



# The BUREAU BLOG

January 25, 2008

SY 07-08 B03

*From  
Barbara S.  
O'Brien  
Administrative  
Assistant and  
Blogger*



**Happy New  
Year!**

### **Personnel News:**

Donna Cambria has accepted a position in the Bureau of Special Education, coordinating the approval system for private special education programs in the state. Her first day was January 18, 2008. Donna has 27 years of experience working in the area of Special Education instruction and administration. Most recently, she has been working at the Department of Children and Families (DCF), Bureau of Adolescent & Transitional Services. She also worked for many years within the Unified School District

## **State Performance Plan (SPP) and Annual Performance Report (APR)**

The Department has been working collaboratively with various stakeholders and workgroups to submit our state SPP and APR to the United States Department of Education, Office of Special Education Programs by February 1, 2008, based on 06-07 school year data. The Department sent out its first district Annual Performance Reports based on 05-06 data in September 2007. It is anticipated that districts will receive their own district level Annual Performance Report in early spring 2008, based on 06-07 school year data. Districts will also be notified of their determination category of Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention. Enforcement actions based on the determination will also be distributed to districts.

**Please note:** In this current school year, 2007-08, the Department will be taking into account whether or not district data that is submitted has been done in a timely and accurate manner. Please work with both special education and general education staff to ensure data submitted to the Department are timely and accurate. This includes the following data submissions:

- ❖ Special Education Data Application and Collection (SEDAC) –October 1 Child Count
- ❖ Evaluation Timelines (Indicator 11)
- ❖ Early Childhood Outcomes (Indicator 7)
- ❖ PJ Data (through SEDAC submission)
- ❖ ED 166 – Discipline
- ❖ Exiters

Please see the SPP website:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>, Data Collection Calendar, for specific information.

## **State Personnel Development Grant (SPDG)**

In 2005, the Department received an Office of Special Education Programs (OSEP) funded grant of \$5,000,000 over five years. Under this grant, four programs were identified to receive funds and are now in their third year of operation.

**Southern Connecticut State University (SCSU)** is working with New Haven, Hartford, and Bridgeport paraprofessionals to support them in becoming highly qualified special education teachers. Thus far, there are about 25 candidates in the program from New Haven and Hartford; Bridgeport is just getting started with accepting applications. For more information, contact Pamela Brucker, SCSU Chair of Special Education and Reading at (203) 392-5938.

Il system. We are confident she will be a great addition to our team.

It is with sadness that we announce that Roger Frant, Consultant on Autism for many years, will be leaving us in mid-January. He has accepted a part-time position with Saint Joseph College working with the Dean of Graduated Studies and the Continuing Education office. His job responsibilities will include establishing a graduate level concentration in Autism spectrum disorders and developing a broader three year plan. Roger will be greatly missed.

Autism issues will be addressed by Jacqueline Kelleher, who has been working with Roger since joining the bureau. Jacqui can be reached at (860) 713-6918 or [jacqueline.kelleher@ct.gov](mailto:jacqueline.kelleher@ct.gov)



National Resource Center  
for Paraprofessionals

<http://www.nrcpara.org/>

**The State Education Resource Center (SERC)**, as part of CT's State Personnel Development Grant (SPDG), has identified model school and district programs through an RFP process in the areas of School-Wide Positive Behavioral Supports (SW-PBS), Early Intervening Services/RtI, and School-Based Literacy Teams. The statewide RFP process included a comprehensive application and site visitation process. Selected school and district sites have concentrated efforts to scale up and sustain bestpractices through ongoing support and technical assistance. For the SW-PBS and the Early Intervening Services/RtI SPDG areas, SERC will subsequently be identifying partner schools and districts to work with the model programs to support the sharing and development of both partners. The School-Based Literacy SPDG initiative is focused on scaling up evidenced-based literacy practices through a coaching support model.

For more information on the SW-PBS SPDG Initiative, please contact Julia Case, SERC Consultant at (860) 632-1485, ext. 388.

For more information on the Early Intervening Services/RtI SPDG Initiative, please contact Michelle LeBrun-Griffin, SERC Consultant at (860) 632-1485, ext. 321.

For more information on the School-Based Literacy Team SPDG Initiative, please contact Ivelise Velazquez or Janet Zarchen, SERC Consultants at (860) 632-1485, ext. 383/376.

The **Connecticut Parent Advocacy Center (CPAC)** is working with districts and parents throughout the state to enhance collaborative relationships between schools and families. Thus far, four districts are participating in this endeavor with both district and parent representatives to provide training and assistance. For more information contact Nancy Prescott, Director at (860) 739-3089.

