

**Connecticut Post-School Outcomes Survey:  
2015-2016 School Year Exiters of Special Education Services**

**Final Report**

**January 2018**

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Connecticut Department of Education  
Bureau of Special Education

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## **ACKNOWLEDGEMENTS**

Caley Eagan, Dan Volk, Emily Tarconish and Graham Rifenburg are thanked for their work related to data collection, management, analysis, and in developing the final report. The volunteers from local education agencies are also thanked for their work in data collection with Exiters from their districts.

## 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 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 but who 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 2017 survey using a census method conducted by the University of Connecticut under contract with the CTSDE to determine 2015-2016 school year Exiter data in response to Indicator 14. A description of the research method, results, and how each percentage was calculated follows.

In 2016, 4,878 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 July 7, 2017, each of these individuals was mailed a survey (see Appendix A) 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*.

This this is the tenth 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; 2014-2015; 2015-2016). 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 four processes: a paper survey mailed to Exiters at three different times (July 7<sup>th</sup>, September 7<sup>th</sup>, and November 7<sup>th</sup>); four waves of phone surveys administered by a team of four Graduate Assistants at UConn (September 14<sup>th</sup>, September 21<sup>st</sup>, September 25<sup>th</sup> and October 25<sup>th</sup> between the hours of 5:30 pm and 9:00 pm); and an online survey that could be accessed using a link found in the paper survey. Professionals from 24 LEAs compiled the phone numbers of Exiters of their districts to submit to the team of Graduate Assistants making the phone calls to collect responses.

In total, 728 surveys were returned. Among these, 65 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 663. Additionally, a total of 840 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 16.7% (4,878 total exiters – 840 undeliverable surveys – 65 invalid responses = 3,973 adjusted exiters; 663 responses / 3,973 x 100).

### **Respondent Characteristics**

The largest group of responders was those with learning disabilities (39%), followed by those with Emotional Disturbance (17%), ADD/ADHD (16%), Other Health Impairment (8%) and Autism (7%). Sixty-five percent of the respondents were males (65%). Approximately 69% were White, followed by respondents who were Black (13%) and Hispanic/Latino (12%). The vast majority of the respondents graduated with a diploma (92%), followed by those who reached the maximum age for services (4%), those who dropped out of school (4%), and those who received a certificate of completion (1%).

### **Indicator 14 Results**

#### ***A: Percent enrolled in higher education = 52%***

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 = 68%***

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 = 80%***

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.

Results and a description of how each percentage was calculated are presented below for the 2015-2016 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 time in school. 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. Allison Lombardi, 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, 2017.

### **Subjects**

The subjects for this investigation consisted of 4,878 individuals who had exited special education during the year 2015-2016 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 4,878 surveys was sent on July 7<sup>th</sup>, 2017. A second wave of 4,025 surveys was mailed on September 7<sup>th</sup>, 2017. Finally, a third wave of 3,648 surveys was mailed on November 7<sup>th</sup>, 2017. Each mailed survey also contained information about an online survey that respondents could choose to employ.

In July of 2017, the 24 LEAs were instructed to collect phone numbers for the Exiters who had not yet responded and return them to the University of Connecticut call team by September 8<sup>th</sup> so that they could begin calling those non-responders.

**UConn Call Team Procedures.** The UConn Graduate Assistant call team made phone calls to attempt to collect the survey over the phone on September 14<sup>th</sup>, September 21<sup>st</sup>, September 25<sup>th</sup>, and October 25<sup>th</sup> between the hours of 5:30 pm and 9:00 pm. In total, the Graduate Assistant called 869 Exiters, and collected 60 complete surveys. Phone numbers were often inaccurate or out of service, despite having been provided by LEAs.

**LEA Team Procedures.** Forty-two professionals from 24 LEAs were identified to assist with the data collection due to poor past response rates. They were each given access to a redacted file containing the initials and the SASID numbers of the students in their districts that had not yet responded but were to be included in this study. They were

instructed to use their own records to obtain phone numbers and return the spreadsheet to the UConn Graduate Assistants.

### **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 728 surveys were returned. Multiple names ( $n = 65$ ) 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 663 usable surveys. An additional 840 surveys were returned as undeliverable because of incorrect or unknown addresses. Thus, the final sample for the present analysis is based upon individuals ( $n = 3,923$ ), and a response rate of 17% ( $663 / 3,973 \times 100\%$ ). The data collected via the online survey ( $n = 40$ ) accounted for 6% of the overall response rate. The data collected by the UConn call team ( $n = 60$ ) accounted for 10%.

### **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 (32%), Autism (16), Emotional Disturbance (13%), and ADD/ADHD (13%).

Table 1  
Disability Type

Category	<u>N</u>	<u>%</u>
Learning Disability	213	32.1%
Autism	103	15.5%
Emotional Disturbance	85	12.8%
OHI-ADD/ADHD	85	12.8%
Other Health Impairment	54	8.1%
Intellectual Disability/MR	40	6.0%
Multiple Disabilities	34	5.1%
Speech/Language Impairment	32	4.8%
Hearing Impairment	5	0.8%
Visual Impairment	4	0.6%
Traumatic Brain Injury	3	0.5%
LD/Dyslexia	3	0.5%
Orthopedic Impairment	2	0.3%
Deaf/Blindness	0	0.0%
<b>Total</b>	<b>663</b>	<b>100.0</b>

**Exit reason.** The largest group of respondents was those who graduated with a standard diploma (92%), followed by those who reached the maximum age for services (4%) and those who dropped out (4%). 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 ( $\chi^2 (18, N = 663) = 214.04, p < .0001$ ; Cramér's  $V = 0.33$ ) and primary disability ( $\chi^2 (36, N = 663) = 85.22, p < .0001$ ; Cramér's  $V = 0.23$ ). Approximately 92% ( $n = 608$ ) of respondents graduated from high

school with a standard diploma, including 96% of students with learning disabilities ( $n = 205$ ), 93% of students with ADD/ADHD ( $n = 85$ ), and 90% of students with Autism ( $n = 103$ ). For additional information see Table 2 below.

Table 2  
Reason for Exit

Year	N	%
Graduate with Standard HS Diploma	608	91.7
Certificate of Completion	7	1.1
Reached Maximum Age	25	3.8
Dropped Out	23	3.5
Total	663	100.0

**Ethnicity, age, gender.** Of the 663 respondents, the majority (69%) were “White”, followed by “Black” (13%) and “Hispanic/Latino” (12%). The respondents ranged in age from 15 ( $n = 3$ ; 0.45%) to 21 ( $n = 22$ , 3.32%), with a mean age of 17.8 years. There were more male respondents (65%) than female respondents (35%). For additional information see Tables 3 and 4 in Appendix C.

### **Comparison of the Respondents to the Population of Exiters**

Tables 3 – 6 present data comparing the respondents ( $n = 663$ ) to the total population of Exiters of special education in 2014 ( $n = 4,878$ ). Representativeness data was examined using the National Post-School Outcomes Center Response Calculator ([transitionta.org](http://transitionta.org)). Results indicated that minority Exiters were underrepresented in the final sample of respondents (17.6% lower than representation in total population), as were Exiters with learning disabilities (8.5% lower than representation in the total population) and emotional disabilities (3.5% lower than representation in total population) and Exiters who had dropped out of high school (10.8% lower than representation in total population). Total Exiters with all other disabilities were

overrepresented (9% higher than representation in total population). Exiters with Intellectual Disabilities and female Exiters were adequately represented (within +/- 3.0%)

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	231	34.8	1632	33.5
Male	432	65.2	3246	66.5
Total	663	100.0	4878	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>
American Indian or Alaska Native	3	0.5	25	0.5
Asian	17	2.6	79	1.6
Black	88	13.3	871	17.9
Hispanic or Latino of any Race	82	12.4	1162	23.8
Native Hawaiian or Other Pacific Islander	0	0	4	0.1
Two or More Races	14	2.1	98	2.0
White	459	69.2	2639	54.1
Total	663	100.0	4878	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	103	15.5	362	7.4
Deaf/Blindness	0	0.0	2	0.0
Emotional Disturbance	85	12.8	807	16.5
Hearing Impairment	5	0.8	28	0.6
Intellectual Disability/MR	40	6.0	179	3.7
Learning Disability	213	32.1	1893	38.8
Learning Disability/Dyslexia	3	0.5	23	0.5
Multiple Disabilities	34	5.1	190	3.9
OHI-ADD/ADHD	85	12.8	792	16.2
Orthopedic Impairment	2	0.3	5	0.1
Other Health Impairment	54	8.1	369	7.6
Speech/Language Impairment	32	4.8	200	4.1
Traumatic Brain Injury	3	0.5	12	0.2
Visual Impairment	4	0.6	16	0.3
Total	663	100.0	4878	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	608	91.7	4079	83.6
Graduated with Certificate	7	1.1	36	0.7
Dropped Out	23	3.5	642	13.2
Maximum Age	25	3.8	121	2.5
Total	663	100.0	4878	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. Sixty percent (60%) reported some degree of postsecondary engagement. Specifically, 43% reported being a full-time student (carrying 12 or more credits per semester), and 17% reported being a part-time student. An additional 4% indicated, “I enrolled but did not complete a semester”. Thirty-six percent (36%) 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	288	43.4
Yes, I am a part-time student	112	16.9
No, I enrolled but did not complete a full semester	24	3.6
No, I have never enrolled in postsecondary education or a training program	239	36.0
Total	663	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 ( $\chi^2$  (36, N = 663) = 120.74,  $p < .0001$ ; Cramér’s V = 0.25).

