

**Follow-Up Survey of Year 2004
Graduate/Exiters of Connecticut High Schools**

Final Report

December 2006

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Connecticut Department of Education
Bureau of Special Education**

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ACKNOWLEDGEMENTS

Jiarong Zhao is thanked for her work in tracking incoming surveys and in the data entry and analysis phases of the project.

EXECUTIVE SUMMARY

In 2004, 4555 students with disabilities exited special education in the State of Connecticut. Two years after exit, each individual was mailed a survey by the Connecticut State Department of Education to obtain follow-up information on post-school outcomes. The survey included items in three main areas: *Employment Status*; 2). *Postsecondary Education and Training Status*; and 3). *Additional Information*. Two waves of mailings were conducted, and responses were received from 818 exiters. When the total sample size was adjusted for surveys that were not deliverable due to incorrect or unknown addresses, the response rate was 23%.

Respondents with learning disabilities were the largest cohort of respondents to the survey (47%), followed by those with Emotional Disabilities (12%), Other Health Impairments (11%), Speech and Language Disorders (8%), Attention Deficit/Hyperactivity Disorder (6%), and Intellectual Disabilities (5%). The majority of the respondents were males (62%). In terms of ethnicity, the respondents were overwhelmingly White (81%), followed by respondents who were Hispanic (9%) and Black (8%). Most respondents graduated with a regular diploma (85%), followed by those who dropped out of school (9%) and those who reached the maximum age for services (5%).

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:

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

Results indicated that 85% of the respondents were employed since leaving high school, with 90% earning at or above the minimum wage (\$7.40). Additionally, 68% reported enrolling in a postsecondary education or training program at some time since leaving high school. Furthermore, 60% reported both employment and enrollment in a postsecondary program. It is important to reiterate that this investigation examines the outcomes of students two years after leaving high school, per agreement with the United States Department of Education, Office of Special Education and Rehabilitation.

Methodology

Survey Development

The survey used in this investigation was designed to answer Indicator 14 of the State Performance Plan (SPP). Indicator 14 specifically requests data on the:

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

It is important to note that this investigation examines the outcomes of students two years after leaving high school, per agreement with the United States Department of Education, Office of Special Education and Rehabilitation.

The instrument was developed by a subcommittee of the State of Connecticut Interagency Transition Task Force. It was significantly different than the instruments used in two prior investigations of Graduates/Exiters of Connecticut High Schools (2002, 2004). For example, the instrument used in the study of 2002 exiters (completed in 2004) consisted of 24-items over four pages. The current instrument was two pages long and reduced to eight items, five of which were specifically designed in response to Indicator 14. The survey instrument can be found in Appendix A.

The 8 items on the instrument covered three main categories: 1). *Employment Status* (3 questions); 2). *Postsecondary Education and Training Status* (2 questions); and 3). *Other Information* (3 questions). Six items contained a stem and then a list of options from which the respondent could check either the single most appropriate response, or all responses that applied. One item was a 5-point Likert Scale item related to perception of life satisfaction, while the final item on the survey was open-

ended and offered the respondent an opportunity to provide additional information about life after high school.

A letter explaining the purpose of the survey and inviting participation was created. The letter explained that the completed survey would be sent to the Project Principal Investigator (PI), Dr. Joseph Madaus at the University of Connecticut, for analysis. A consent form that outlined the respondent's rights and protections as a participant in this research was also created. Both the cover letter and the consent form indicated that completion and return of the survey was an expression of consent to participate. The completed instrument, letter of participation, and consent form was submitted to the University of Connecticut Institutional Review Board (IRB) and was approved on January 17, 2006.

Subjects

The subjects for this investigation consisted of 4555 individuals who had exited special education during the year 2004 from each of the 169 Local Education Agencies (LEA) in the State of Connecticut. This data is reported in December of each year to the State Department of Education, Office of Research, Evaluation and Accountability, and in turn, the data is compiled and sent to the United States Department of Education. The LEA's assigned each exiter with a unique composite identification code (COMPID) that was based upon the last five letters of the student last name, the first initial, two digit year of birth, and "1" or "2" for gender (1= male, 2 = female). Data was also provided for the student's exceptionality, ethnicity, and reason for exit.

Mailings

The initial mailing was conducted by the State Department of Education and consisted of 4,555 surveys. The surveys were mailed in batches during April of 2006. A second wave mailing was conducted by the PI and a graduate assistant in May 2006. In total, surveys were received from 818 respondents.

Across the two waves of mailings, a total of 920 surveys were returned as undeliverable because of incorrect or unknown addresses. Appendix C contains the response rates for each LEA. Multiple names ($n = 25$) were removed from the database for one of the following reasons: 1). Survey returned with code removed ($n = 1$); 2). Survey returned with code incomplete ($n = 1$); 3). Surveys with duplicate codes for the same name ($n = 19$; removed prior to the mailing); 4). Students who reported being in high school ($n = 2$); and, 5). Respondents stating survey did not apply to them ($n = 2$). Thus, the final sample for the present analysis is based upon 3,635 individuals ($n = 3,635$), and a response rate of 23%.

Data Analysis

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

approaching a medium level ($> .20$) and that had sufficient cell sizes are presented in the following results. Analysis of variance procedures were used to examine significant differences on perceptions of life satisfaction.

Results

Descriptive Information

Ethnicity, age, gender. The group was overwhelmingly “White” (81%), followed by “Hispanic” (9%), “Black” (8%) and “Asian/Pacific Islander” (1%). The respondents ranged in age from 16 ($n = 1, .1\%$) to 24 ($n = 43, 5.3\%$), with a mean age of 21.9 years, and 77% of the group in the range of 20 to 21 years. There were more respondents who were male (62%) than females (38%).

Disability type. The most common exceptionality was “Learning Disability” (LD; 47%), followed by “Emotional Disturbance” (ED; 12%), “Other Health Impaired” (OHI; 11%), “Speech” (8%) and “Attention Deficit Hyperactivity Disorder” (ADHD; 6%), “Intellectual Disability” (ID; 5%). Because of the low incidence of other disabilities, the categories were collapsed from 12 to 7. As such, the following categories are reported on for the remainder of this report: ADHD, ED, ID, LD, OHI, Speech, and All Other Disabilities. While White respondents constituted the majority of respondents in all disability categories, this was especially pronounced in the categories of ADHD (96%), OHI (87%), LD (83%), and All Other Disabilities (79%). The lowest incidence within the categories for white students was ED (71%). Black respondents constituted 16% of respondents with ED, 14% of respondents with ID, and 9% of respondents with All Other Disabilities. Hispanic respondents represented 14% of those with Speech Disorders, and 11% of those with ED.

Exit reason. Most of the respondents (84%) graduated with a diploma, while 9% dropped out, 5% aged out, and 1% graduated with a certificate. While graduation with a standard diploma was the most common outcome across all disability categories, 23% of the sample with ED dropped out, followed by 16% of respondents with ADHD. Sixteen percent of the respondents in the category of ID reached the maximum age, while 15% of students in the “All Other Disability Category” and 9% of respondents in the category of ED reached maximum age. Chi-square analyses (χ^2 (18, N=818)=131.4, $p<.001$, Cramér’s $V=.23$) indicated that respondents with ED were overrepresented in the category of those who dropped out, respondents with ID were overrepresented in the category of those who reached maximum age. Respondents in the “All Other Types of Disabilities” group were overrepresented in the categories of graduating with a certificate and reaching maximum age.

Comparison of the Sample to the Population

As noted, responses were received from 818 individuals who were part of a larger population of 4,555 individuals who exited special education in Connecticut during 2004. Descriptive data was run on the total population ($n = 4,555$) and this was compared to the actual responding sample ($n = 818$). Investigation of this data (Tables 1 - 4) reveals that the gender distribution was similar (68% male in the population versus 62% of the respondents) and was nearly identical in terms of disability type.

However, Whites are over represented in the present sample (69% of the population versus 81% of the respondents), while Black and Hispanic respondents are underrepresented (15% for both groups in the total population versus 8% for blacks and 9% for Hispanics in the present sample). Likewise, those individuals who graduated with

a diploma are over represented in the sample (74% of the population versus 85% of the sample), while those who dropped out are under represented (21% of the population versus 9% of the sample). Therefore, the results related to ethnicity and reason for exit should be considered with some caution.

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

Gender	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Female	311	38.0	1453	31.9
Male	507	62.0	3102	68.1
Total	818	100.0	4555	100.0

Table 2
Comparison of Respondents in Sample versus Total Exiters: Ethnicity

Ethnicity	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asian/Pacific Islander	10	1.2	46	1.0
Black	69	8.4	698	15.3
Hispanic	70	8.6	668	14.7
Native American	3	.4	16	.4
White	666	81.4	3127	68.6
Total	818	100.0	4555	100.0

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

Disability Type	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
ADHD	50	6.1	295	6.5
Autism	21	2.6	57	1.3
Deaf/Blind	0	0.0	3	.1
ED	101	12.3	846	18.6
Hearing Impairment	22	2.7	59	1.3
Intellectual Disability	43	5.3	254	5.6
Learning Disability	382	46.7	2149	47.2
Multiple Disability	32	3.9	129	2.8
Orthopedic	2	.2	4	.1
Other Health Impaired	91	11.1	428	9.4
Speech	63	7.7	308	6.8
TBI	2	.2	6	.1
Visual Impairment	9	1.1	17	.4
Total	818	100.0		100.0

Table 4
Comparison of Respondents in Sample versus Total Exiters: Exit Reason

Exit Reason	Respondents		Total Exiters	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Graduated with Diploma	693	84.7	3388	74.4
Graduated with Certificate	11	1.3	43	.9
Dropped Out	73	8.9	953	20.9
Maximum Age	41	5.0	171	3.8
Total	818	100.0	4555	100.0

Level of Employment

In order to answer Indicator 14, the respondents were asked to indicate if they had been employed at some time since leaving high school. In total, 85% indicated holding some type of employment. Thirty percent reported that this was full-time employment, while 39% indicated part time employment (less than 35 hours per week). An additional 16% of the respondents selected the response “Yes, I was employed at one time but am not now”. Of the respondents who reported being employed at some time since high school (85%), 21% indicated that this was summer employment only.