Connecticut's **Birth to Three System** is working on creating a DVD and training manual for service providers and families of children in the Birth to Three System. The video will describe what a good early intervention home/community visit looks like and what to expect from a Birth to Three visit. The video contents will be based on best practices in the field of early intervention and the newly revised Natural Environments Guidelines which should be available by the end of the school year. For more information contact Deb Resnick, Connecticut's Birth to Three System at (860) 418-6151.

### **National Resource Center for Paraprofessionals**

Connecticut is hosting the **National Resource Center for Paraprofessionals (NRCPP)** conference this spring, 2008, at the Hartford Hilton. The dates are: April 17 though April 19. Knowing the importance of paraprofessionals as members of the education team, we encourage administrators, teachers, and paraprofessionals to attend this conference and see what is happening both locally and nationally with paraprofessionals. Please review the attached brochure (**Attachment One**) for further details.

Questions should be directed to Perri Murdica at [perri.murdica@ct.gov](mailto:perri.murdica@ct.gov) or (860) 713-6942. Please visit the following web site for updated information as it becomes available <http://www.nrcpara.org/>.

### **Helpful Hints From Special Education Data Application and Collection**

Special Education Data Application and Collection Grant (SEDAC-G) will not allow



reporting of generic codes for Education or Residential fields. If you have a student placed in a facility that does not have a specific education or resident facility code assigned via Public School Information System (PSIS) or SEDAC, call Laura Guerrero at (860) 713-6898 for guidance.

**Education Facility Code** - There must be a valid Public School Information System (PSIS) Facility Code (seven digit code of school attended by the student). For a listing of facility codes refer to:

[http://www.csde.state.ct.us/public/studentid/downloads/FallofYear2007/SID\\_facilities.txt](http://www.csde.state.ct.us/public/studentid/downloads/FallofYear2007/SID_facilities.txt) CAUTION: Please remember that you can no longer use generic codes!!!

Find the facility code immediately when a student is placed out-of-district. Call Laura if you need to, but make sure the code is given to your PSIS contact. Do not wait for collection times.

As soon as a student is placed out-of-district, request the facility's school calendar. Keep it with the invoices for the year.

**Scientific Research-Based Interventions (SRBI) - Connecticut's Response to Intervention (RtI) Framework**

The Executive Summary of the Scientific Research-Based Intervention (SRBI) Framework is scheduled for dissemination in February 2008. The Department, in collaboration with the State Education Resource Center (SERC), has planned a series of trainings this winter and spring which will be announced with the dissemination of the Executive Summary. The SRBI panel convened by Deputy Commissioner of Education, George Coleman has been working on Connecticut's Response to Intervention (RtI) model since the Fall of 2006. The full publication is expected to be out in Spring 2008. Additionally, job embedded training to school and district personnel will be available beginning Fall 2008 as part of Connecticut's Accountability for Learning Initiative (CALI). For more information you may contact Dr. Nancy M. Cappello in the Bureau of School and District Improvement at [nancy.cappello@ct.gov](mailto:nancy.cappello@ct.gov) or (860) 713-6789.

**Accommodations for CMT or CAPT/ Learner Characteristics Inventory**

Students who utilize accommodations for the standard Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) as indicated on their Individual Education Program (IEP) must have this information entered on the accommodations website: [www.cttestaccommodations.net](http://www.cttestaccommodations.net) as soon as possible. This data is collected by our test vendor, Measurement Incorporated, to provide appropriate materials necessary for test administration. Students who will be assessed utilizing the CMT or CAPT Skills Checklist must have their Learner Characteristics Inventory entered on the same accommodations website. These data will register the student to take the Skills Checklist creating a file on the Skills Checklist website for March.

**Online Typed Response**

Students who are receiving special education services and students identified as section 504 of the Rehabilitation Act using a word processor accommodation will

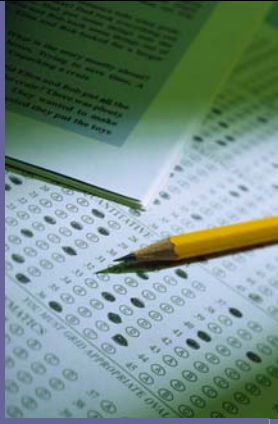
Additional Resources:

Parent Training and Information center (PTI) CPAC  
1-800-445-2722  
(860) 739-3089 V/TDD  
[www.cpacinc.org](http://www.cpacinc.org)



For professional development and technical assistance offerings contact State Education Resource Center (SERC)  
(860) 632-1485  
[www.ctserc.org](http://www.ctserc.org)





respond online for the March 2008 testing period. Students will also submit the printed typed response in the same manner as in previous years. This online response will be utilized for the CMT Reading Comprehension open ended responses and the Direct Assessment of Writing. The online response for CAPT will be utilized for the Reading for Information, Response to Literature and for the Interdisciplinary Writing Sessions.