Approximately 59% of students with Autism ( $n = 61$ ) reported some degree of postsecondary enrollment, followed by 73% of students with learning disabilities ( $n = 155$ ) and 61% of students with ADD/ADHD ( $n = 52$ ). Additionally, more White Exiters (64%,  $n = 293$ ) enrolled in postsecondary education compared to minorities (53%,  $n = 107$ ; note that because of small cell sizes, all non-White respondents were combined). The majority of respondents with intellectual disabilities (85%,  $n = 34$ ), and students with multiple disabilities (76%,  $n = 25$ ) reported never enrolling 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” (51%) and “two year community college” (36%) were most common, followed by “vocational/technical school” (7%). All other responses were below 5% and are reported in Table 8 below.

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

Category	N	%
Four or more year college or university	206	51.2
Two year community college	143	35.6
Vocational/ Tech School	29	7.2
Adult Education	3	0.7
Postgraduate or College Prep	5	1.2
Short-term education or employment program	6	1.5
Other	11	2.7
Total	403	100.0

## Level of Employment

The survey asked the respondents “Have you been employed for at least three months since leaving high school?” Approximately, thirteen percent (13%) indicated that they had been employed full-time (35 hours or more per week), 23% reported being employed part-time and working between twenty and thirty-four hours a week, and 23% responded that they worked part time, but for less than twenty hours per week. An additional 10% reported that they had been employed, but for less than three months, and 32% 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)	84	12.7
Yes, Part-Time (20 - 34 hours per week)	153	23.1
Yes, Part-Time (less than 20 hours per week)	150	22.6
Yes, but less than three months	67	10.1
No, I have not been employed	209	31.5
Total	663	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 ( $\chi^2 (48, N = 663) = 102.17, p < .0001$ ; Cramér’s  $V = 0.20$ ). Forty-five percent of students with ADD/ADHD ( $n = 38$ ) reported being competitively employed after high school, followed by 35% of students with Other Health Impairment ( $n = 19$ ) and 33% of students with learning disabilities ( $n = 70$ ). White respondents reported being competitively

employed at a higher level as compared to Black or African American respondents (28.0%,  $n = 128$  and 19.3%,  $n = 17$  respectively). Among all respondents who graduated with a high school diploma, 28% ( $n = 168$ ) have been competitively employed (earning at or above minimum wage and working 20 hours or more per week) 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)	307	77.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	6	1.5
Self-employed	5	1.3
In your family's business (e.g., a farm, store, fishing, ranching, catering)	23	5.8
In supported employment (paid work with services and wage support to the employer)	20	5.1
In sheltered employment (where most workers have disabilities)	13	3.3
Employed while in jail or prison	1	0.3
Other	21	5.3

*Note: Responders were allowed to choose multiple answers for this question*

**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% of the respondents selected earning at or above the minimum wage (\$10.10 per hour at the time of the survey administration). Of this group, 45% reported earning above minimum wage, and 44% 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 ( $\chi^2$  (22, N = 386) = 69.16,  $p < .0001$ ; Cramér's V = 0.30), and age ( $\chi^2$  (12, N = 386) = 85.83,  $p < .0001$ ; Cramér's V = 0.33). Results revealed that 46% of Whites, 56% of students with ADD/ADHD, and 45% of students who graduated with a diploma reported earning above minimum wage. Fifty-six percent ( $n = 20$ ) of Black or African American students, 44% ( $n = 65$ ) of students with learning disabilities, and 44% of students graduated with a diploma were earning at the minimum wage in the labor market. Additionally, students with intellectual disabilities (50%,  $n = 11$ ) 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 \$10.10/hour)	43	11.2
Minimum Wage (\$10.10/hour)	172	44.7
Above Minimum Wage (more than \$10.10/hour)	170	44.2
Total	385	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. Six hundred and fifty five people responded to this item. Of those who responded, 7% participated in an adult day service program, 3% in an independent living skills program, 12% in volunteer/community service programs, and 4% in adult day

vocational programs. An additional 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	46	6.8
Adult Day Vocational Programs	27	4.0
Independent Living Skills Program	17	2.5
Volunteer Work/Community Service	83	12.3
Other	20	3.0
None of the Above	482	71.4

*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 Post-school 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, services were not necessary,” “No, did not want to use services,” or “No, did not know any services were available.”

The most commonly selected response was “Yes” (45%) followed by “No, services were not necessary” (31%), “No, did not know any services were available” (16%), and “No, did not want to use services” (8%). Of the people who selected “Yes” indicating services were used, the most commonly selected agencies were Services at my College or University (38%), followed by the Bureau of Rehabilitation Services (31%)

and Department of Developmental Services (31%). 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	%
Board of Education and Services for the Blind	6	2.1
Bureau of Rehabilitation Services	90	31.3
Department of Developmental Service	88	30.6
Department of Mental Health and Addiction Services	12	4.2
Department of Labor	2	0.7
Department of Public Health	3	1.0
Department of Social Services	68	23.6
Social Security Administration	71	24.7
Services at my College or University	110	38.2
Other Agencies	21	7.3
No Help Necessary	200	31.1
Did Not Want to Use Services	54	8.4
Did Not Know Services were Available	102	15.8

*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. Responders were allowed to choose multiple answers.

### 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-five percent (65%) of the respondents selected Agree or Strongly Agree, while 18% selected Disagree or Strongly Disagree. Additionally, individual chi-square test results and the

effect size analysis results suggest that Exiters' satisfaction (either high or low satisfaction) is significantly related to the following Indicator14 categories: enrollment in Higher Education ( $\chi^2$  (4, N = 648) = 65.6,  $p < .0001$ , Cramér's V = 0.31), and having no engagement ( $\chi^2$  (4, N = 648) = 89.95,  $p < .0001$ , Cramér's V = 0.37). Sixty-six percent of students (66%,  $n = 92$ ) who are competitively employed reported having high to very high satisfaction with life since leaving high school, compared to 52% of students who have not been competitively employed ( $n = 29$ ). Students who had no engagement reported the lowest ratings of satisfaction with life after graduation, with 42% ( $n = 52$ ) selecting either strongly disagree or disagree when considering the statement "I am satisfied with my life since leaving high school." For additional information see Table 14 below.

Table 14  
How much do you agree with this statement? "*I am satisfied with my life since leaving high school*"

Category	N	%
Strongly Disagree	39	6.0
Disagree	80	12.3
Unsure	110	17.0
Agree	231	35.6
Strongly Agree	188	29.0
Total	648	100.0

### Skills Taught by High Schools

The respondents were asked to indicate skill areas taught by their high school from a provided list. Eight choices were provided, along with a box marked "none" if the individual did not feel as if they obtained any of the skills on the list during high school, as well an option to mark "other" where the respondent could write in skill areas obtained



other than the ones provided. They were asked to check all options that applied. Some respondents selected multiple options, making the total percentage above 100. For additional information, please see Table 15 below.