Differences in employment type. A chi-square analysis for Disability Type vs. Employment Level revealed a significant relationship (χ^2 (18, N=809)=75.2, $p<.001$, Cramér’s $V=.20$). The standardized residuals indicated that respondents with Learning Disabilities were underrepresented in the category of those reporting never being

employed, while those with “All Other Types of Disabilities” were overrepresented. Respondents with Emotional Disturbance were overrepresented in the category of those reporting having been employed at one point, but not at the time of the survey, while respondents with Intellectual Disabilities were overrepresented in the category of part-time employment and underrepresented in the full-time employment category.

There was also a significant relationship between Gender and Employment level (χ^2 (3, N=809)=26.7, $p<.001$, Cramér's $V=.20$). Females were overrepresented in the category of part-time employment, and underrepresented in the full-time employment category. Likewise, a chi-square analysis for Exit Reason vs. Employment Level revealed significance (χ^2 (9, N=809)=82.3, $p<.001$, Cramér's $V=.20$). Examination of the standardized residuals revealed that those who reached maximum age were overrepresented in the category of having never been employed, and underrepresented in the categories of both full-time and part-time employment. Those respondents who dropped out were underrepresented in the part time employment category. These respondents were also overrepresented in the category of those who held employment at one time, but not at the time of the survey. Although there was a significant relationship between Ethnicity and Level of Employment, the resulting effect size was low (e.g., $<.20$).

The level of employment was also compared to the respondent's status in a postsecondary program. A chi square analyses indicated a significant relationship (χ^2 (3, N=809)=65.2, $p<.001$, Cramér's $V=.28$). The results indicated that those respondents who were employed full-time were underrepresented in the group of those who were

currently enrolled in a postsecondary program. Conversely, those who were employed part-time were overrepresented in the category of those who were currently enrolled.

Salary

Of those who had worked at some time since graduation, 75% reported earning more than minimum wage (\$7.40/hour), 15% earned minimum wage, and 10% reported earning below minimum wage.

Differences in salary. A chi square analysis found a significant relationship between Disability type and Salary (χ^2 (12, N=658) = 96.9, $p < .001$, Cramér's $V = .27$). Respondents with ID and from the "All Other Disability Types" category were overrepresented in the group reporting earning below minimum wage and underrepresented in the group reporting earning above the minimum wage. Students with LD were underrepresented in the below minimum wage category. There was also a significant relationship between Ethnicity and Earnings (χ^2 (8, N=658)=58.4, $p < .001$, Cramér's $V = .21$), with Black and Native American/Alaskan respondents overrepresented in the group reporting earning below minimum wage, and with Asian/Pacific Islander and Hispanic respondents overrepresented in the group reporting earning minimum wage. There were no significant differences between the variables of Gender and Salary, and although there was a statistically significant difference between Exit Reason and Salary, the resulting effect size was low.

Postsecondary Education and Training

Also as part of Indicator 14, the respondents were asked if they had enrolled in any type of postsecondary education or training program since leaving high school. In total, 68% reported enrolling in some type of program. Forty-two percent indicated being

a full-time student, 18% reported being enrolled at some point but not at the time of survey completion and 9% were part-time students. Although chi square analyses significant relationships between this variable and gender, ethnicity, disability type, and exit reason, the resulting effect size for each of the analyses were small (e.g., below .20).

Type of program attending. Of those individuals who reported attending a postsecondary program, 38% were enrolled in both “Four Year College or University,” and “Community College or Two-Year College”. Sixteen percent indicated that they were enrolled in a “Trade School”, 5% selected Adult Education, while 3% selected “Other.” Chi square analyses revealed a significant difference between Exit Reason and Type of Program attended (χ^2 (15, N=548)=258.1, $p<.001$, Cramér’s $V=.40$). Respondents who dropped out were overrepresented in the Adult Education category, and underrepresented in both the Community/Two year College and Four Year College/University categories. Respondents who reached maximum age were overrepresented in the adult education category.

Likewise, chi square analyses revealed a significant relationship between Ethnicity and Type of Program attended (χ^2 (20, N=548)=85.3, $p<.001$, Cramér’s $V=.20$). Black respondents and Hispanic respondents were overrepresented in the Adult Education category and underrepresented in the Four Year College/University category. White respondents were underrepresented in the Adult Education category.

Contact with Agencies and Services

The respondents were provided with a list of adult service and community agencies that provide supports to people with disabilities in the State of Connecticut,

and were asked to select all of the agencies with which they worked. The most commonly selected response was “No Help from any Adult Service Agencies or Community Agencies, it is not Necessary” (46%), and “Did Not Know that Any Adult Service Agencies or Community Agencies Were Available” (26%). The service most commonly selected was the Department of Social Services (10%), followed by the Bureau of Rehabilitation Services (9%) and the Department of Mental Retardation (8%).

Perception of Life Satisfaction.

The respondents were presented with a five-point Likert scale and were asked to respond to the following statement: “I am satisfied with my life since leaving high school.” The mean score was 3.6 (SD = 1.3). Sixty four percent indicated “Agree” or “Strongly Agree”, while 21% selected “Disagree” or “Strongly Disagree” and 15% were “Unsure”. Analysis of variance results indicated that students with emotional disorders had lower levels of satisfaction than students with intellectual disabilities and learning disabilities ($F(6, 794) = 4.6, p. < .001$). Likewise, students who dropped out of school had lower levels of satisfaction than respondents who graduated with a diploma or a certificate, or who aged out ($F(3, 797) = 17.1, p. < .001$). White respondents were more satisfied with their lives than Black respondents and Hispanic respondents ($F(4, 796) = 8.3, p. < .001$). Respondents who were employed at the time of the survey (both full-time and part-time) reported higher levels of satisfaction than those who were never employed since high school and those who were employed at one time but not at the time of the survey ($F(3, 792) = 22.0, p. < .001$). Those respondents earning more than minimum wage reported higher levels of satisfaction than those earning at or below minimum wage ($F(2, 649) = 18.7, p. < .001$). Respondents who were enrolled in

postsecondary education or training had higher levels of satisfaction than those who were not enrolled ($F(3, 787) = 38.2, p. < .001$), and those enrolled in four-year programs reported higher levels of satisfaction than those in other programs ($F(5, 533) = 13.2, p. < .001$).

Open Ended Question

The final question on the survey was “Is there anything else you would like to tell us about your life after you have left high school?” Responses were received from 390 members of the sample. The responses clustered into the following major themes: “Working or In School” (neutral comment), “Life is good or better now than in high school”, “Life is Hard”, “More Help is Needed”, “Special Education Helped”, “Special Education Did Not Help”, and “Other.” Appendix D contains all of the responses in their entirety.

Summary and Discussion

Current Sample

Eighty-five percent of the respondents reported being employed at some time during the two years since graduation, with 30% being employed full-time at the time of the study, 39% employed part-time, and 16% employed at one time, but not at the time of the study. Additionally, of those working, 75% reported earning more than the Connecticut minimum wage (\$7.40/hour), 15% were earning minimum wage, and 10% were earning below minimum wage. Respondents with LD were less likely to report being unemployed, while respondents with “Other” disability types were more likely to report being unemployed. Correspondingly, respondents with LD were less likely to report earning below minimum wage, while respondents with other disabilities were

more likely to report earning less than minimum wage and less likely to report earning more than minimum wage. There was also a relationship between reason for exit and employment status, as those who aged out were more likely to report never having worked, and those who dropped out were more likely to report having employment at one time, but not at the time of the survey. Both employment status and levels of earnings had a significant relationship with perceptions of life satisfaction. Respondents who were employed at the time of the study (either full or part time) reported higher levels of satisfaction than those who were not employed at the time of the survey (both never employed and employed at one time but not now). Those respondents earning more than minimum wage also reported higher levels of satisfaction than other respondents. Likewise, respondents who dropped out reported lower levels of life satisfaction than other respondents.

A total of 68% of the respondents had enrolled in some type of postsecondary program, with 42% reporting being full-time students, and 9% being part-time students. There were no significant differences among the demographic variables and postsecondary status, although respondents who dropped out were less likely to report being in two- or four-year college programs. Black and Hispanic respondents were more likely to report attending an adult education program, and less likely to report attending college. Respondents who reported attending college were more likely to report higher levels of overall life satisfaction than those who were not attending. Additionally, in response to Indicator 14, 60% of the respondents indicated both employment and enrollment in a postsecondary program since leaving high school.

It is encouraging that when the respondents were asked what type of adult service or community agency, the most common response (46%) was that no support or services were necessary. However, it is alarming that the second most common response (26%) was not being aware that such services were available.

Comparison to 2000 and 2002 Exiters.