### **Development of New Modified Assessment**

The United States Department of Education has provided the opportunity for states to develop a new assessment for special education students whose disability has precluded them from achieving grade-level proficiency and whose progress is such that they will not reach grade-level proficiency in the same time frame as other students. Connecticut’s Bureau of Student Assessment has been working closely with the Bureau of Special Education to develop this new alternate assessment. Special education directors have been receiving correspondence about our progress and will be providing valuable information about their districts to help refine eligibility criteria and guide us in assessment development.



### **Website Updates**

Assessment Guidelines 12<sup>th</sup> edition:

[http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/agl\\_12th\\_edition-final\\_11-19-07.pdf](http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/agl_12th_edition-final_11-19-07.pdf).

CT Supplementary Guide: Use of Accommodations for Instruction and Assessment:

<http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/Guide%20for%20the%20Proper%20Use%20of%20Accommodations%20for%20Instruction%20and%20Assessment%2012-07.pdf>.



### **Contacts**

Janet Stuck  
(860) 713-6837  
[Janet.stuck@ct.gov](mailto:Janet.stuck@ct.gov)

Joe Amenta  
(860) 713-6855  
[joseph.amenta@ct.gov](mailto:joseph.amenta@ct.gov)

### **Secondary Transition Updates**

A. **On-Site Training Visits: Lessons Learned** –In October 2007, the Bureau of Special Education began providing on-site training regarding secondary transition practices in six selected districts. This will continue through March 2008. Three training site visits occurred this fall and three more visits will be provided later this winter. These on-site training visits will assist the Department in collecting information regarding the number of students age 16 and older who have secondary transition goals and objectives, otherwise known as Indicator #13, a compliance requirement for the State Performance Plan with a target goal of 100%. The Office of Special Education Programs (OSEP) has requested that in addition to our SEDAC data collection on Indicator #13, the Department develop a process to review IEP transition goals and objectives to ensure that they are designed to assist students reach their postsecondary goals.



A secondary transition team, including the State Transition Coordinator, SERC and Department consultants, parents and Transition Task Force Members conducted on-



## OCR Policy Letter

The U.S. Department of Education's Office for Civil Rights (OCR) recently issued a policy letter addressing students with disabilities' access to advanced programs. OCR re-affirmed that Section 504 and Title II of the Americans with Disabilities Act (ADA) require that qualified students with disabilities be given the same opportunities to compete for and benefit from accelerated programs and classes as are given to students without disabilities. The letter can be downloaded from this link:

<http://www.ed.gov/print/about/offices/list/ocr/letters/colleague-20071226.htm>

site training visits to explore a district's continuum of available transition services, discuss related professional development, review a sampling of transition student IEPs and Summary of Performances and interview students. As a result of the initial three on-site training visits, some interesting lessons have been learned:

1. **Many districts are providing extensive and appropriate transition services for special education students which are not being adequately captured in a student's IEP.** It is critical for districts to remember that an IEP is often the ONLY document that provides a comprehensive annual summary of the strengths, interests, preferences, and needs of a transition-age student and the types of services that will assist that student to make a successful transition to post-school activities. Anyone reading that IEP should have a clear picture of how a student's employment and postsecondary education/training goals are related to his/her transition assessment, course selections, annual goals and objectives and other transition services.
2. The Department site-visit teams noticed that it was often **difficult with the current IEP form to record some of the transition information required under the IDEA.**
  - a. **The current IEP does not have a section in which to write a student's "postsecondary goal."** To avoid confusion with the annual goals also required under the IDEA, the team and some members of ConnCASE are recommending that these longer-term, over-arching transition goals be called **"post-school outcome goal statements."** Some districts are putting the post-school outcome goal statements in section "3-d" of page 6 of the IEP (transition planning). Others are squeezing them into section "4 - Anticipated Post Secondary Outcomes." Some districts are including them on page 7 along with the "Measurable Annual Goals" and others are including these statements on a separately attached page. **Wherever they are written for the time being is fine, as long as each transition-age student has measurable post-school outcome goal statements as well as annual goals.**
  - b. The IDEA regulations require that **all students have "appropriate measurable postsecondary goals based upon age-appropriate transition assessments."** Districts are struggling with where to record transition assessment information. In the current IEP, there is a small section on page 5 (Present Levels of Academic Achievement/Functional Performance) in which "Vocational/Transition" information could be recorded. Additional sections that might be used to identify **strengths and/or needs** for transition purposes as well as the impact of the disability on the general education curriculum are: academic/cognitive; behavioral/ emotional; communication; health and development; and activities of daily living.
  - c. All students, age 16 and older (or younger if appropriate) must have **"measurable postsecondary goals related to postsecondary education or training, employment, and if appropriate, independent living skills."** It is obvious that on pages 5, 6, and 7 of the current IEP, the categories of transition goals need to be updated in accordance with the IDEA regulations.
  - d. Districts are reminded that any IEP for students who will turn 16 or older, must include **measurable transition goals and objectives that include "specialized instruction."** Some districts provide "transition" services to all students such as career counseling or college-selection counseling. District personnel had questions about how to record the types of services that all students receive and how they might be different from the