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

Category	N	%
Social Skills	378	58.4
Self-Advocacy	367	56.7
Independent Living Skills	186	28.7
Technology Skills	327	50.5
Time Management/Organizational Skills	302	46.7
Money Management Skills	162	25.0
Study Skills/Learning Strategies	346	53.5
Work Experience	201	31.1
None	62	9.6
Other	28	4.3

Note:  $n = 647$

### Open Ended Questions

Appendices E, F and G contain responses from three open-ended questions that also go beyond the I14 requirements. These include Question 10: “What part of your high school education most helpful in getting you ready for life after you left high school?”; Question 11: “What could your high school have done differently to prepare you for life after school?”; and Question 12: “Was there anything confusing or unclear about this survey?” Open-ended questions were provided to garner qualitative data from respondents that may not have been covered in the current survey instrument and to help clarify future survey iterations. Responses were transcribed directly from the returned surveys and are presented as such with two modifications. First, responses that contained

information that could identify the individual Exiter were modified, as well as district 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. For minority Exiters, the percent of underrepresentation

ranged from 25% to 7%, with an average of 16.0%. Exiters who dropped out were also underrepresented in all regions. The percent of underrepresentation for Exiters who dropped out ranged from 17% to 6% with an average of 12%. Respondents with disabilities other than LD, ID, and ED (i.e., all remaining disabilities) were overrepresented in all regions, except for the Southcentral region, which was adequately representative (within +/- 3.0% of total Exiters). The overrepresentation ranged from 9% to 17% with an average of 11%. ED was underrepresented in all regions but the Northwest and Southcentral. In the regions where ED was underrepresented, percentages fell between 12% and 3% with an average of 5%. LD was underrepresented in the Northwest, North Central, Northeast, Southwest and South Central. In the regions where LD was underrepresented, percentages fell between 18% and 6% with an average of 8%.

**Engagement by region.** Results (see Table 16) indicated that the percentage of respondents in higher education ranged from 45% (Northwest) to 61% (North Central). Percentages of respondents who were in some other postsecondary education or training program ranged from 3% (Southeast) to 6% (Northwest).

Data for competitively employed respondents ranged from 11% in the Southwest region, to 26% (Southeast). The percentage of respondents in some other employment ranged from 6% (Southeast) to 12% (Northwest). Respondents who were not engaged ranged from 9% (Southeast) to 26% (Northwest).

Table 16  
Indicator 14 Category by Geographic Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	38	46	23	98	69	20
	%	55.1	60.5	45.1	58.0	55.2	57.1
Competitively Employed	N	13	13	6	19	17	9
	%	18.8	17.1	11.8	11.2	13.6	25.7
Some Other PS Ed. or Training Program	N	1	1	3	7	4	1
	%	1.4	1.3	5.9	4.1	3.2	2.9
Some Other Employment	N	5	7	6	16	13	2
	%	7.2	9.2	11.8	9.5	10.4	5.7
Not Engaged	N	12	9	13	29	22	3
	%	17.4	11.8	25.5	17.2	17.6	8.6
Total	N	69	76	51	169	125	35

### Summary and Comparison to Prior Years

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

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

Analyses of the Indicator 14 data and a comparison between 2013, 2014, and 2015 Exiter's data are presented below.

**Indicator 14.** As indicated previously, the revised Indicator 14 reflects the critical importance of postsecondary education on life after leaving school. Results of the indicator are based on three separate, but progressively inclusive percentages regarding youth who are no longer in secondary school, had IEPs in effect at the time they left school and fit into one of the following three categories (A, B, C). Category A, the percent of students enrolled in higher education for 2016, is 52% (347 youth enrolled divided by 663, the total number of valid responses X 100). Category B, the percent enrolled in higher education or competitively employed within one year of leaving high school for 2016, is 68% (347+103 youth competitively employed within one year of leaving high school divided by 663 X 100). 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 2016, is 72% (450 youth in higher education or some other postsecondary education or training program + 24 youth in "competitive employment" + 59 youth in "some other employment" divided by 663 X 100). Consequently, these data also indicate that 20% of respondents are not experiencing education or employment of any kind in their postsecondary lives.

#### **Comparison of 2014, 2015, and 2016 Exiters**

Similarity between the 2015, 2016, and 2017 survey instruments, data collection procedures, and the consecutive years of data collection allow for post-school experience

comparison between groups. With the exception of increased rates of employment and enrollment in 4-year institutions, results indicate stability across the three years.

**Response rate.** The response rate for the current survey (17%) is lower than both the 2015 Post-School Outcomes data collection (18% for the 2014 Exiters) and the 2014 Post-School Outcomes data collection (17% for the 2013 Exiters); however, the response rates over the last three years have been lower than years prior. Previous Exit Surveys ranged from 19% to a high of 23%.

**Employment.** Among the 2016 Exiters, 58% reported some level of employment since high school exit. This is a decrease of 10% from the 2014 Exiters (68%) and a decrease of 8% from the 2015 Exiters (67%). Additionally, results related to earnings have also decreased from the 2014 and 2015 Exiters in regard to Exiters earning at or above minimum wage (90% of the 2014 Exiters; 90% of the 2015 Exiters; 89% of 2016 Exiters).

**Postsecondary education.** 2017 Exit Survey data indicate that 60% of 2016 Exiters enrolled as either full-time or part-time postsecondary students. 2014 Exit Survey data indicate that 59% of 2015 Exiters enrolled as either full-time or part-time postsecondary students. This represents a slight increase from both the 2015 data (59% of Exiters) but a slight decrease from the 2014 data (61% of Exiters). The 2017 survey showed a 1.3% decrease in part-time enrollment as compared to 2015 Exiters, and a 1% decrease as compared to 2014 Exiters (18% of Exiters in 2014; 18% of Exiters in 2015; 17% of 2016 Exiters). Full-time (more than 12 credits) enrollment showed a slight increase as compared to previous years (43% of Exiters in 2014; 41% of Exiters in 2015; 43.4% of Exiters in 2016). The number of students enrolled in higher education but who

did not complete at least one semester showed a slight decrease from the 2015 Exiters and a slight increase from the 2014 Exiters (3% of Exiters in 2014; 4% of Exiters in 2015; 4% of Exiters in 2016).

Enrollment in a community or two-year college decreased by 2% from the 2014 survey and 1% from the 2015 survey (37% of 2014 Exiters; 36% of Exiters in 2015; 36% of 2016 Exiters). Enrollment in a four-year college or university increased by 7% as compared to the 2014 Exiters and increased by 8% as compared to the 2015 Exiters (44% of the 2014 Exiters; 44% of Exiters in 2015; 51% of 2016 Exiters).

### **Limitations**

The overall low response rate continues to be a significant limitation to these results. This is important because a significant number of student voices are not being heard. In part this is also due to the 840 (or  $[840/4878]*100=17.2\%$ ) returned envelopes with incorrect or “bad” addresses that never reached potential study participants.

Consequently, caution should also be taken in regard to the data presented here as some groups of students are under- or over-represented in the sample. Specifically, Exiters previously diagnosed with learning disabilities, emotional disabilities, and minority respondents and respondents who dropped out of high school were underrepresented in the final sample. Conversely, respondents with disabilities other than LD, ED, and ID were generally 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 2016. 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.

**2017 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 \$10.10/hr.)
- Minimum wage (\$10.10/hr.)
- Above minimum wage (greater than \$10.10/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?**

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

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

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

## **Appendix B**

Response Rate by District

District Name	TOTAL EXITERS	TOTAL RESPONSES	RESPONSE RATE
Ansonia	14	0	0.0%
Avon	26	7	26.9%
Berlin	18	2	11.1%
Bethel	26	4	15.4%
Bloomfield	22	1	4.5%
Bolton	4	2	50.0%
Bozrah	2	1	50.0%
Branford	35	6	17.1%
Bridgeport	208	17	8.2%
Bristol	134	13	9.7%
Brookfield	17	4	23.5%
Brooklyn	4	0	0.0%
Canterbury	4	1	25.0%
Canton	21	2	9.5%
Cheshire	61	13	21.3%
Clinton	19	4	21.1%
Colchester	28	4	14.3%
Columbia	8	1	12.5%
Coventry	16	5	31.3%
Cromwell	15	2	13.3%
Danbury	78	4	5.1%
Darien	42	11	26.2%
Derby	14	2	14.3%
East Granby	9	3	33.3%
East Haddam	16	4	25.0%
East Hampton	9	2	22.2%
East Hartford	84	7	8.3%
East Haven	15	2	13.3%
East Lyme	32	4	12.5%
East Windsor	3	1	33.3%
Ellington	18	3	16.7%
Enfield	58	8	13.8%
Fairfield	87	26	29.9%
Farmington	47	7	14.9%
Franklin	1	1	100.0%
Glastonbury	55	10	18.2%
Granby	10	1	10.0%
Greenwich	87	9	10.3%
Griswold	19	4	21.1%
Groton	17	3	17.6%
Guilford	30	6	20.0%