Because of significant changes to the survey used in this investigation, direct comparison to the results of the two previous studies of special education exiters is restricted (Year 2000 Exiters, Bruder & Gaynor, 2002; Year 2002 Exiters, Madaus, 2004). However, some variables can be compared across reports. In terms of gender, males constituted 59% of the 2000 Exiters and 62% of both the 2002 and 2004 exiters. In all samples, the vast majority of respondents were White (85% of 2000 Exiters; 87% of the 2002 Exiters; and 81% of the 2004 Exiters), with most common disability being LD (56% of the 2000 Exiters; 49% of the 2002 Exiters; and 47% of the 2004 Exiters).

In regard to the findings related to level of employment it is critical to note that the instrument used in the study of the 2002 exiters asked the question "How many hours do you work each week" while the survey this investigation asked the question "Have you been employed since leaving high school?" This represents a subtle but important change in wording that could impact direct comparisons. With this caution in mind, there was a decrease in the number of respondents who reported being employed full-time (43% of the 2000 Exiters; 47% of the 2002 Exiters; and 30% of the 2004 Exiters). The percentage of respondents earning above minimum wage remained consistent (73% of the 2000 Exiters; 79% of the 2002 Exiters; 75% of the 2004 Exiters). As noted, those respondents who were employed full-time were underrepresented in the group of those

enrolled in a postsecondary program, while those employed part-time were overrepresented in this category.

The percentage of respondents reporting being enrolled in either a Community/Two Year College was higher than the 2000 Exiters and consistent with the 2002 Exiters (16% of the 2000 Exiters; 36% of the 2002 Exiters; 38% of the 2004 Exiters). The same trend was evident on those attending a Four-Year College or University (25% of the 2000 Exiters; 41% of the 2002 Exiters; 38% of the 2004 Exiters). The percentage of respondents reporting attending a Trade School was higher in the present sample (3% of the 2000 Exiters; 5% of the 2002 Exiters; 13% of the 2004 Exiters).

An item that was nearly identical in the study of the 2002 and the 2004 exiters asked "Have any of the following state agencies worked with you since leaving high school?" (note that the 2002 exiter study used the phrase "adult service or community agencies"). In the present results, the most common response (46%) was that no support or services were necessary, which is an increase from 40% among the 2002 exiters. The second most common response (26%) was "Did not know that any state agencies were available." This response increased 10% from the 2002 exiters, 16% of whom selected this response.

Limitations

The results of the current survey should be viewed with some caution given the overall low response rate of 23%, the under representation of Black and Hispanic exiters, and the under representation of those who dropped out of school. Efforts were made to enhance the response rate, including shortening the survey, conducting two-

waves of mailings and providing postage paid reply envelopes. The survey instrument was also carefully reviewed to ensure it was properly worded and that the directions were clear for the intended audience. It is unclear if the response rate is a reflection of non-respondent bias or a case of incorrect addresses. Across both waves of mailings, 920 surveys were returned as undeliverable because of incorrect or unknown addresses.

Finally, care must be taken in generalizing the current results. These data represent the characteristics of a sample of exiters with disabilities from the state of Connecticut alone, and may not be similar to exiters with disabilities from other states. Additionally, because comparative data does not exist, the results cannot be compared to students without disabilities who exited Connecticut schools in the 2004.

Appendix A
Survey Instrument

**FOLLOW-UP SURVEY
YEAR 2004 GRADUATES/EXITERS OF CONNECTICUT HIGH SCHOOLS**

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

Part I: Employment Status

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

<input type="checkbox"/>	No, I have not been employed. (Go to question #4)
<input type="checkbox"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now

2. If yes to Question 1, was this summer employment only?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

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

<input type="checkbox"/>	Below minimum wage (less than \$7.40/hr.)
<input type="checkbox"/>	Minimum wage (\$7.40/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.40/hr.)

Part II: Postsecondary Education and Training Status

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

<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program
<input type="checkbox"/>	Yes, I am a full-time student
<input type="checkbox"/>	Yes, I am a part-time student
<input type="checkbox"/>	Yes, I was enrolled but am not now

Please continue to last page...

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

	Community College or two-year college
	Four-year college or university
	Trade School (i.e. hairdressing, welding, computing, bartending, etc.)
	Military Training School or Program
	Adult Education (GED, High School Completion Program, etc.)
	Other – Please specify:

Part III: Additional Information

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

	Bureau of Rehabilitation Services (BRS)
	Department of Mental Retardation (DMR)
	Department of Mental Health and Addiction Services (DMHAS)
	Board of Education and Services for the Blind (BESB)
	Department of Social Services (e.g., SSI, SSDI, Title XIX)
	Department of Labor One-Stop Centers (Employment Centers)
	No help received, it is not necessary
	No help received; Did not know that any state agencies were available

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

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

Strongly Disagree Disagree Unsure Agree Strongly Agree

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

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

Appendix B

Frequencies for Respondents
 $n = 818$

Table B1
Disability Type

Category	<u>N</u>	<u>%</u>
ADHD	50	6.1
Autism	21	2.6
Deaf/Blind	0	0.0
ED	101	12.3
Hearing Impairment	22	2.7
Intellectual Disability	43	5.3
Learning Disability	382	46.7
Multiple Disability	32	3.9
Neurological Impairment	0	0
Orthopedic	2	.2
Other Health Impaired	91	11.1
Speech	63	7.7
TBI	2	.2
Visual Impairment	9	1.1
Total	818	100.0

Table B2
Disability Type Grouped for Analysis

Category	<u>N</u>	<u>%</u>
ADHD	50	6.1
ED	101	12.3
Intellectual Disability	43	5.3
Learning Disability	382	46.7
Other Health Impaired	91	11.1
Speech	63	7.7
All Other Disabilities	88	10.8
Total	818	100.0

Table B3
Gender

Category	N	%
Female	311	38.0
Male	507	62.0
Total	818	100.0

Table B4
Ethnicity

Category	N	%
Asian/Pacific Islander	10	1.2
Black	69	8.4
Hispanic	70	8.6
Native American	3	.4
White	666	81.4
Total	818	100.0

Table B5
Age

Year	N	%
16	1	.1
17	1	.1
18	9	1.1
19	15	1.8
20	371	45.4
21	261	31.9
22	46	5.6
23	71	8.7
24	43	5.3
Total	818	100.0

Table B6
Reason for Exit

Year	N	%
Graduated with Diploma	693	84.7
Graduated with Certificate	11	1.3
Dropped Out	73	8.9
Maximum Age	41	5.0
Total	818	100.0

Table B7
Have you been employed since leaving high school?

Category	N	%
Yes, Full-time (35 hours or more)	240	29.7
Yes, Part-Time (less than 35 hours per week)	316	39.1
Yes, I was employed at one time but am not now	132	16.3
No, I have not been employed	121	15.0
Total	809	100.0

Table B8
If yes, to Question 1, was this summer employment only?

Category	N	%
Yes	145	21.3
No	535	78.7
Total	680	100.0

Table B9

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

Category	N	%
Below Minimum Wage (less than \$7.40/hour)	68	10.3
Minimum Wage (\$7.40/hour)	97	14.7
Above Minimum Wage (more than \$7.40/hour)	493	74.9
Total	658	100.0

Table B10

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

Category	N	%
No, I have never enrolled in postsecondary education or a training program	259	32.3
Yes, I am a full-time student	333	41.5
Yes, I am a part-time student	70	8.7
Yes, I was enrolled but am not now	141	17.6
Total	803	100.0

Table B11

If yes to Question 4, what type of school or program did you enroll in?

Category	N	%
Community College or Two-Year College	208	38.0
Four Year College or University	206	37.6
Trade School	89	16.2
Military Training School or Program	5	.9
Adult Education	26	4.7
Other School or Program	14	2.6
Total	546	100.0

Table B12

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

Category	N	%
Bureau of Rehabilitation Services	75	9.2
Department of Mental Retardation	68	8.3
Department of Mental Health and Addiction Services	21	2.6
Board of Education and Services for the Blind	7	.9
Department of Social Services	85	10.4
One Stop Centers	15	1.8
No Help Necessary	379	46.3
Did Not Know Help was Available	209	25.6

Appendix C
Response Rate by District

LEA			Frequency	Percent
Ansonia	Total	Received	3	13.6
	No	Response	19	86.4
	Total		22	100.0
Avon	Total	Received	7	26.9
	No	Response	19	73.1
	Total		26	100.0
Berlin	Total	Received	5	20.0
	No	Response	20	80.0
	Total		25	100.0
Bethel	Total	Received	6	46.2
	No	Response	7	53.8
	Total		13	100.0
Bloomfield	Total	Received	4	15.4
	No	Response	22	84.6
	Total		26	100.0
Bolton	No	Response	4	100.0
Bozrah	Total	Received	2	20.0
	No	Response	8	80.0
	Total		10	100.0
Branford	Total	Received	9	20.0
	No	Response	36	80.0
	Total		45	100.0
Bridgeport	Total	Received	7	6.4
	No	Response	103	93.6
	Total		110	100.0
Bristol	Total	Received	13	14.0
	No	Response	80	86.0
	Total		93	100.0
Brookfield	Total	Received	3	33.3
	No	Response	6	66.7
	Total		9	100.0
Brooklyn	Total	Received	2	25.0
	No	Response	6	75.0
	Total		8	100.0
Canterbury	Total	Received	2	28.6
	No	Response	5	71.4
	Total		7	100.0
Canton	Total	Received	2	16.7
	No	Response	10	83.3
	Total		12	100.0
Cheshire	Total	Received	16	30.8
	No	Response	36	69.2

