning and have some structure in life.
- My high school provided some really good teachers that assisted me in teaching study skills, learning strategies, organization skills and time management.
- Getting into a special school that was better for me.
- Internship program in high school.
- Tie between art and science
- Spanish taught me a greater cultural awareness.
- my guidance counselor and my mom
- AP courses allowing me to skip remedial courses I had credits for, as well as a chance to learn how to be social.
- Transitional program is good.
- The structure of a setting environment
- Therapeutic community that the school fostered. She went to an alternative high school. The therapeutic piece was what got her through.
- vo-ag
- Preparing for college level work
- learning study skills
- My HS teachers were dedicated and always available for extra help. My independent study project turned into a job for 2 summers.
- Probably math.
- The intervention and IEP for his specialized program helped him get on track - counseling was most helpful, had many psychological and emotional difficulties.
- The great special ed teacher.
- Special ed counselors.
- Relationship and mentorships within teachers. Sense of direction for life.
- My resource teachers gave me one on one help and showed me that I can succeed. [HIGH SCHOOL NAME] really helped me. I really think things would be bad if I had not been there.
- Sports and music program. School made it clear that nobody was responsible to assist him in extracurricular activities. He was enrolled in wrestling but never went and nobody knew where he was. School said they weren't liable when it was found that he was playing video games alone in a classroom. No effort was made to offer post grad options.

- Math because the teacher was cool.
- are and english classes got me ready for college
- The ability to use different computer programs.
- All services provided. Lots of positive support.
- Good counselor.
- 3 teachers helped him a lot.
- None of my high-school education was consistently appropriate - my developmental disability requires repetition - From SPED directors to SLPs all were inconsistent, unskilled
- The special education department at the high school.
- Technology Dep. reason why I picked this is that we need this to be ready for the future.
- My guidance councilor helped me to prepare for applying to an out of state college and “personal finance”
- My resource time I found it very helpful
- The personal relationships I established with a few teachers.
- disability support services
- Support and encouragement from the teachers. I started high school started thinking I didn't have what it takes to go to college and I just finished my freshman year as a math major.
- Reading, cooking, social skills and using technology.
- Algebra and accounting.
- Resource room, advisor
- guidance counselor
- programming class
- Engineering, Film, English
- It was helpful having extra support in the resource room.
- Provided basic academic foundation.
- Writing essays
- Learning center was an awesome teacher got me through my courses. That’s about it.
- Going to the alternative school, [NAME OF SCHOOL]. At this school, I experienced a positive environment and teacher who were continuously supporting the students. It also catered to my special education needs, and overall was extremely helpful.
- When they had a teacher come in a talk to the class about college
- Reading class and english class
- Career day
- A basic education
- Life skills
- English - writing papers
- Working with the technology teacher with equipment.
- enjoy sports
- getting help
- Classes I took.
- The teacher help always* there* for me.
- math and english

- my capstone project
- My teachers was the most helpful part of high school education because they are the reason I am where I am today and I couldn't have ask for better teachers to guide me and for teaching me skills that could be used in the real world. So thanks!!
- The teachers were very supportive.
- My english class.
- vo-ag
- Transition PPT to [SCHOOL NAME].
- Engineering classes and SPED assistance/ teacher support
- Many of the teachers were very invested in student success beyond the classroom.
- Higher level classes - AP Courses
- Guidance counselors* and college pathway classes.
- Being able to get extra help
- My favorite education that was most helpful was American Society history because they or under the same type of school related to talk and to debate on what has been going on in the world and its very interesting to know a lot about the world.
- The teacher and social worker
- Football!
- The most helpful part of my high school education was the Transition Learning Center, which taught me many important life skills and social skills.
- I had excellent, caring teachers.
- Being able to sit at the PPT meeting, because it empowered me to talk about what was best for my education. Also being part of a group/team with [CLUB NAME] club and football.
- Transitioning program and communication therapy.
- My resource class with my resource teacher. She helped* a lot throughout high school. And the time we left class to talk about college and starting to write my essay and apply.
- Autoshop for skills. Sports for teamwork nd dedication
- work study programs
- trips to use community service, role playing activities, fake apartment where they can clean and learn, sports activities (huge one).
- Special needs ed.
- Learn how to manage money in math.
- Having opportunities to join clubs and classes that I thought could affect my future.
- Guidance with learning and encouragement.
- One on one assistance.
- My resource [NAME].
- climb program
- Most of the valuable skills I learned and felt success with came from the [SCHOOL] I attended.
- The support and encouragement from most teachers who understood the academic areas I struggle with.
- One on one assistance from an adult advisor/counselor assigned.
- working on computers, learning how to take notes.