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Hamden	76	9	11.8%
Hampton	0	0	0%
Hartford	230	25	10.9%
Killingly	27	3	11.1%
Lebanon	3	0	0.0%
Ledyard	35	13	37.1%
Lisbon	4	3	75.0%
Litchfield	3	0	0.0%
Madison	27	5	18.5%
Manchester	51	6	11.8%
Meriden	90	6	6.7%
Middletown	39	5	12.8%
Milford	78	16	20.5%
Monroe	29	7	24.1%
Montville	24	1	4.2%
Naugatuck	57	6	10.5%
New Britain	106	1	0.9%
New Canaan	33	7	21.2%
New Fairfield	20	7	35.0%
New Haven	182	8	4.4%
Newington	52	4	7.7%
New London	50	1	2.0%
New Milford	35	9	25.7%
Newtown	38	9	23.7%
North Branford	24	8	33.3%
North Haven	33	6	18.2%
Norwalk	77	9	11.7%
Norwich	51	1	2.0%
Old Saybrook	12	0	0.0%
Oxford	19	2	10.5%
Plainfield	22	1	4.5%
Plainville	15	2	13.3%
Plymouth	18	4	22.2%
Pomfret	4	0	0.0%
Portland	10	4	40.0%
Preston	6	0	0.0%
Putnam	15	1	6.7%
Ridgefield	33	5	15.2%
Rocky Hill	18	3	16.7%
Salem	10	1	10.0%
Seymour	17	2	11.8%
Shelton	38	8	21.1%
Sherman	2	1	50.0%

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Simsbury	37	7	18.9%
Somers	8	1	12.5%
Southington	59	9	15.3%
South Windsor	44	5	11.4%
Sprague	2	0	0.0%
Stafford	13	4	30.8%
Stamford	143	24	16.8%
Sterling	7	1	14.3%
Stonington	19	4	21.1%
Stratford	51	7	13.7%
Suffield	16	4	25.0%
Thomaston	7	1	14.3%
Thompson	5	0	0.0%
Tolland	4	2	50.0%
Torrington	52	4	7.7%
Trumbull	8	5	62.5%
Vernon	29	3	10.3%
Voluntown	2	0	0.0%
Wallingford	60	11	18.3%
Waterbury	165	11	6.7%
Waterford	34	4	11.8%
Watertown	32	4	12.5%
Westbrook	6	2	33.3%
West Hartford	86	13	15.1%
West Haven	56	4	7.1%
Weston	7	1	14.3%
Westport	46	8	17.4%
Wethersfield	35	5	14.3%
Wilton	30	3	10.0%
Winchester	20	2	10.0%
Windham	26	2	7.7%
Windsor	29	4	13.8%
Windsor Locks	11	1	9.1%
Wolcott	17	1	5.9%
Woodstock	1	0	0.0%
Regional SD#1	10	1	10.0%
Regional SD#4	22	4	18.2%
Regional SD#5	24	4	16.7%
Regional SD#6	7	1	14.3%
Regional SD#7	5	1	20.0%
Regional SD#8	25	2	8.0%
Regional SD#9	21	3	14.3%
Regional SD#10	10	4	40.0%

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Regional SD#11	8	2	25.0%
Regional SD#12	10	1	10.0%
Regional SD#13	15	4	26.7%
Regional SD#14	12	4	33.3%
Regional SD#15	33	10	30.3%
Regional SD#16	28	3	10.7%
Regional SD#17	13	3	23.1%
Regional SD#18	9	2	22.2%
Regional SD#19	37	5	13.5%
Corrections	95	17	17.9%
District #337	3	0	0.0%
DCF	22	0	0.0%
Vocational-Tech	176	19	10.8%
<b>Total</b>	<b>4878</b>	<b>663</b>	

**Appendix C**

Frequencies for Respondents (Tables 1-16)

*n* = 663

Table 1  
Disability Type

Category	<u>N</u>	<u>%</u>
Learning Disability	213	32.1%
Autism	103	15.5%
Emotional Disturbance	85	12.8%
OHI-ADD/ADHD	85	12.8%
Other Health Impairment	54	8.1%
Intellectual Disability/MR	40	6.0%
Multiple Disabilities	34	5.1%
Speech/Language Impairment	32	4.8%
Hearing Impairment	5	0.8%
Visual Impairment	4	0.6%
Traumatic Brain Injury	3	0.5%
LD/Dyslexia	3	0.5%
Orthopedic Impairment	2	0.3%
Deaf/Blindness	0	0.0%
Total	663	100.0

Table 2  
Reason for Exit

Year	<u>N</u>	<u>%</u>
Graduate with Standard HS Diploma	608	91.7
Certificate of Completion	7	1.1
Reached Maximum Age	25	3.8
Dropped Out	23	3.5
Total	663	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	231	34.8	1632	33.5
Male	432	65.2	3246	66.5
Total	663	100.0	4878	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>
American Indian or Alaska Native	3	0.5	25	0.5
Asian	17	2.6	79	1.6
Black	88	13.3	871	17.9
Hispanic or Latino of any Race	82	12.4	1162	23.8
Native Hawaiian or Other Pacific Islander	0	0	4	0.1
Two or More Races	14	2.1	98	2.0
White	459	69.2	2639	54.1
<b>Total</b>	<b>663</b>	<b>100.0</b>	<b>4878</b>	<b>100.0</b>

*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	103	15.5	362	7.4
Deaf/Blindness	0	0.0	2	0.0
Emotional Disturbance	85	12.8	807	16.5
Hearing Impairment	5	0.8	28	0.6
Intellectual Disability/MR	40	6.0	179	3.7
Learning Disability	213	32.1	1893	38.8
Learning Disability/Dyslexia	3	0.5	23	0.5
Multiple Disabilities	34	5.1	190	3.9
OHI-ADD/ADHD	85	12.8	792	16.2
Orthopedic Impairment	2	0.3	5	0.1
Other Health Impairment	54	8.1	369	7.6
Speech/Language Impairment	32	4.8	200	4.1
Traumatic Brain Injury	3	0.5	12	0.2
Visual Impairment	4	0.6	16	0.3
<b>Total</b>	<b>663</b>	<b>100.0</b>	<b>4878</b>	<b>100.0</b>

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	608	91.7	4079	83.6
Graduated with Certificate	7	1.1	36	0.7
Dropped Out	23	3.5	642	13.2
Maximum Age	25	3.8	121	2.5
Total	663	100.0	4878	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	N	<u>%</u>
Yes, I am a full-time student	288	36.0
Yes, I am a part-time student	112	16.9
No, I enrolled but did not complete a full semester	24	3.6
No, I have never enrolled in postsecondary education or a training program	239	36.0
Total	663	100.0

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

Category	N	<u>%</u>
Four or more year college or university	206	51.2
Two year community college	143	35.6
Vocational/ Tech School	29	7.2
Adult Education	3	0.7
Postgraduate or College Prep	5	1.2
Short-term education or employment program	6	1.5
Other	11	2.7

Total	403	100.0
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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)	84	12.7
Yes, Part-Time (20 - 34 hours per week)	153	23.1
Yes, Part-Time (less than 20 hours per week)	150	22.6
Yes, but less than three months	67	10.1
No, I have not been employed	209	31.5
Total	663	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)	307	77.5
In the military (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	6	1.5
Self-employed	5	1.3
In your family's business (e.g., a farm, store, fishing, ranching, catering)	23	5.8
In supported employment (paid work with services and wage support to the employer)	20	5.1
In sheltered employment (where most workers have disabilities)	13	3.3
Employed while in jail or prison	1	0.3
Other	21	5.3

*Note: Responders were allowed to choose multiple answers for this question*

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

Category	N	%
Below Minimum Wage (less than \$10.10/hour)	43	11.2
Minimum Wage (\$10.10/hour)	172	44.7
Above Minimum Wage (more than \$10.10/hour)	170	44.2
Total	385	100.0

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

Category	N	%
Adult Day Services	46	6.8
Adult Day Vocational Programs	27	4.0
Independent Living Skills Program	17	2.5
Volunteer Work/Community Service	83	12.3
Other	20	3.0
None of the Above	482	71.4

*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	%
Board of Education and Services for the Blind	6	2.1
Bureau of Rehabilitation Services	90	31.3
Department of Developmental Service	88	30.6
Department of Mental Health and Addiction Services	12	4.2
Department of Labor	2	0.7
Department of Public Health	3	1.0
Department of Social Services	68	23.6
Social Security Administration	71	24.7



Services at my College or University	110	38.2
Other Agencies	21	7.3
No Help Necessary	200	31.1
Did Not Want to Use Services	54	8.4
Did Not Know Services were Available	102	15.8

*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. Responders were allowed to choose multiple answers.