	Total		52	100.0
Clinton	Total	Received	7	33.3
	No	Response	14	66.7
	Total		21	100.0
Colchester	Total	Received	6	33.3
	No	Response	12	66.7
	Total		18	100.0
Columbia	No	Response	5	100.0
Coventry	Total	Received	3	10.3
	No	Response	26	89.7
	Total		29	100.0
Cromwell	Total	Received	6	31.6
	No	Response	13	68.4
	Total		19	100.0
Danbury	Total	Received	8	13.1
	No	Response	53	86.9
	Total		61	100.0
Darien	Total	Received	13	26.5
	No	Response	36	73.5
	Total		49	100.0
Dept of Children and Families	Total	Received	1	16.7
	No	Response	5	83.3
	Total		6	100.0
Dept of Corrections	Total	Received	56	18.0
	No	Response	255	82.0
	Total		311	100.0
Derby	Total	Received	3	42.9
	No	Response	4	57.1
	Total		7	100.0
East Granby	No	Response	7	100.0
East Haddam	Total	Received	3	30.0
	No	Response	7	70.0
	Total		10	100.0
East Hampton	Total	Received	7	53.8
	No	Response	6	46.2
	Total		13	100.0
East Hartford	Total	Received	3	4.9
	No	Response	58	95.1
	Total		61	100.0
East Haven	Total	Received	5	20.0
	No	Response	20	80.0
	Total		25	100.0
East Lyme	Total	Received	10	23.3
	No	Response	33	76.7

	Total		43	100.0
East Windsor	Total	Received	2	16.7
	No	Response	10	83.3
	Total		12	100.0
Eastford	No	Response	1	100.0
Ellington	Total	Received	3	23.1
	No	Response	10	76.9
	Total		13	100.0
Enfield	Total	Received	11	15.1
	No	Response	62	84.9
	Total		73	100.0
Fairfield	Total	Received	9	15.0
	No	Response	51	85.0
	Total		60	100.0
Farmington	Total	Received	8	29.6
	No	Response	19	70.4
	Total		27	100.0
Glastonbury	Total	Received	10	17.9
	No	Response	46	82.1
	Total		56	100.0
Granby	Total	Received	5	22.7
	No	Response	17	77.3
	Total		22	100.0
Greenwich	Total	Received	22	20.8
	No	Response	84	79.2
	Total		106	100.0
Griswold	Total	Received	6	46.2
	No	Response	7	53.8
	Total		13	100.0
Groton	Total	Received	4	13.3
	No	Response	26	86.7
	Total		30	100.0
Guilford	Total	Received	12	29.3
	No	Response	29	70.7
	Total		41	100.0
Hamden	Total	Received	5	8.6
	No	Response	53	91.4
	Total		58	100.0
Hartford	Total	Received	4	8.9
	No	Response	41	91.1
	Total		45	100.0
Killingly	Total	Received	1	5.6
	No	Response	17	94.4
	Total		18	100.0
Lebanon	Total	Received	2	20.0

	No	Response	8	80.0
	Total		10	100.0
Ledyard	Total	Received	3	16.7
	No	Response	15	83.3
	Total		18	100.0
Lisbon	Total	Received	2	33.3
	No	Response	4	66.7
	Total		6	100.0
Litchfield	Total	Received	3	37.5
	No	Response	5	62.5
	Total		8	100.0
Madison	Total	Received	7	24.1
	No	Response	22	75.9
	Total		29	100.0
Manchester	Total	Received	11	22.9
	No	Response	37	77.1
	Total		48	100.0
Meriden	Total	Received	4	6.8
	No	Response	55	93.2
	Total		59	100.0
Middletown	Total	Received	6	27.3
	No	Response	16	72.7
	Total		22	100.0
Milford	Total	Received	13	19.7
	No	Response	53	80.3
	Total		66	100.0
Monroe	Total	Received	4	17.4
	No	Response	19	82.6
	Total		23	100.0
Montville	Total	Received	8	26.7
	No	Response	22	73.3
	Total		30	100.0
Naugatuck	Total	Received	2	4.4
	No	Response	43	95.6
	Total		45	100.0
New Britain	Total	Received	14	12.8
	No	Response	95	87.2
	Total		109	100.0
New Canaan	Total	Received	10	38.5
	No	Response	16	61.5
	Total		26	100.0
New Fairfield	Total	Received	3	15.0
	No	Response	17	85.0

	Total		20	100.0
New Haven	Total	Received	6	4.5
	No	Response	127	95.5
	Total		133	100.0
New London	Total	Received	4	16.0
	No	Response	21	84.0
	Total		25	100.0
New Milford	Total	Received	8	19.0
	No	Response	34	81.0
	Total		42	100.0
Newington	Total	Received	5	16.7
	No	Response	25	83.3
	Total		30	100.0
Newtown	Total	Received	14	23.0
	No	Response	47	77.0
	Total		61	100.0
North Branford	Total	Received	2	40.0
	No	Response	3	60.0
	Total		5	100.0
North Haven	Total	Received	4	22.2
	No	Response	14	77.8
	Total		18	100.0
North Stonington	Total	Received	3	50.0
	No	Response	3	50.0
	Total		6	100.0
Norwalk	Total	Received	8	11.9
	No	Response	59	88.1
	Total		67	100.0
Norwich	Total	Received	10	23.3
	No	Response	33	76.7
	Total		43	100.0
Old Saybrook	Total	Received	3	18.8
	No	Response	13	81.3
	Total		16	100.0
Oxford	Total	Received	1	8.3
	No	Response	11	91.7
	Total		12	100.0
Plainfield	Total	Received	5	20.8
	No	Response	19	79.2
	Total		24	100.0
Plainville	Total	Received	3	14.3
	No	Response	18	85.7
	Total		21	100.0

Plymouth	Total	Received	1	5.9
	No	Response	16	94.1
	Total		17	100.0
Pomfret	Total	Received	1	50.0
	No	Response	1	50.0
	Total		2	100.0
Portland	No	Response	1	100.0
Preston	Total	Received	1	25.0
	No	Response	3	75.0
	Total		4	100.0
Putnam	Total	Received	2	22.2
	No	Response	7	77.8
	Total		9	100.0
Regional SD#1	Total	Received	2	16.7
	No	Response	10	83.3
	Total		12	100.0
Regional SD#10	Total	Received	6	33.3
	No	Response	12	66.7
	Total		18	100.0
Regional SD#11	Total	Received	3	50.0
	No	Response	3	50.0
	Total		6	100.0
Regional SD#12	Total	Received	2	22.2
	No	Response	7	77.8
	Total		9	100.0
Regional SD#13	Total	Received	2	15.4
	No	Response	11	84.6
	Total		13	100.0
Regional SD#14	Total	Received	8	47.1
	No	Response	9	52.9
	Total		17	100.0
Regional SD#15	Total	Received	10	23.8
	No	Response	32	76.2
	Total		42	100.0
Regional SD#16	No	Response	19	100.0
Regional SD#17	Total	Received	2	9.1
	No	Response	20	90.9
	Total		22	100.0
Regional SD#18	Total	Received	2	28.6
	No	Response	5	71.4
	Total		7	100.0
Regional SD#19	Total	Received	14	33.3
	No	Response	28	66.7
	Total		42	100.0

Regional SD#4	Total	Received	2	20.0
	No	Response	8	80.0
	Total		10	100.0
Regional SD#5	Total	Received	7	17.9
	No	Response	32	82.1
	Total		39	100.0
Regional SD#6	Total	Received	4	50.0
	No	Response	4	50.0
	Total		8	100.0
Regional SD#7	Total	Received	9	39.1
	No	Response	14	60.9
	Total		23	100.0
Regional SD#8	Total	Received	3	23.1
	No	Response	10	76.9
	Total		13	100.0
Regional SD#9	Total	Received	1	5.9
	No	Response	16	94.1
	Total		17	100.0
Ridgefield	Total	Received	12	27.9
	No	Response	31	72.1
	Total		43	100.0
Rocky Hill	Total	Received	6	33.3
	No	Response	12	66.7
	Total		18	100.0
Salem	Total	Received	2	40.0
	No	Response	3	60.0
	Total		5	100.0
Seymour	No	Response	4	100.0
Shelton	Total	Received	4	20.0
	No	Response	16	80.0
	Total		20	100.0
Sherman	Total	Received	2	33.3
	No	Response	4	66.7
	Total		6	100.0
Simsbury	Total	Received	5	17.2
	No	Response	24	82.8
	Total		29	100.0
Somers	Total	Received	3	21.4
	No	Response	11	78.6
	Total		14	100.0
South Windsor	Total	Received	10	22.7
	No	Response	34	77.3
	Total		44	100.0
Southington	Total	Received	14	22.2

	No	Response	49	77.8
	Total		63	100.0
Sprague	Total	Received	1	20.0
	No	Response	4	80.0
	Total		5	100.0
Stafford	Total	Received	3	12.0
	No	Response	22	88.0
	Total		25	100.0
Stamford	Total	Received	17	14.7
	No	Response	99	85.3
	Total		116	100.0
Sterling	Total	Received	1	9.1
	No	Response	10	90.9
	Total		11	100.0
Stonington	Total	Received	3	23.1
	No	Response	10	76.9
	Total		13	100.0
Stratford	Total	Received	14	20.9
	No	Response	53	79.1
	Total		67	100.0
Suffield	No	Response	2	100.0
Thomaston	Total	Received	4	26.7
	No	Response	11	73.3
	Total		15	100.0
Thompson	Total	Received	2	40.0
	No	Response	3	60.0
	Total		5	100.0
Tolland	Total	Received	5	25.0
	No	Response	15	75.0
	Total		20	100.0
Torrington	Total	Received	5	12.8
	No	Response	34	87.2
	Total		39	100.0
Trumbull	Total	Received	3	8.3
	No	Response	33	91.7
	Total		36	100.0
Vernon	Total	Received	5	13.9
	No	Response	31	86.1
	Total		36	100.0
Vocational-Tech	Total	Received	36	14.4
	No	Response	214	85.6
	Total		250	100.0
Voluntown	No	Response	3	100.0
Wallingford	Total	Received	11	25.0