“specialized instruction” required for special education students, especially for those who are planning to go on to college.

Any potential changes to the current IEP forms will go through a Bureau review committee and will not occur until after the Connecticut State Education Regulations have been finalized.

3. **For each post-school outcome goal statement, there must be a measurable annual goal(s) included in the IEP** that will help the student make progress toward the stated postsecondary goal(s). For each annual goal, at least one of the following should be listed: instruction; related service(s); community experience(s); development of employment and post-school objectives; and acquisition of daily living skills (if appropriate).
4. **The post-school outcome goal statement should occur AFTER high school** (e.g., “Jason will enroll in a 4-year college degree program of his choice, majoring in the field of mathematics” or “Upon completion of high school Joan will work independently in a competitive setting in the clerical field.”) Annual goals should be able to be accomplished within one school year and can be related to the general education curriculum standards and accomplished within general education classrooms.
5. **In some districts for a variety of reasons, students were not always included in the least restrictive environment as often as possible.** This is a critical issue to address for transition-age students because in order to facilitate “movement from school to post-school activities” (i.e., employment/postsecondary education or training/independent living skills) students must have the opportunity to develop the skills they will need to function successfully in the “real world”, which is not going to be a segregated environment in most instances.

For those districts that volunteered to participate in the first round of on-site training visits, individualized suggestions and professional development recommendations will be provided both during the visit and in a final summary report. The Department will provide recommendations to improve secondary transition services and will review a second sampling of transition IEPs within a 12-month period. Information gathered through these visits will be used to develop training and publications for: teachers; administrators; transition specialists; agency personnel; families; and students for the 2008-09 school year. Additional training visits may be offered on a time available basis for the 2007-08 school year and will continue for at least several more years. If you have questions or comments about the secondary transition on-site training, please contact Dr. Patricia Anderson at (860) 713-6923 or [patricia.anderson@ct.gov](mailto:patricia.anderson@ct.gov).

**B. Post-School Outcome Survey:** In order to determine if the transition services provided by districts are helping students to reach their post-school goals, the Department, in conjunction with the University of Connecticut, conducts an annual survey to collect data for Indicator #14 of the State Performance Plan, which looks at “**Post School Outcomes for students who have graduated or aged out of special education services.**” Beginning in the spring of 2008, students who exited special education in 2007 (as the result of graduation, aging out, or dropping out) will be sent a survey using addresses that were recorded by districts in SEDAC. Surveying secondary students one year after they have exited special education will increase the accuracy of students’ contact information and therefore improve the response rate for the survey.



The Department and the University of Connecticut have been surveying special education exiters every two years since 2000. Aggregate results can be found on the Department Website, under Publications/Secondary Transition: <http://www.sde.ct.gov/sde/>. In order to provide districts with information about the post-school outcomes of their specific special education exiters, a district must have a minimum of 20 survey respondents. The Department will be working with districts throughout the data collection period (April - September 2008) to improve response rates and provide information that can be used to improve secondary transition services at the local level, thus improving the post-school outcomes of special education students. For this purpose, please encourage students who are exiting to contact the school if they have or will be having a change of address prior to the dissemination of the survey.

**CT State  
Department of  
Education**  
Bureau of Special  
Education  
165 Capitol Avenue  
Hartford, CT 06106  
Phone: 860-713-  
6910  
Fax: 860-713-7051  
**Mailing address:**  
P.O. Box 2219, RM  
369  
Hartford, CT 06145-  
2219

**District personnel are encouraged to share the *Post-School Outcomes Survey* with exiting students** and inform them that it will be mailed approximately one year after they exit. Encourage them to complete and return the survey in order to provide feedback to the district and the state about what services work and don't work to help students transition to the adult world. Parents or family members may also assist students in completing the survey. The attached 07 sample survey (**Attachment Two**) may be duplicated and shared with staff, students and families to help familiarize them with this process. For additional information on secondary transition, please contact Dr. Patricia Anderson at (860) 713-6923 or [patricia.anderson@ct.gov](mailto:patricia.anderson@ct.gov).