Table 14

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

Category	N	%
Strongly Disagree	39	6.0
Disagree	80	12.3
Unsure	110	17.0
Agree	231	35.6
Strongly Agree	188	29.0
Total	648	100.0

Table 15

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

Category	N	%
Social Skills	378	58.4
Self-Advocacy	367	56.7
Independent Living Skills	186	28.7
Technology Skills	327	50.5
Time Management/Organizational Skills	302	46.7
Money Management Skills	162	25.0
Study Skills/Learning Strategies	346	53.5
Work Experience	201	31.1
None	62	9.6
Other	28	4.3

*Note:* n = 647

Table 16  
Indicator 14 Category by Geographic Region

Indicator 14 Category		Geographic Region					
		Northwest	North Central	Northeast	Southwest	South Central	Southeast
Higher Education	N	38	46	23	98	69	20
	%	55.1	60.5	45.1	58.0	55.2	57.1
Competitively Employed	N	13	13	6	19	17	9
	%	18.8	17.1	11.8	11.2	13.6	25.7
Some Other PS Ed. or Training Program	N	1	1	3	7	4	1
	%	1.4	1.3	5.9	4.1	3.2	2.9
Some Other Employment	N	5	7	6	16	13	2
	%	7.2	9.2	11.8	9.5	10.4	5.7
Not Engaged	N	12	9	13	29	22	3
	%	17.4	11.8	25.5	17.2	17.6	8.6
Total	N	69	76	51	169	125	35

*Note:* Respondents from Vocational/Technical Schools and Connecticut agencies such as the Department of Corrections were omitted from this analysis

## Appendix D

### 2014, 2015, and 2016 Exit Survey Data Comparison

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

Gender	2014				2015				2016			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	278	<b>37.9</b>	1718	<b>33.4</b>	261	<b>35.2</b>	1748	<b>33.3</b>	432	<b>65.2</b>	1632	<b>33.5</b>
Male	456	<b>62.1</b>	3421	<b>66.6</b>	480	<b>64.8</b>	3492	<b>66.6</b>	231	<b>34.8</b>	3246	<b>66.5</b>
Total	734	<b>100.0</b>	5139	<b>100.0</b>	741	<b>100.0</b>	5240	<b>100.0</b>	663	<b>100.0</b>	4878	<b>100.0</b>

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

Ethnicity	2014				2015				2016			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian	17	<b>2.3</b>	72	<b>1.4</b>	0	<b>0</b>	17	<b>0.3</b>	3	<b>0.5</b>	25	<b>0.5</b>
Black	87	<b>11.9</b>	941	<b>18.3</b>	12	<b>1.6</b>	74	<b>1.4</b>	17	<b>2.6</b>	79	<b>1.6</b>
Hispanic or any Latino Race	102	<b>13.9</b>	1204	<b>23.4</b>	101	<b>13.6</b>	947	<b>18.1</b>	88	<b>13.3</b>	871	<b>17.9</b>
Native American or Native Alaska	3	<b>0.4</b>	22	<b>0.4</b>	93	<b>12.4</b>	1264	<b>24.1</b>	82	<b>12.4</b>	1162	<b>23.8</b>
Native Hawaiian or Pacific Island	2	<b>0.3</b>	6	<b>0.1</b>	3	<b>0.3</b>	6	<b>0.1</b>	0	<b>0</b>	4	<b>0.1</b>
Two or More Races	11	<b>1.5</b>	82	<b>1.6</b>	11	<b>1.5</b>	89	<b>1.7</b>	14	<b>2.1</b>	98	<b>2</b>
White	512	<b>69.8</b>	2812	<b>54.7</b>	523	<b>70.6</b>	2843	<b>54.2</b>	459	<b>69.2</b>	2639	<b>54.1</b>
Total	734	<b>100.0</b>	5139	<b>100.0</b>	741	<b>100.0</b>	5240	<b>100.0</b>	663	<b>100</b>	4878	<b>100</b>

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	2014				2015				2016			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Autism	92	<b>12.5</b>	301	<b>5.9</b>	100	<b>13.5</b>	323	<b>6.2</b>	103	<b>15.50%</b>	362	<b>7.40%</b>
ADD/ADHD	107	<b>14.8</b>	794	<b>15.5</b>	98	<b>13.2</b>	827	<b>15.8</b>	85	<b>12.80%</b>	792	<b>16.20%</b>
Deaf/Blindness	0	<b>0.0</b>	2	<b>0.0</b>	0	<b>0.0</b>	2	<b>0.0</b>	0	<b>0.00%</b>	2	<b>0.00%</b>
ED	80	<b>10.9</b>	856	<b>16.7</b>	75	<b>10.1</b>	839	<b>16.0</b>	85	<b>12.80%</b>	807	<b>16.50%</b>
Hearing Impairment	5	<b>0.7</b>	36	<b>0.7</b>	8	<b>1.1</b>	39	<b>0.7</b>	5	<b>0.80%</b>	28	<b>0.60%</b>
Intellectual Disability	46	<b>6.2</b>	227	<b>4.4</b>	41	<b>5.5</b>	222	<b>4.2</b>	40	<b>6.00%</b>	179	<b>3.70%</b>
Learning Disability	255	<b>34.7</b>	2002	<b>39.0</b>	256	<b>34.5</b>	2056	<b>39.2</b>	216	<b>32.6%</b>	1916	<b>39.3%</b>
Multiple Disability	32	<b>4.4</b>	197	<b>3.8</b>	39	<b>5.3</b>	201	<b>3.8</b>	34	<b>5.10%</b>	190	<b>3.90%</b>
Orthopedic	2	<b>0.3</b>	9	<b>0.2</b>	1	<b>0.1</b>	5	<b>0.1</b>	2	<b>0.30%</b>	5	<b>0.10%</b>
Other Health Impaired	67	<b>9.1</b>	411	<b>8.0</b>	79	<b>10.7</b>	412	<b>7.9</b>	54	<b>8.10%</b>	369	<b>7.60%</b>
Speech	43	<b>5.9</b>	274	<b>5.3</b>	41	<b>5.5</b>	285	<b>5.4</b>	32	<b>4.80%</b>	200	<b>4.10%</b>
TBI	2	<b>0.3</b>	17	<b>0.3</b>	1	<b>0.1</b>	12	<b>0.2</b>	3	<b>0.50%</b>	12	<b>0.20%</b>

Visual Impairment	3	<b>0.4</b>	13	<b>0.3</b>	2	<b>0.3</b>	17	<b>0.3</b>	4	<b>0.60%</b>	16	<b>0.30%</b>
Total	734	<b>100.0</b>	5139	<b>100.0</b>	741	<b>100.0</b>	5240	<b>100.0</b>	663	<b>100%</b>	4878	<b>100.00%</b>

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

Exit Reason	2014				2015				2016			
	Respondents		Total Exiters		Respondents		Total Exiters		Respondents		Total Exiters	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduated with Diploma	691	<b>94.1</b>	4335	<b>84.4</b>	685	<b>92.6</b>	4508	<b>86.0</b>	608	<b>91.7</b>	4079	<b>83.6</b>
Graduated with Certificate	8	<b>1.1</b>	30	<b>0.6</b>	5	<b>0.7</b>	13	<b>0.2</b>	7	<b>1.1</b>	36	<b>0.7</b>
Dropped Out	22	<b>3.0</b>	702	<b>13.7</b>	31	<b>4.2</b>	648	<b>12.4</b>	25	<b>3.8</b>	121	<b>2.5</b>
Maximum Age	13	<b>1.8</b>	72	<b>1.4</b>	20	<b>2.7</b>	71	<b>1.4</b>	23	<b>3.5</b>	642	<b>13.2</b>
Total	734	<b>100.0</b>	5139	<b>100.0</b>	741	<b>100.0</b>	5240	<b>100.0</b>	663	<b>100.0</b>	4878	<b>100.0</b>