	No	Response	33	75.0
	Total		44	100.0
Waterbury	Total	Received	11	7.0
	No	Response	146	93.0
	Total		157	100.0
Waterford	Total	Received	4	15.4
	No	Response	22	84.6
	Total		26	100.0
Watertown	Total	Received	6	24.0
	No	Response	19	76.0
	Total		25	100.0
West Hartford	Total	Received	25	26.0
	No	Response	71	74.0
	Total		96	100.0
West Haven	Total	Received	4	14.3
	No	Response	24	85.7
	Total		28	100.0
	Total			
Westbrook	Total	Received	1	50.0
	No	Response	1	50.0
	Total		2	100.0
Weston	Total	Received	4	33.3
	No	Response	8	66.7
	Total		12	100.0
Westport	Total	Received	9	22.0
	No	Response	32	78.0
	Total		41	100.0
Wethersfield	Total	Received	4	30.8
	No	Response	9	69.2
	Total		13	100.0
Wilton	Total	Received	3	15.8
	No	Response	16	84.2
	Total		19	100.0
Winchester	Total	Received	4	30.8
	No	Response	9	69.2
	Total		13	100.0
Windham	Total	Received	4	14.3
	No	Response	24	85.7
	Total		28	100.0
Windsor	Total	Received	5	14.7
	No	Response	29	85.3
	Total		34	100.0
Windsor Locks	Total	Received	2	11.1
	No	Response	16	88.9
	Total		18	100.0

Wolcott	Total	Received	3	20.0
	No	Response	12	80.0
	Total		15	100.0
Woodstock	Total	Received	1	20.0
	No	Response	4	80.0
	Total		5	100.0

Appendix D
Open Ended Responses

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

Note: Data is presented as written by the respondent.

- I think more help can be offered to high school students and more options should be introduced.
- I made the Dean's List at MCC this past semester. I run the service counter at a grocery store in my work.
- I was in special ed and never got any support after high school when I was told that I would be able to get support. If I had this support it would be big help to me now!!
- I am happy taking one class each semester and working part time.
- I have started a small business networking company and am currently struggling with a good business game aside from a part-time job a Best Buy (BBY). I am in debted to I.E.A. for their wonderful support while in middle and high school.
- Life's great!!
- I am getting more out of my life now. All the things they were supposed to teach me about in school they didn't. My parent, family and group home staff are teaching me the things that were in my I.E.P's Special Ed is supposed to help you get ready.
- It is hard to find a job. I am not really sure on what to go to school for, or how to properly enroll. Right now I feel my life is shit (sorry about the cursing).
- I am satisfied with my life after high school. I have become a hairdresser and now I'm looking forward to becoming a makeup artist for fashion runaways.
- Graduated from Tech College and am now an electrical apprentice with a large electrical company.
- South Windsor High School did nothing to prepare me for independent living and life after high school. I can't work or go to school. I live with my parents and maybe always will. I was employed for 2 weeks only.
- All I want to say is why I disagree for #7. It's because after high school my mother had a divorce, so with that all happening I had to help more than I could. So all my plans for going to college just swept away.
- I continue to have the speech impediment. It has gotten worse, though I have decided to live with it for now, until I can get some new therapy or brain surgery. Finances are a consideration at the moment.
- He attends a day program at HARC on Asylum Ave. in Hartford. He receives many services there that are not found in any other agencies. More agencies should model HARC if only the state could fund them!
- Working and going to school caused another mental health crisis. I need more support and financial assistance, but it is not available. Special services made high school manageable. The same services are not available after high school for real life.
- I am glad it's over.
- Because of the totally inadequate special ed "services" I received in high school, I am completely unprepared to advocate for myself, or to pass my required math classes, and I may not be able to graduate from the university in which I am enrolled.
- I went to Western Connecticut State University for four years and learned that it wasn't for me so now I go to a hairdressing school.
- I really believe that my school Response didn't do me any good in getting me ready for college and that's why I didn't like it and dropped out.
- She is in the workshop at S.T.A.R. She is bored and finds little work she is capable of in the workshop. Her checks average \$2.00 every two week!
- Having medical problems and without insurance I can't be seen.
- My transition after high school was hard. I had no idea how hard life would be after high school until now. I wish I took advantage of my education and resources. I now realize how important education is and wish I could get a degree or go to college.

- I work in retail at Target 32.5 hours a week, and make almost \$9 an hour.
- I went through three semesters of community college, some of which was successful, some of which was not. I would like to rejoin the workforce. However, I'm having trouble structuring my life, and getting motivated.
- Young Adult Program via East Conn till age 22. Then in day program with local ARC. Lives in group home. Earns \$2/hr when he works (about 40/week).
- I have also recently joined the Armed services and hoping to continue my education through their education services.
- I attended Bristol Tech. My shop teacher believed in me and helped me to get my job. I work in a spring shop in Walcott and have received many bonuses and raises since my employment.
- Being in a special education program in Hartford prepared me very right for college.
- He has been very depressed since high school graduation because he hasn't worked steadily.
- I didn't learn anything in school that helped me to prepare for jobs.
- I am very happy with my life right now. I am doing very well, and enjoying being a psychology major. The life at my college brings me pure bliss and the people I have met are incredibly wonderful.
- I am still working for the Walt Disney World Co. I had worked down there on a college program. From January of 2005 to August 2005 was the best time of my life. I am now home and work for Oakdale and the Palace Theatres.
- It's a lot better. High school was the hardest time for a special ed student. More freedom, college is a lot better for me, plus when I need help there are many people that will help you whenever you need it.
- I shoot a lot of dope and fucked my life up worse than I, or anyone could ever imagine, so I ran from my problems my whole life.
- My life has improved. I enjoy going to college and matured a lot since high school.
- I am currently living in a group home. I don't take advantage of fellowship very much, except for the computers and some meals. I am having difficulty adjusting to the routine of the group home.
- BRS services helped me find a job that I was comfortable and had good earnings/benefits.
- He is doing well in a private school. Left the public school after 7th grade.
- Growing up with ADD was hard in my school days. But after school I had to grow up cause I was faced with grown up situations so I work full time now. I have a car and I should have my own apartment in a month. So I have overcome my childhood problems.
- School was the most painful ridiculous torment imaginable and now I have been sent out from special ed in the very jaws of the beast in the 7th circle of hell, because you wouldn't give me a hand.
- I greatly regret leaving college because I feel like being set back in life. But I do plan on going back this fall and eventually transfer to UCONN.
- As a blind college student, accessibility is still an issue. Each semester is different. Each teacher is different. Some care, some don't. Also I have not received enough ADL skill training, nor mobility training to transfer to a 4-year school.
- I received help from special program at school.
- I started with the state and everything is going great. I just bought my own house.
- That I was lucky to get a good job, but I miss being in school.
- I enjoyed my years at Windham High School. I like working part time for now but I am planning on increasing my hours this year.
- I knew what I know now back then because I'd be doing better I think. But I'm definitely fine with where I am, just would have been easier.
- Everything is great!
- I need more help with my reading and writing. Cause I cannot read and write that good.
- Dropped out of community college after 1 semester. Quit job after 8 months because it wasn't for me. Not enough career guidance in high school.
- She left the Stratford School Response after 8th grade. She is a senior in a private high school.
- Did not participate with assistance from school--since no support available--since graduation have had several different type of jobs. Looking for a trade with a future doing fuel time security equipment installation and servicing. Mom's friend stepped up.

- I continue to strive to be the best actor and hopefully within time my work will pay off. If not I will have to figure something else out. But I am going to try...
- I understand now the value of an education after being out a few years.
- Life is difficult and not all that rewarding.
- I got no assistance from BRS because I chose a college that they did not think met my needs even though Briarwood is in Connecticut and has special ed help for its students. They offered me no money to help offset the cost.
- My life is a little confusing, but what kids life isn't at the age of 20? CSP was the best thing that happened to me.
- College has been difficult because you don't get the same L.D. services as I received in high school. But I'm doing okay.
- G.P.A. at a 4 year university is 3.2.
- It took me over a year to get a job. Schools need better voc-ed programs. Work as Stop & Shop cashier. Wish I had better job.
- I am currently attending Goodwin College and I am planning to receive my associate degree in registered nursing.
- Bureau of Rehabilitation was a waste of time. They dropped the ball in my case. However, I have managed well on my own.
- I go to University of Hartford. I use the Learning Plus Program. My mother supports me.
- I've been locked up ever since.
- I am proud that I am maintaining a 3.14 GPA at one of the most competitive schools in the country: Carnegie Mellon University.
- High school does a poor job of preparing students for college. Socially kids lack the responsibility needed to be responsible on their own.
- Academically prepared for college. Minimal services needed for college courses.
- I would like to train for and become employed in a supported work site in the community. Insufficient funding is available from the S.T.A.R. of Connecticut to make this happen.
- I was recently fired from my job because the job refused to show me a how to do video in close caption. Then they made me sign some paper that I didn't understand. Currently I'm afraid to look for work, thinking all jobs would treat me that way.
- High school taught me nothing about the real world! Why did I leave school not knowing how to write a check or know what a financial statement was? My time was wasted with unimportant classes. Education comes from the word Educate which means to draw out.
- Thank god school is over!! I attended a secondary school to get what I couldn't get at high school.
- College doesn't offer help for special education people. I have asked for help and I receive nothing.
- I have no job yet. Stay home and do nothing. Play video game all night and all day.
- Enlisted US Marine Corps, trained in Air Forces. Currently serving in Iraq.
- Department of Social Services used to send me money to take care of myself. I don't know what's wrong they send me less. The amount they send me now is too small. I can't take care of myself with that because I'm not working full time.
- DMR is most helpful since restructuring. Always happy.
- New address.
- Greenwich High School was the best.
- I feel that Branford High School prepared me for the real world.
- One year at West Conn. High school did not prepare me for this college. Now attending Gibb's College and doing really well, getting A's and not D's at West Conn. They made high school real easy for me but then going to college it was torture.
- I have been very successful at the university and have been on the Dean's List for three consecutive semesters. I have been inducted in the National Association for Intercollegiate Scholars. My college professors have been much more knowledgeable of my LD.
- It's hard to find clerical work (with support).
- He joined the Airforce and is an environmental + Electrical technician. He works on F16 jets and will be going over to Iraq the 1st week in May. He went in the service 5 days after he graduated.