- Reading and math.
- Reading, math, special ed.
- My Social Studies classes gave me a clear guide for where I'm going and where I came from.
- Personal Finance class.
- PPT meetings and social/psych support to me
- Disability services in class
- Educating me in an alternative setting.
- Internship Senior year
- The special education that I received was very supportive everyone was.
- Math and english because I never know when I might need to use them and with me know it helped me
- The help and support
- Capstone
- The ppt support meetings
- My P.E. and health classes, and the health aspect of my science classes.
- Great teachers setting a example
- [PROGRAM NAME] because it taught me skills and working experience that actually helps me in life.
- Math was the most helpful after leaving high school.
- School psychologist, computer science classes
- I did not like school because most of the teachers were bullies.
- Introduction to reading level appropriate books.
- Athletics - this is where I got my self-esteem since my academic performance is poor.
- Until grade 11 the resource teachers helped to keep me on grade level.
- Auto shop.
- Some of the classes I took i.e Financial Literacy helps with actual things you will have to do in the future.
- Special education/case manager teacher
- Interactivity with teachers establishing working relationships.
- Transition programs after HS - taught real like skills in real environments. Planning free time, making contact and dates for appointments and friends, work skills, Banking and money management.
- Courses they offered, life after HS, personal finance Health class. Paternity classes.
- My resource teacher was the most helpful to me to get me ready for life after I left high school.
- AP Literature and AP Physics B prepared me most adequately for a college course load and improved my study skills.
- Resource room and private tutoring
- academic
- Life courses were good but I was not that receptive.
- Speech therapy
- The only help was an after school program which was [PROGRAM NAME]. They helped explain everything.

- My math classes helped me and so did my SROTC program.
- Good relationship with teachers
- Positive mentor to talk to and plan positive future goals. Involved parent supports.
- IED
- Resource
- College skills courses, social classes, money management classes!
- Resource
- Resource
- staff
- My english teacher
- Special education teachers.
- Good teachers
- Relationship with VoAg staff.
- Ag-Science program
- college prep classes
- My guidance counselor helped me through the process of getting into college.
- English
- math
- cooking class
- I would have to say math helped me to get a job after high school and english helped me with having a learning disability. Learning to read and everything.
- [NAME OF CERTIFICATION PROGRAM] was helpful. I found what I like to do for a career.
- Vocational agriculture
- The teachers. They made a big impact on my life. They go personal and that was the best thing. They made sure I didn't fall behind and they keep me on track to insure I succeeded. They also help me with my people skills to were I can talk and communicate with others.
- The teachers teaching me how to study.
- Automotive, and computers help with life skills.
- My auto and electronic class
- Math and reading cause it's the most important things I'm gunna need when I go out and work on the field as a [JOB TITLE] when I graduate college.
- Not good counseling or guidances not support.
- English and math
- none
- The most helpful part of my high school education that has helped me after I left high school has been my algebra/geometry skills that I have learned.
- My english class. They have taught me to read and write with clear understanding without my teachers taking time to explain and all the help I wouldn't survive.
- wrestling
- I felt that high school education particularly my senior year lacked career and vocational classes.
- computeres teaching, personal finances