Table D5  
Disability Type

Category	2014		2015		2016	
	N	%	N	%	N	%
Autism	92	<b>12.5</b>	100	<b>13.5</b>	103	<b>15.5</b>
ADD/ADHD	107	<b>14.8</b>	98	<b>13.2</b>	85	<b>12.8</b>
Deaf/Blind	0	<b>0.0</b>	0	<b>0.0</b>	0	<b>0.0</b>
ED	80	<b>10.9</b>	75	<b>10.1</b>	85	<b>12.8</b>
Hearing Impairment	5	<b>0.7</b>	8	<b>1.1</b>	5	<b>0.8</b>
Intellectual Disability	46	<b>6.2</b>	41	<b>5.5</b>	40	<b>6.0</b>
Learning Disability	255	<b>34.7</b>	256	<b>34.5</b>	216	<b>32.6</b>
Multiple Disability	32	<b>4.4</b>	39	<b>5.3</b>	34	<b>5.1</b>
Orthopedic	2	<b>0.3</b>	1	<b>0.1</b>	2	<b>0.3</b>
Other Health Impaired	67	<b>9.1</b>	79	<b>10.7</b>	54	<b>8.1</b>
Speech	43	<b>5.9</b>	41	<b>5.5</b>	32	<b>4.8</b>
TBI	2	<b>0.3</b>	1	<b>0.1</b>	3	<b>0.5</b>
Visual Impairment	3	<b>0.4</b>	2	<b>0.3</b>	4	<b>0.6</b>
Total	734	<b>100.0</b>	741	<b>100.0</b>	663	<b>100.0</b>

Table D6  
Gender

Category	2014		2015		2016	
	N	%	N	%	N	%
Female	235	<b>32.0</b>	278	<b>37.9</b>	231	<b>34.8</b>
Male	500	<b>68.0</b>	456	<b>62.1</b>	432	<b>65.2</b>
Total	735	<b>100.0</b>	734	<b>100.0</b>	663	<b>100</b>

Table D7  
Ethnicity

Category	2014		2015		2016	
	N	%	N	%	N	%
Asian	17	<b>2.3</b>	0	<b>0</b>	17	<b>2.6</b>
Black	87	<b>11.9</b>	12	<b>1.6</b>	88	<b>13.3</b>

Hispanic or any Latino Race	102	<b>13.9</b>	101	<b>13.6</b>	82	<b>12.4</b>
Native American or Native Alaska	3	<b>0.4</b>	93	<b>12.4</b>	3	<b>0.5</b>
Native Hawaiian or Pacific Island	2	<b>0.3</b>	3	<b>0.3</b>	0	<b>0.0</b>
Two or More Races	11	<b>1.5</b>	11	<b>1.5</b>	14	<b>2.1</b>
White	512	<b>69.8</b>	523	<b>70.6</b>	459	<b>69.2</b>
Total	734	<b>100.0</b>	741	<b>100.0</b>	663	<b>100</b>

*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	2014		2015		2016	
	N		N		N	
14	0	<b>0.0</b>	0	<b>0.0</b>	0	<b>0.0</b>
15	1	<b>0.1</b>	3	<b>0.4</b>	3	<b>0.5</b>
16	91	<b>12.4</b>	65	<b>8.8</b>	70	<b>10.6</b>
17	347	<b>47.3</b>	342	<b>46.2</b>	331	<b>49.9</b>
18	141	<b>19.2</b>	155	<b>20.9</b>	111	<b>16.7</b>
19	33	<b>4.4</b>	39	<b>5.3</b>	26	<b>3.9</b>
20	105	<b>14.3</b>	106	<b>14.3</b>	100	<b>15.1</b>
21	16	<b>2.2</b>	31	<b>4.2</b>	22	<b>3.3</b>
Total	734	<b>100.0</b>	741	<b>100.0</b>	663	<b>100.0</b>

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	2014		2015		2016	
	N		N		N	
Yes, I am a full-time student	318	<b>43.3</b>	302	<b>40.8</b>	288	<b>43.4</b>
Yes, I am a part-time student	129	<b>17.6</b>	135	<b>18.2</b>	112	<b>16.9</b>
No, I was enrolled but did not complete one full term	19	<b>2.6</b>	31	<b>4.2</b>	24	<b>3.6</b>
No, I have never enrolled in postsecondary education or a training program	268	<b>36.5</b>	273	<b>36.8</b>	239	<b>36.0</b>
Total	734	<b>100.0</b>	741	<b>100.0</b>	663	<b>100.0</b>

*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	2014		2015		2016	
	N		N		N	
Community College or Two-Year College	197	<b>44.1</b>	158	<b>36.2</b>	143	<b>35.6</b>
Four Year College or University	167	<b>37.4</b>	191	<b>43.7</b>	206	<b>51.2</b>
Technical/Trade School	50	<b>11.2</b>	49	<b>11.2</b>	29	<b>7.2</b>
Adult Education	6	<b>1.3</b>	10	<b>2.3</b>	3	<b>0.7</b>
College Prep/Postgraduate Program	4	<b>0.9</b>	6	<b>1.4</b>	5	<b>1.2</b>
Other School or Program	7	<b>1.6</b>	17	<b>3.9</b>	6	<b>1.5</b>
Short-term education or employment program	16	<b>1.6</b>	6	<b>1.4</b>	11	<b>2.7</b>
Total	446	<b>100.0</b>	437	<b>100.0</b>	403	<b>100</b>

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	2014		2015		2016	
	N		N		N	
Yes, Full-time (35 hours or more, per week)	103	14.0	104	14.0	84	12.7
Yes, Part-Time (20 - 34 hours per week)	163	22.2	169	22.8	153	23.1
Yes, Part-Time (less than 20 hours per week)	154	21.0	155	20.9	150	22.6
No. I have been employed, but for less than three months	69	9.4	78	10.5	67	10.1
No, I have not been employed	245	33.4	235	31.7	209	31.5
Total	734	100.0	741	100.0	663	100.0

Table D12

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

Category	2014		2015		2016	
	N		N		N	
Below Minimum Wage	48	12.0	43	10.3	43	11.2
Minimum Wage	143	35.7	166	39.9	172	44.7
Above Minimum Wage	210	52.4	207	49.8	170	44.2
Total	401	100.1	416	100.0	385	100.0

Table D13

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

Category	2014		2015		2016	
	N		N		N	
For an Employer	332	76.5	334	76.4	307	77.5
Self-employed	12	2.8	15	3.4	5	1.3
Military Service (e.g., Army, Navy, Marine Corps, Air Force, Coast Guard)	4	0.9	4	0.9	6	1.5
Supported employment (working only with other individuals with disabilities in a work site)	22	5.1	33	7.6	20	5.1
Family business	25	5.8	16	3.7	23	5.8
Sheltered employment	13	3.0	18	4.1	13	3.3
Employed while in jail or prison	0	0.0	3	0.7	1	0.3
Other	26	6.0	14	3.2	21	5.3
Total	434	100.0	437	100.0	396	100.0

Table D14

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

Category	2014		2015		2016	
	N		N		N	
Bureau of Rehabilitation Services	81	16.4	96	13.0	90	31.3
Department of Developmental Services	93	18.9	87	11.7	88	30.6
Department of Mental Health and Addiction Services	13	2.6	11	1.5	12	4.2
Board of Education and Services for the Blind	11	2.2	6	0.8	6	2.1
Department of Public Health	4	0.8	4	0.5	3	1.0
Department of Social Services	79	16.0	79	10.7	68	23.6
One Stop Centers	1	0.2	4	0.5	2	0.7
Social Security Administration	75	15.2	90	12.1	71	24.7
Services at College or University	110	22.3	123	16.6	110	38.2

Other Agencies	26	<b>5.3</b>	14	<b>1.9</b>	21	<b>7.3</b>
No Help Necessary	211	<b>28.9</b>	209	<b>28.2</b>	200	<b>69.4</b>
Did Not Want to Use Services	64	<b>8.8</b>	71	<b>9.6</b>	54	<b>18.8</b>
Did Not Know Help was Available	113	<b>15.5</b>	111	<b>15.0</b>	102	<b>35.4</b>

*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	2014		2015		2016	
	N		N		N	
Adult Day Services	48	<b>22.5</b>	55	<b>26.6</b>	46	<b>6.8</b>
Adult Day Vocational Programs	17	<b>8.0</b>	24	<b>11.6</b>	27	<b>4.0</b>
Independent Living Skills Program	13	<b>6.1</b>	17	<b>8.2</b>	17	<b>2.5</b>
Volunteer Work/Community Service	113	<b>53.1</b>	93	<b>44.9</b>	83	<b>12.3</b>
Other	22	<b>10.3</b>	18	<b>8.7</b>	20	<b>3.0</b>

*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:

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

## Summary Table of Qualitative Findings

Guidepost Category	<i>n</i>	
School-Based Preparatory Experiences	274	40.23
Career Preparation and Work-Based Learning Experiences	70	10.28
Youth Development and Leadership	155	22.76
Connecting Activities	41	6.02
Family Involvement and Supports	5	0.73
Other	54	7.93
None/Nothing/Unsure	82	12.04

**Note:** Individual participant responses were split amongst several categories when appropriate.

**Open Ended Responses**

**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. Responses which fell across multiple categories are presented under each category.