- I'm much happier now but fear taking any college courses. BRS tested me at Newington High School May 2004 and sent results to BRS. I needed lots of help in hairdressing school but struggled and had to rely on friends to help me.
- After high school I have had 3 jobs. One in Mass. And the others in CT. I am also having a hard time finding my path.
- I wish I stayed in school.
- I am his mother. We adopted him when he was 12 years old. I do not know of any agencies that can help. He is 23 years old. He is tube fed all night. Not able to find a nurse for weekends from 10:30pm till 6:30am. We have one for 4 nights.
- I needs more help to get into a good job market or a secondary school.
- Never needed special education. The schools pushed me into it. I am a successful college sophomore. Please take my name off your list.
- There should be much more help out there to find a job. People seem to be helping but everyone is "dropping the ball" and "passing the buck" to someone else. We need more assistance with this. Otherwise the public school Response was good.
- Mrs. Schaetzl at Branford High School is the best teacher I had in 12 years of school!
- I am not doing what I want to do but hopefully I will soon.
- Life is great. I work a full time job making \$10.50 an hour. I have my own apartment and car. I also plan on going to college when I have enough money saved.
- I don't feel I'm smart enough to go to college and I fear failure of all kinds. I have no confidence in myself. The job I have is only two days a week and less than 16 hours per week. It's very simple-minded job which is where my mind stands--"simple".
- I would like to have more training available to train for a specific job since college is not an option for me. Also, affordable or public transportation for work, shopping, etc.
- I have no education, no skills, no job.
- Continuing on to a community college and working was a good match for me. It gave me more confidence and the independence I need. I may want to transfer to another college when I graduate.
- I am working on transferring out of state by this fall.
- I drive now.
- Life is okay right now, but I should have stayed in school for my education. I'm trying to finish my years that I didn't finish but it's harder than ever. It's not that easy then I thought it will be. But I'm trying my best to get my diploma.
- I am doing very well considering the circumstances!
- BRS helped me get employment.
- Use services through MARC and go to movies and lunch and friends every other month. Also use ADA transportation--1 way home from work. Started working at Shady Glenn before graduating school and have continued since.
- I always wanted to be in electronics, heating, cooling or plumbing and that is what I am doing. So I guess after all those years of special ed I did not do so bad.
- Took the year off, worked that whole time, went to trade school as an automotive technician for Barron Ins. My greatest problem is getting a job while in school. No one will hire me, and I have to get work through a work agency
- A lot better than in high school. My high school years were horrible.
- Special education in Bristol Schools Response to myself and for my family wasn't very good. We are the people that are on the committee.
- I had a baby and are fully supporting this child. I also attempted the real estate exam but failed 7 times in which I have not pursued any further.
- My life after high school is going great, things in school at Tunxis are okay, and I can't be any happier. I just hope everything goes good with my major. High school had great memories, yet I'm glad I'm done with that.
- Enjoying college! Loved Avon High School.
- I want to go to full time college but my parents won't let me. How do I apply?
- I went to school for electronics but I have not been able to find work in this field. I'm working as a groundskeeper at a golf course.

- I wish more services could be available such as money management coaching and someone to help me live on my own. I have Pervasive Development Disorder but am not mentally retarded.
- I work hard at Briarwood and my work has paid off. I am going to be attending Southern Connecticut State University in the fall of 2006. Bachelors in Communications/Media field. I am proud of my achievements so far in life.
- Special education left me without the proper skills for doing anything but manual labor. Your program was utterly worthless.
- I went to jail, for something that I did not do. I got fired for things I did not do. I am 21 years old and I can say that I have nothing positive thing in my life. Been in and out of my parents. Can't get a good job because of my background (jail).
- I am fine and doing well.
- I'm going to become a nurse. Taking classes at M.C.C. and transferring to UCONN to finish my degree. I live on my own with my son and work full time.
- I thought I was done taking tests!
- I worked at Davey Tree for 2 years at 13.50 an hour. Now I am collecting unemployment. He was pushed through the Windham School Response in special ed. He still doesn't read or write very well at 20 years old. He feels he is stupid or retarded. He drinks heavily.
- I am doing well since leaving high school, but the home-tutored services that I received while I was enrolled in high school were not great. The school was very difficult to work with and treated me with much disrespect. I had to make up numerous credits
- I would like to go back to school to be a physical trainee, but I really can't afford it.
- At my community college, there are services that are offered. If I ever need help.
- I would like to see special education students receive help with getting a job after graduation from high school. It has been very difficult for me to get a job and hold it semester to semester with my changing schedules as some classes are only offered a
- I received the Future Farmers of America American Degree. I receive assistance at Naugatuck Valley C. C. with test taking from their Department of Students with Learning Disabilities.
- I went to school to become an EMT (Emergency Medical Technician). I love hands on work. I wouldn't change it for the world.
- I feel that I have been immensely short changed on services since graduation. The state's services for the disabled population that do not fall under DMR guidelines is a gross injustice.
- No direction. No goals for career. I was tested early in life with 136 IQ, but had no direction in high school, so attempting to find directions now.
- I had good intentions of attending college after high school. I just felt intimidated by the difficulties of paying for it and passing all of my classes at the same time in retrospect I wish I could have given it a shot!
- Some college courses I find difficult and sometimes meeting people is not as easy as it was in high school.
- I am not working now and have no license and cannot drive a car. I have no insurance and owe money for a cat scan. I need help getting a job.
- It feels as if killingly high school did not prepare me enough for college and the real world. I have struggled since I have left.
- I have succeeded way more than all my teachers told me I would. My guidance counselor told me special ed kids don't go to college. I am going for a 3.67 this semester so my cumulative GPA will be 3.0. I am doing well. It wasn't because of the special ed program.
- I am currently enrolled in a degree program for criminal justice. I get my A.A. degree in October. I just want to say even though it took me a little longer to graduate because of my disability, I just want to say thank you for your patience.
- I am doing well since leaving Ridgefield High (3.8/4.0). The education I received as Ridgefield High School and the effort by teachers was pitiful. My parents pay huge taxes and I don't even use the school! How sad it is if you are not someone fitting in.
- He is a hands on child who has had much success in a non-traditional school setting. He has made all A's and is excited about his future working on boats.
- By the state law, I was in special ed, was there supposes to be help after high school? Please

contact my mom at (phone number). She has some questions regarding this.

- It's been very hard for me to find a job. I feel that I was left behind because I was forced to leave school because the work was too hard for me.
- Due to on-going surgeries, I have not been able to enter post secondary schooling. I have surgeries due to burn injuries acquired at a young age 3-4 times per year.
- I am going to Manchester Community College. I am studying business office technology. It's from 9am to 12pm.
- Cannot read or spell.
- Claim a cook + painter
- High school babies you too much. College was a rude alone awakening.
- Help in finding a job for me has been very difficult. I need a job and it's tough finding a job with my kind of disability.
- I am enrolling in to a 4 year college for next fall.
- My daughter received a GED degree from Idaho. She was in many programs out of state. She is now living in Idaho and not very well. I feel that the education provided by the Greenwich School Response was marginal at best!
- I am still using special services in college, and getting through.
- I met the wrong person, got pregnant, and now trying to get my life back on track to support my son and myself. New address.
- I have been convicted of a felony, have been incarcerated, and am on probation for the next 10 year.
- There is no higher school for people with brain damage but they have to be together, kids with no mental disability and kids with mental disability. Why? Kids with mental disability copy what the others do because their limitations.
- I had a temporary health problem that prevented me from working that is now under control. It is real slow getting things together to work again. I am really too but have not been employed yet.
- I was due for testing in the spring of my senior year. However, my college and high school thought I didn't need it. Now that I need extended time with ETS in college, I can't get it without re-testing. I fault my high school in part for not re-testing me.
- Full time student at Providence College.
- I am very pleased with the special ed I received and it successfully prepared me for life.
- Was not prepared for the lack of accommodations that I would be provided with in college.
- It is both heartening and easy. I am a history major with a GPA of 3.6 average. Have been accepted into Oxford University for study abroad (full year) and have a job as a student assistant in the German Department of my home college.
- Being in special ed classes in high school I thought college was going to be so difficult. But that wasn't the case. Upon entering college I realized how much special ed programs and teachers treat us like children and how we were babied.
- Helping others with problems that I use to have has taught me something that I didn't think about using or doing before. Also trying to get into college has been a big problem for me because of where my placing was and for whatever other reasoning.
- I would really enjoy going for more education after finishing BNO Academy. I would really like to find programs that would be geared for my learning level. Such as owning and operating my own business.
- Tried M.C.C. for 1 semester offer 1 hour tutoring a week was failing all course left 3 week before semester ended now in collections they want money back.
- I am enrolled in Briarwood College in Southington CT. I start fall 04 and graduating June 2006. I am in the broadcasting field.
- I'm currently working for my uncle. I attend to the second wind clubhouse once or twice a week. I'm also working on getting my driver's license and have an off and on girl friend. I also play on and belong to a singles web sites. Going back to school.
- I spent first year after graduation unemployed. I tried one class in community college. I quit in one week. I finally got a part time job with Ups.
- Joined Army National Guard and I love it.
- I just want to say that after going through the Night School Program my life finally has a track to

follow. And the teachers I had have a lot to do with that.

- Has enrolled in US Navy and cannot take part in the survey.
- I have begun to reach my goals for my career in both coaching, managing, and teaching. I enjoy it very much.
- I had the opportunity to travel to Ecuador and Guatemala and realized that there is a whole new world out there. I thoroughly enjoyed it and hope to make traveling a part of my future--possibly a career.
- First year at 4 year college was finally diagnosed with aspergers. There were no facilities to accommodate me or anyone like me through K-12 and college. If there were I would have had a better chance for success. Even now there are no facilities to help
- Special ed students with ADHD in high school need to be taught to advocate for themselves. This is my son's biggest problem. He refuses to advocate for himself. He will be 20 now and he has to advocate for himself.
- Severe mental retardation, not able to be further educated or employed. Will be attending a day program at LARC, soon.
- Would like better work. We have a worker but offers but never follows through.
- Severe transition issues for this age group 18-24--if not in school, not employed--quality of resources so poor; because qualified as "adult", parents can't be involved in medical issues/insurance issues unless child desires.
- I am an independent contractor residential carpenter installing energy saving products. Like the job very much and also the amount of income.
- I got sober in treatment and now I'm doing great. I'm at college in MN and plan on law school in NYC next September. My high school was very ineffective however with helping me.
- I had a brain injury from a near fatal car accident. After a year of rehab I have relocated to Minnesota to be near family and attend school.
- I wish there were scholarships offered to athletic students who struggle academically (and tries his/her very best) but have great athletic skills.
- I think college is too hard for me right now.
- I have a one year old daughter and most places will not hire me because I am a young single mother.
- My life has been okay. I don't feel that anyone at college care about "me". I struggle every day in academics.
- I only work two hours per week each Wednesday. This is not very satisfactory. I would like to work more hours.
- The job that have been hired is not any type of money for me. I will have to be under parents' wings forever. Thank god for mom and dad's.
- I have my own apartment, my own car, a dog and I'm moving to Hawaii. I want to go to school but I can't support myself if I do, and I can't afford school.
- I wish I can go back to school.
- Since leaving high school I continue my education with college and during this time I discovered I wanted to make a career in the military to which I will hopefully do with the Airforce in December 2006.
- The education part of my life has been a constant battle just trying to get the services I require and then when I do receive it the quality is not as it should be.
- The valuable resources I learned throughout my public school career have carried with me in my college/employment area of my life.
- I feel very strongly that my happiness and success is not related to the special education services I received. I fell through the cracks during my high school career. The special education programs were put in place to prevent my failure.
- I am enjoying my time at NVCC. I was involved in a play for the opera society and I will be in the spring music recital for a second time. My choir and I were also in the Kenney Rogers + Friends Christmas Concert for the past two years.
- Seems like goals are harder to reach now.
- High school offered very little preparation or vocational training in FHS. It was basically warehousing. Thanks to Chapel Haven I have become a member of a community

- Since leaving high school I have changed a lot. When in high school, I did not think that I would go to college but with the help of the counselors I did.
- Next year, or the year after, I am planning on going to college for Business Management. I was curious if you could give me some help in any "discounts" and/or help me with trying to find a college that is right for me. Thank you for still caring for people.
- She is attending a day program and loves it but I always wanted her to be challenged because she's very smart. I feel she's not reaching her full potential and it makes me sad as a parent.
- I've been home 24/7 without college education and without a job. I am suffering from depression and I have asperger syndrome. I don't have many friends but I spend my time drawing and writing stories. Mom: I fear for her life. She's deeply depressed.
- The reason I am not in school at this time is because I was not eligible for financial aid. I do plan on continuing my education in the future.
- I grew up and became more independent. I live in an apartment right now with two other roommates, and everything is going pretty smooth. I'm glad I don't have to deal with high school bullshit anymore, too. But my younger brothers do and I hear about it.
- I would like to get more education to help me in day to day living. I would like to also get education in a certain area so I may get a job I have been trained for.
- It's hard to keep a job due to my limits physically PPI don't have much patience. Hopefully that will change with a degree. If there are any agencies that you think could help please send me some information.
- I wish I would have worked harder in high school.
- I am still part of the H.S. Lacrosse program.
- Since leaving high school I have worked 2 different jobs. One was a horseback riding camp instructor. One of the most recent was a homemaker/companion for the elderly making \$8.59 an hour. I went to Naugatuck Valley Community College for a semester.
- I just really need a paying job.
- I am doing well at college though I still have trouble spelling. I ask other people to read my papers first before handing them in. Sometimes it is hard memorizing stuff for tests.
- I have worked at dead end jobs since I left high school. I also never learned how to spell or grammar while I was in high school. I'm 19 years old with a baby I don't have too many options left for myself.
- My son has been unable to secure employment. BRS has called him "unemployable" and has started that Watertown High School failed to educate him properly. Since no state agencies will claim responsibility for people with PDD, we have had no assistance.
- I still have a noticeable disability, but I am able to overcome my weakness with discipline and a lot of effort. I feel as though some of the classes and teachers I had while I was in the special ed program did help me in the long run.
- It is difficult for me to obtain employment, because I cannot fill out the application. My mother has typed a resume for me to follow. My employment opportunities are limited. I need some guidance from state agencies. Is there any that can help me?
- I work in landscaping and will get my CDL to drive truck when I am 21 years old.
- After high school I went to college, where I learned a lot of materials that I wish I learned in high school. I didn't realize how much I loved school until now, I plan on getting my associate degree in business administration and my bachelor's degree.
- Grades in college started out horrible because of bad study skills. I wish I had been more independent in special ed, it would have prepared me more for college.
- I am graduating from Briarwood College with an associate degree in child development. I have been accepted at SCSU. I want to get a degree in education and get a job teaching kindergarten. At Cheshire H. S. I was not encouraged to take a foreign language.
- Finding employment for a special needs/mentally retarded person is extremely difficult.
- High school helped me prepare for the real world. It was much less scary with the help I received at the high school I went to.
- Education is too focused on unnecessarily large amounts of information that won't get you anywhere and not focused enough on preparing you for employment. And the high school education, both special and regular, is a complete joke in this country.

- I tried college and it was very hard for me because in high school I got a lot of one on one help and colleges don't give you that. Maybe in high school.
- After leaving high school life hasn't changed that much cause I've been working since I was in middle school. I have a son now to take care of being a single mother so it's important for me to keep a job. I can't wait to see all my friends at my 5 years reunion.
- My life is easier to plan, as far as work, classes, activities etc. Students going in this same path need to have encouragement and need to apply for scholarships with help. This can be a stressful time. Please let me know about your findings when finished.
- Currently working with Goodwill Industries of Western Connecticut, Inc. Still actively working with BRS. Have previously worked with Kennedy Center.
- It has been good but while in Grasso Tech it is needs a lot of help they caused me a lot of grief. If I had more children I would not send them to Grasso Tech. they made my life miserable when my daughter was there.
- Went to community college and it wasn't for me. I am now starting an apprenticeship for an electrician and hopefully going back for night courses.
- There are very few chances for integration for someone with multiple handicaps.
- I went to Western CT State University but failed 3 courses (actually withdrew from 2 and failed 1) and dropped out of college. I have been working at TJ Maxx in Brookfield, CT since January 2006.
- I need health insurance. I need continued counseling for depression. I want to help others like me.
- He functions at age 6 months. He has wonderful support from 2 care providers who come in and who take him to PT 3 times a week. He has a massage therapist who comes in once a week. Three students live in to help us manage, and to give us more flexibility.
- I miss my friends.
- I have many emotional issues that have followed me through my high school years and beyond. I feel I might have been better prepared for life after high school if I had more help in high school.
- I would like to be introduced to more programs connected with getting job opportunities, training programs, something that would bring me back in the working world.
- Thanks to all the support I have gone on to New England Culinary Ins. In Burlington, VT. I am at the top of my class!
- I plan to return to college in the fall.
- I took a 6-week one-on-one training course in college. I learned more about Excel, Word, and Data Entry. I learned to type better, too.
- Kids who have trouble with math, like I did in high school, should have the option to have supported study online (for math). This was the only way I learned. I had to take all of my algebra over again after graduating. (Received B's)
- Need help find a job.
- After high school I worked up until Oct. in a clothes store as cashier/sales clerk. Then in Oct. I moved out of CT to a different state, where I got the chance to get a certificate for Pharmacy tech. Then after a few months or so I started to teach people
- College is not as easy as you think. You can't slack off by going out at night. Homework and attending classes is KEY to be successful.
- I would say that since I left high school, I have tried to start college, but unfortunately they deny my financial aid. But I have great news! On November 20, 2005 I was selected Miss Connecticut.
- It's really hard on family members, not being able to get a decent paying job or any support from the state. Meeting people is hard. Cost of living is too high. Being an adult with Asperger's is hard for everybody.
- I am going through the GED program and hopefully joining the armed services.
- I would like to work harder in high school so I would be a better student in college.
- Currently a Dean's List student receiving scholarship money for my grades. I have acquired my pilots license and multi-engine rating and building hours toward my commercial ticket. I have learned to manage my time and juggle school, flying.
- Have found it already difficult to find steady good employment. I am a good dependable, hard worker but find it hard to sell myself. Don't find much help out there. Really could use some good help and guidance to find a reliable job.