**School-Based Preparatory Experiences**

- *[High school name] helped me stay on top of my homework assignments and helped with social skills through groups.*
- *[school 1] - academic skills and guidance counsellors. [school 2] - academic and tech work skills*
- *[sp?] organized*
- *[TEACHER NAME] classes on Friday*
- *\_\_\_H.S. helped me stay on top of my homework assignments and helped with social skills through groups.*
- *1 Fully integrated with student population. 2 learnt my strengths and weaknesses regarding studying*
- *A class I took called career exploration which taught about real life skills.*
- *A few effective courses (woods and metals) and he wanted to do those to engage him in technical school*
- *A special program designed to teach autistic children the aspect of independent living*
- *A teachers social goals*
- *Ability to study music with academics*
- *Academic Assist helped a lot.*
- *Academic lab, sports, and intership and self-advocacy*
- *Academic skills were most helpful in getting me ready for college workload.*
- *Academic support help*
- *Academics*
- *Academics*



- *Ag education*
- *Ag-ed/FFA rest was a waste of time.*
- *Algebra, culinary class, art class, confidence in navigating a large building. Have a 1:1 paraprofessional, making it possible to focus on education.*
- *All classes*
- *All his science classes, they were strong is science at his high school.*
- *All of it with my teachers help*
- *All of it: classes, teachers, social activities and sports*
- *All of the classes*
- *All of the preparation towards college.*
- *All the skills taught were important base skills to move forward*
- *Allowing me to learn how to study and do well.*
- *Ambulatory Independence (Physical Therapy)*
- *AP classes. Some teachers are really good.*
- *Assistance from my high school case worker [name].*
- *Band, music education. I was always musically in tune.*
- *Being able to self-advocate when needed and manage workload help*
- *Being on time*
- *Being organized and always be prepared*
- *Both my health class and my Learning Center helped me with independent living skills, time management, study strategies and social skills.*
- *Building a relationship with teachers*
- *Building my self confidence, learning how to organize materials, write sentences, technology skills.*
- *Building relationships with teachers*
- *Business*
- *business class*
- *Business classes definitely helped*
- *Business classes in my opinion was what related to the real world most and helped me most.*
- *by participating in the extra help that I needed, I was able to do better in my classes and graduate*
- *Cant say of them because of them were reading and math.*
- *Certain classes that ran themselves like a college class*
- *Certain teachers who would take time out of their lesson and talk about real life experiences*
- *certain teachers, my social worker, choir*
- *changes with staff in my shop prevented learning the trade*
- *Child development*
- *Classes that specifically focused on life after high school.*
- *college prep*
- *College prep classes*
- *college style work*
- *Completing assignments, accepting responsibility*
- *Computer classes, Art classes, auto shop, extra study class, IEP, CAD class*
- *Computer skills Daily living skills*

- *Confidence the teacher had in me.*
- *Connection class.*
- *consumer math, study skills*
- *Counseling services*
- *Counseling for traumatic life event. They were very good to him.*
- *Culinary classes. Also language classes.*
- *Dealing with bad teacher*
- *Dedicated teachers*
- *Didn't take the time to work with me*
- *Don't recall, but my advisory class taught me a lot of living skills.*
- *Education at school, the courses I took, study skills, time management, organizational skills*
- *Elective classes showing things to do with the economy and math.*
- *Elective helped me learn about myself and things I like (for the future). Graduating also helped.*
- *Electives. I enjoyed the sports I was involved in, made a lot of friends.*
- *Encouragement to attend college. It afforded me to chose my own path towards a career choice.*
- *English*
- *English and other classes I told there I learned a lot in these classes.*
- *everything the teachers were very helpful and when I graduated was the best part of my life*
- *Farm courses*
- *Feel that I was well prepared educationally for college and aware that support is available if/when needed*
- *financial algebra*
- *Financial Algebra - should be required for everyone. English Senior year - lots of editing and revising. Hands on multimodal classes should be offered.*
- *following a schedule, foloowing a caretakers simply directions*
- *Giving me extended time on tests.*
- *Going over to guidance office*
- *Going to classes*
- *Going to study center to do my homework in a supportive setting*
- *Great support for self-advocacy - I am good at it. Also hands on learning opportunities.*
- *Guidance counselor, resource room*
- *Have a resource class every day*
- *Having a resource class and the teachers being notified about my learning disability.*
- *Having a well rounded curriculum. I enjoyed the arts and design classes mostly.*
- *Having a wide range of subjects to pick from to figure out what I enjoy and what I want to do in the future*
- *He received an OK education, made honor roll with a full course load. They gradually removed supports to encourage self reliance.*
- *Her IEP helped her with school and helped her find the best school for her.*
- *Honors and AP english gave me great writing skills.*
- *humanities/advisory courses*

- *I enjoyed all the courses that I took in high school and learned so much, especially all the help and preparation I received from my special ed teacher.*
- *I enjoyed english because it helped me decide what I want to major in.*
- *I feel like english, stress management, health and gym were the most helpful to me after leaving high school.*
- *I felt that a part of my high school education that was most helpful was after-school activities and AP/Honor courses which both gave credit to my college academics and helped me develop skills for my time afterwards*
- *I guess somewhat of an understanding of the workload of the real world. Somewhat*
- *I had a wonderful resource teacher during junior and senior year. He was the best and helped me a lot.*
- *I loved piano class. I still play the piano. My teacher talked to me about my future and my jobs in high school helped me prepare for my job now.*
- *I think it was learning a trade and managing my time.*
- *I took personal finance class to help me better understand how managing money works.*
- *I would say senior year because I had financial algebra and I got to go into arts which is my major*
- *I'm not sure. All the extra help.*
- *In high school I learned how to represent myself in all aspects of professional life, and I gained an understanding about how to manage my daily time. In addition, I am grateful for having received a rigorous and practical education.*
- *Info about college*
- *It depends on who your teacher is help you to develop a relationship with that teacher*
- *Just getting the degree*
- *Just having a high school diploma, and being able to read, write and social skills*
- *Keeping me on task with work assignments*
- *Keeping me organized and time management*
- *Language arts, math, health education.*
- *learning basic reading, writing and math; this way is easy for me to learn new things for my job I also learned social skills.*
- *Learning better study skills in Structured Study period*
- *Learning center*
- *Learning center. [TEACHER NAME] did her best.*
- *learning how to advocate for myself and how to better manage my time.*
- *Learning how to compensate for my disability.*
- *Learning how to manage big projects/stress so I don't get overwhelmed and have anxiety*
- *Learning how to properly write essays for college was very helpful*
- *Learning how to work with my hands (wood shop, tech ed, etc)*
- *Learning reading, writing and math for everyday tasks.*
- *learning strategies*
- *Learning strategies to help me better understand things.*
- *Learning to deal with structure*
- *Learning to maintain a schedule*
- *Learning to read and be social*
- *Learning to use the Dynavox computer (operate with my eyes). Enjoy time spent with peers.*

- *Life skills and college preparation.*
- *Life skills class*
- *Listening to my mother and out placing me to a suitable environment that followed my IEP*
- *Mail and math*
- *Maintaining a schedule and associated responsibilities*
- *Making connections with teachers*
- *Managing my finances in personal financing course in high school*
- *Math*
- *Math*
- *math*
- *Math - it is the most practical subject and one I use daily.*
- *Math and Literature were most important for me because I use both now.*
- *Math because I'm a math minor.*
- *Math classes*
- *Meeting with resource teacher once a week*
- *Money management and study skills/learning strategies.*
- *Money management, time management, technology hands on learning.*
- *Moving over from high school to college and what differences to expect.*
- *My Academic Support class, which sometimes had false job interviews, practice job applications, etc.*
- *My academics*
- *My freshman year when I was in a small setting classroom. I feel I learned better that way.*
- *My guidance conceler. She was amazing and helped me more than ever.*
- *My guidance consular helping to pick what my interests are and where I would want to go to school.*
- *My high school classes prepared me for college classes.*
- *My high school encouraged me to go to community college so I'm glad I'm going*
- *My high school had a great program to prepare you for college. I feel without that program I wount have been as ready.*
- *My high school required a lot of me regarding academics. Prepared me for college.*
- *My junior year helped me learn about college options and what SAT scores you weould need.*
- *My math classes*
- *My schools transition services were more helpful.*
- *My study habits*
- *My teachers and associates who helped me learn at my own pace, individualizing my experience*
- *My teachers guiding me with general studies and independent living skills.*
- *My teachers helped me all the time and got everything done.*
- *My teachers telling me life was gonna be hard. It was a wake up call.*
- *My teachers. My experience with clubs and sports as well.*
- *None not challenging enoug. Ok basic ed classes were helpful skills builders.*
- *None- the only class that was useful was accounting and finances*
- *Not sure counseling I guess*