- Since I did not graduate from high school, my life has been real hard. Jobs will not or hardly hire me cause no GED or diploma. It's hard to make a living to survive making me do things I wouldn't normally do for money, leading me to jail and institutions
- Full time college was difficult and finding alternate options is not easy. College isn't for everyone but not following the "traditional" path is very complicated (i.e. insurance coverage, finding other options.)
- I'm in construction & excavating and I think that if I went to a trade school it would have helped me out way more. I guess I just wish I had figured out what I wanted to do in life sonner and learned more about it younger.
- Works hard and schools hard also but other than that life's great.
- The strong special ed programs I have while in public school and strong parental support directly contributed to my current positive life situation. Special ed kids are delegated usually but most of us eventually get to a point where we can be independent
- I was enrolled in school until they transferred me to Northern CT.
- I came to jail at age 16 while still going to school. I enrolled into school while incarcerated but after being transferred to Northern CT, I received no more education.
- I really want to farther my education. I have a lot of talent and potential. I also know what areas/curricular I need to sharpen. What deprive me from doing so is that, this jail has no educational programs besides GED.
- After high school I went to college, although it did not work out for me. I was majoring in computer technology, if I had another chance to study it I would. During and after college I was working with my dad in the Olenders Body Shop. I have been working
- I am currently employed at Industrial Riggers. I make 40,000+/year. I am working to get my CDL and further my career and knowledge of industrial machines.
- It's just not the same. It's very hard to succeed in the working business. And you can't find many jobs without going to college or getting your license.
- I have never finished high school and now have a good job!
- Being a special ed student and attending an ag high school, I did not advance or have the option of more advance math/science and this has caused problems. I could have used more assistance from high school guidance consulor helping with setting up college
- Wish BOCES had been available or tech ed that would have helped me learn some basic skills that would be helpful now and in my future.
- Life became harder. I never finished school. I'm still trying to do that now while I'm in prison.
- I am getting married with my fiance and we have an adorable son. Both of us have good incomes and great families. Everything is great in our lives.
- I would like to go back to school.
- Still not sure what I want to do with my life. Money keeps me from continuing my education. The state should help the middle class, not just minorities.
- One can only hope to reap what they sow. I performed poorly in high school by not turning in assignments, which hampered my collegiate prospects. I ended up at nauगतuck, since I did not apply elsewhere.
- I am now 22 years of age and I have not attended school for more than two to three months a year since I was 12 years of age. And all I did with my free time was run the streets and get in trouble with the cops and from 18 years of age
- I was in special ed because of behaverial issues, I still did not receive a high school diploma, or GED because I'm in jail. I'm wondering since I am only 21, I will be 22 on July 12th, if you could put a good word for me. I put my T.S. packet in next Monday.
- I would really like to further my education.
- I feel that I need more education skills because I dropped out in the tenth grade.
- I want to change my life.
- Life is fun.
- People leaving prison should be notified about higher education. A lot of graduates like myself didn't know and I still have no knowledge of how to obtain the education they dream of pursuing.
- I'm incarcerated for 9 years at Cheshire Correction Institution for violating the law. But when I get out I plan to go to college to further my education in the field of being a drug and alcohol counselor.

- I am enrolled in a university in Australia, doing graphic design. After I receive my BA in graphic design, I will go into interior design.
- It's been the worst decision I made in my life. It's something that haunts me everyday. I've been in and out of prison for almost 12 years now, at this moment I'm in prison and don't know where my life is headed, so I'm asking if you can help me.
- (Quotes from the student, paraphrased by parent) I hate school but never got enough training to get a decent job after high school. I go to community college to satisfy my parents but I hate it. It is too bad there is not a lot of training programs.
- I don't like my life right now because I did a mistake playing the street game and now I'm in prison. If you could please help me get my career I'm willing to do anything to get my life together. I was going to community college to get a good start.
- I would like to say that I thank you for caring about students with low IQ's because it is very hard in this world for people that has no education.
- In military.
- When I left high school my life started falling downward and found myself wondering why have I made such mistake. Without the help I wish I gotten and proper education, I started living a criminal life style, which led to my incarceration.
- Bring back the Whalers...now.
- I attended Dekalb Technical Community College in GA part-time for a little over a year. Now I'm attending Job Corps in GA.
- What I would like to say is, I made a mistake by leaving school. I know this now, because I have not only grown in maturity but in education as well. I had so many and still have like going into the military after finishing school.
- I went to school for the time required, which was a year. Now work in a Salon doing what I went to school for and to do what I like, working with hair.
- I am recently incarcerated for letting my anger control me. Now that I've experienced this, I'm a better person. I have goals now and plan on going to college and continue on with my life as a productive citizen. I made a mistake.
- After I drop out of school that's when I started getting in trouble with the law so while I'm in prison I'm trying to get my GED so I could get a trade.
- Little guidance or information about services available for young adults. Also need legal information. High school did an inadequate job of preparing me.
- Even though I have a disability, I have come a long way with my life. I overcame many challenges and obstacles and still continue to do that today. Even though I had always considered myself an independent person, I always had support from my family.
- Continue providing special education services. They are extremely helpful to many students.
- After leaving high school and going for my GED, I found I was extremely intelligent and could do anything for my career. I found that one day my dreams of the legal field and medical field will indeed come true. I also found I am a great person.
- Work harder in high school. When you take things (classes) in college you will enjoy them more.
- It would be better for me to answer these questions once I get my GED and/or leave the DOL.
- You need to be more responsible and aware of your surroundings and environment. I have realized after my high school career. Life is not always easy nor is it fair a lot of the time. You just got to be smart and live your life well and happy.
- My life has changed a lot. It got so much better. I have my car. I work at a bank as senior teller. I'm very satisfied. My finance gets stronger and stronger everyday.
- I was working in a jobcoaching agency called Southeastern Employment from November 2003 to June 2004 but things didn't work out towards the end. So, I'm currently getting help with a caseworker from DMR and I'm in the process of getting something.
- After high school I attended Housatonic Community College for 1 year. After that I was enrolled at American International College which I am still currently attending. However, in the future, I wish to transfer and finish up my college career.
- Like to go to college and take up a good job. Just need to know how to do it.
- The college is much more willing to help (do modifications) than the high school was.

- Become a volunteer fire fighter. Have taken fire fighter one and plan on take more state courses.
- Norwalk Community College had a "bridge" program designed to help in the transition to college. It was very beneficial. They also arranged courses and a schedule that fit my need to be at my job at certain hours.
- First of all, during high school, my learning disability was not even picked up until my senior year. As a senior I got no help with a guidance counselor to choose a college and no point in the right direction to any mathematic classes for people with disabilities.
- I am looking for a job and trying to get in college. I would like to further my education.
- I didn't graduate and my life is better than most people who did and I'm doing everything on my own.
- Bosses don't want me cause I have problems learning the job.
- Since leaving high school I have been modeling around the world. Now am going to be applying to University of Connecticut for Spring semester as veterinary sciences.
- High School have minimized short term assignments and maximized long term ones during senior year to better prepare students for post high school education.
- I worked at Lowes full time after high school. I realized I didn't want to do that the rest of my life. So I enrolled in Porter Chester's Auto program in hope I find a career I enjoy.
- I have a dream job, a dream truck and I love my life more than ever.
- Wasn't prepared for life.
- Make it on my own. Started my own business and it's doing quite well. Thanks to my mother only. No help from school or agencies.
- Wish I was working full time instead of college. Getting ready to complete an associates degree in Diesel Technology.
- I have a daughter that is one year old in July living on my own with boyfriend. Would like to go to school. But don't have the money. Trying to better myself and my family working in East Hartford. I think that Plainville High School has a better program,
- The only thing that I have struggled with since leaving high school is math due to the fact that my disability lies within the math realm. I would love some help from the state, but I was told that there were no services available to me at this point on a
- Didn't really do much accept work.
- I have had several strokes, have difficulty with short term and long term memory. Can't get enough support to further my education. Health is poor.
- In a way I feel high school was holding me back and glad to be going to college for a degree in theatre to be a stage manager. My learning center classes in middle school and elementary school was good but to be honest high school was a joke.
- I wish I knew about help.
- It would have been nice to know that I could have gotten help.
- I had a brain tumor taken out and that is why I left school because of problems that I had. I'm going to try to go back if they let me.
- High school did not help with the transition to work or college. Finding a job has been difficult.
- I like my advocacy group at Manchester Community College. I would like to work.
- Our son is severely disabled and unable to complete this survey; however, we, as his parents have been extremely satisfied with his high school and transitional experience. This I can only say, because I have been an active participant in his care.
- I am writing for my son. He is happy with his job and his life at home.
- My son is severely handicapped, lives in a group home with 24 hour help under auspices of DMR. I don't think he applies to your survey; he did not attend public school.
- I really like being able to go to work instead of staying at home. I like my job.
- College is real hard because there is no special education or help. Why do people have to take unrelated subjects to their major, i.e. a nurse has to take language, history, etc.? Why can't there be tech college and still get a respected bachelors degree?
- I want to go to college but don't have the money. I moved to FL to go but did not last there and still did not get in because of money. It would be nice to get there one day but until then I am not satisfied with my life.