- *Not sure, guidance was very helpful and a lot of his teachers*
- *One on one time with my special ed teacher*
- *Para teachers in challenging classes*
- *Parents. Learning center*
- *Personal finance class*
- *personal finance class*
- *Personal finance class showed me how to balance a budget and what to expect for the future.*
- *Personal Finance class, which talks about the banking and interviewing, and Individual Work Experience class, which helps me practice transportation and a certain job for free.*
- *Preapring presentations, working collaborateively with others, using constructive criticism and time mgmt techniques.*
- *prep for college*
- *Preping for college-all necessary application process.*
- *Probably the study skills. That's all High school is really good for.*
- *Public speaking class*
- *reading, socialization, unified sports, math, working*
- *Receiving counseling from my school psychologist and from my guidance counselor helped.*
- *robotics and culinary arts*
- *Sadly high school does not prepare you for any rela world things. Although, it did help with school learning skills for college.*
- *Science, social studies*
- *self advocacy and time management*
- *Self advocacy instruction, Time management skills although still could use help.*
- *Senior aim math and life skills/voc ed*
- *senior project*
- *Senior year when a teacher told me to start doing things on my own.*
- *Senior year when I took adult roles, I learned about income, insurance, family, and careers. I learned about the real world and much you need to take it seriously.*
- *Senior year. A lot of teachers told me to get ready for the real world because it's different than high school. They told me that the world went on without you, so I need to prepare.*
- *Showing what is like after high school, college, job*
- *Social skills and self advocacy, alongside technology classes*
- *Social skills and time management*
- *Social skills, Independent living skills, time management and executive functioning.*
- *Social skills, time management/organizational skills.*
- *Socializing with other students; being on HSTV/radio show. Structure in the day, part of a community at HS.*
- *some level of education.*
- *Special Ed director was beyond supportive*
- *Special ed services helped me to complete high school.*
- *Special edicational program is wonderful for [STUDENT NAME] and very much helpful. Thank a lot her teachers!*
- *Special education services*

- *Specific Teacher*
- *Speech class*
- *Speech therapist helped me learn proper enunciation and projection.*
- *Study Habits*
- *Study really hard & Learn to speak up when I need to ask a question*
- *Study skills*
- *Study skills and time management.*
- *Study skills class because I had support on getting my work done.*
- *Study skills for college*
- *Studying*
- *Supplied with documentation for college services*
- *Support classes*
- *Taking a psychology helped me understand the world and people around me better.*
- *Taking personal finance, accounting, and culinary classes.*
- *Talking about where I will go to school and what college is like. Preparing me for outside life.*
- *Teacher and assistants had a a different but beneficial approach. They offered supports with the goal of obseletion of supports. Im happy he wasn 't spoonfed.*
- *teachers*
- *Teachers advice and support*
- *Teachers that helped me.*
- *Teachers were very helpful with educating me for all the work at college*
- *Tech skills and work experiences math in my field.*
- *Tech skills, both info tech and money management with personal finance. Being on track team and lettering gave me real "team experience" and confidence. My general experiences taught me about the challenges I would be facing in my future and that people in general do not care about people with disabilities.*
- *Technology skills*
- *Technology skills - but I wasn't ready for a real job*
- *The Ag program at HS was helpful. My biggest advocate and the one was helped me graduate was my case manager.*
- *The aquaculture school provided confidence and comfort.*
- *The constant support and encouragement from the teachers and faculty to continue my education in my choosen field*
- *The director of special education met with me and helped me do work. She for me a tutor too. She helped me graduate.*
- *The extra time on tests and quizzes*
- *The faculty nd staff that helped me when I needed it and encouraged me to succeed.*
- *The guidance dept and ROTC*
- *The one on one support from my teachers. They sat me down and told me what to expect money wise and what college would be like. They told me everything I needed to prepare for college.*
- *The organization and self advocacy skills, I learned throughout my time in special education have helped me be successful in college. I was invited to join the honors college!*

- *The part that was most helpful was independent living skills. Besides school curriculum you need to know those skills.*
- *The personal finance class I took senior year.*
- *The roll into college from high school work to college work*
- *The school counselor*
- *The social skills and study skills I find that this helps me a lot in life and college.*
- *The special education department recognized each student as an individual and they kept after me to meet deadlines and get ready for life after high school.*
- *the staff/teachers*
- *The study skills because I use them in college.*
- *The support of the admin. Team was truly the most helpful*
- *the teachers and the paths they have chosen to guide us and give us insperation to be a great new generation with our own ideas*
- *The teachers showing me how to manage my time.*
- *The technology skills because I wasn't able to understand some computers and their programming.*
- *The time that was set aside to meet with your special needs teacher.*
- *The vo-ag program I was in was most helpful because they taught me how to write a good research paper and taught me most/all of the skills above.*
- *The work load and what they taught us to do with our time management*
- *There was a class that helped me with money management.*
- *They were very encouraging - the support staff*
- *Time management*
- *Time management*
- *Time management*
- *Time management*
- *Time management and study skills.*
- *Time management and thinking outside of the box rather than just memorization and repeating back information.*
- *Time management and work experience*
- *Time management skills*
- *Time management/organizational skills & social skills.*
- *To be honest, no not at all other than a few people like his guidance counselor and the director of special education.*
- *Transition process - smooth transition*
- *Vo-Ag, math and health*
- *What really helped me was one teacher who helped me to stay on top of my school work. He talked to me and told me that life will always be a challenge but I have to keep growing*
- *Work at sites, sociability, PT, OT, Speech*
- *work management*
- *Working on essays and getting ready for college.*
- *Working with school psychologist (anxiety management) mental health awareness, therapy (outside counseling) IEP: extra help, case management*
- *Writing helped me write properly.*
- *Writing skills, math skills, social skills. But stil not great at these.*

- *Yes, the teachers were fantastic. I give them a lot of credit.*

### **Career Preparation and Work-Based Learning Experiences**

- *[school 1] - academic skills and guidance counsellors. [school 2] - academic and tech work skills*
  - *Community vocational training researched and obtained through parent 2)*
  - *Transition academy researched and successfully advocated for by parent.*
- *18-21 year old program - job training, travel training, self-advocacy.*
- *Academic lab, sports, and internship and self-advocacy*
- *All of it (work experience)*
- *At the end of high school, he worked in a program about health and communications. We had mentors who showed us how to do different things like by taking us on field trips to see what we could do after high school.*
- *auto shop*
- *Being able to get help trying to find a job that was suitable for me when I had left.*
- *Career work experience class*
- *Community experiences, work experiences.*
- *Daily living skills and community vocational experiences*
- *Direct vocational experiences*
- *Every part of my high school experience was wonderful. They prepared me with excellent social skills, money management, job training and a sense of accomplishment. I miss that in the day programs.*
- *going on the job sites*
- *hairdressing*
- *Having a voc ed class to see what real life was like.*
- *I had many job experience in and out of the high school and in my transition program. My parents helped me with volunteer work which led to a job offer. Best buddies kept me happy with friends and fun activities.*
- *I think it was learning a trade and managing my time.*
- *Intense vocational program - for obtaining some basic work skills for securing employment after HS*
- *internship senior year*
- *It would have to be work experience*
- *Job coaching*
- *job internships*
- *job training*
- *Job training at CW resources*
- *learning a trade/work study*
- *Learning how to create our own resume was helpful. Teamwork and communication when working together to solve problems.*
- *Learning how to do an interview for a job and money management.*
- *Learning how to work with my hands (wood shop, tech ed, etc)*
- *learning manufacturing machines*
- *learning my trade of plumbing*
- *Learning skills for making a resume and practicing interviewing skills for a job*
- *Money skills and work experience*

















































