### **The Symposium on the Intersection of Race and Education**

This professional development opportunity, sponsored by the Connecticut State Department of Education and the State Education Resource Center (SERC), in collaboration with a Stakeholders Planning Group, representative of various constituencies, will uniquely and innovatively combine the goals of five previously separate one-day conferences (The Summit on Closing Connecticut's Achievement Gaps, Reaching Every Child, Addressing the Achievement of Connecticut's Black and Latino/Hispanic Male Students, Dropout, and Suspension & Expulsion) into a three day educational event open to administrators, educators, community members, and families throughout the state. The Symposium will be held on Thursday, May 1<sup>st</sup>, Friday, May 2<sup>nd</sup>, and Saturday May 3<sup>rd</sup> at the Holiday Inn (formerly the Connecticut Grand) in Waterbury, Connecticut. Details on keynote speakers and breakout sessions to follow so please mark your calendars and we look forward to seeing you there. This is a conference you shouldn't miss. Contact Jennifer LeBrun at (860) 632-1485 ext. 265 or [lebrun@ctserc.org](mailto:lebrun@ctserc.org).



Visit us on the web at:  
[www.sde.ct.gov](http://www.sde.ct.gov)

## Keynote Speakers

The conference boasts nationally recognized speakers and leaders in the field of paraprofessional issues, namely Dr. Kent Gerlach and Dr. Teri Wallace. Dr. Gerlach is the author of Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals and co-editor of Supervising Paraeducators in Educational Settings, and Paraeducators in Schools: Strengthening the Educational Team, in which Dr. Wallace co-edited. Dr. Wallace also authored Knowledge and Skills for Teachers Supervising the Work of Paraprofessionals and State Level Initiatives Related to Training and Supervision of Paraeducators.

Friday's panel on "Career Choices" will include paraprofessionals who love their job as well as paraprofessionals who have gone on to earn their teaching certification. College and university faculty responsible for designing career ladder programs for paraprofessionals will also discuss the challenges in building training programs that honor both perspectives.

Jason Dorsey delivers the insight of a bestselling author, excitement of an internationally acclaimed speaker, and practicality of an award-winning entrepreneur. Jason Ryan Dorsey profoundly inspires paraprofessionals, teachers, administrators, parents, staff, counselors, and school board members. He does this by sharing his incredible personal story of educators saving his life.

Thursday—Dr. Kent Gerlach & Dr. Teri Wallace

**"Supervision and Evaluation"**



Friday—Panel

**"Career Choices: Paraprofessionals and Teachers"**



Saturday—Jason Dorsey

**"Inspiring Hard to Reach Students: Making Personal Responsibility Contagious"**



## National Resource Center for Paraprofessionals

### Registration Rates for Entire Conference

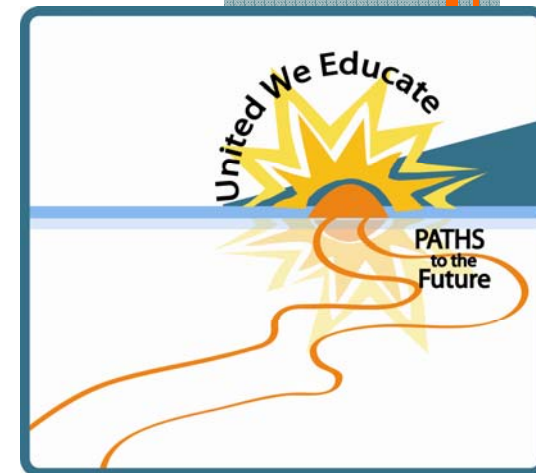
Paraprofessionals.....	\$50
(\$75 after March 1)	
Teachers and Administrators.....	\$150
(\$175 after March 1)	
Paraprofessional-Teacher Team...	\$150
Special One-Day Pass.....	\$100

Register online at:

[www.nrcpara.org](http://www.nrcpara.org)

## National Resource Center for Paraprofessionals

presents



April 17-19, 2008

Hartford Hilton

Hartford, CT

- \* Come meet and network with paraprofessionals from other states
- \* Visit the exciting city of Hartford
- \* Learn what are considered best practices for paraprofessionals



## Theme:

# *United We Educate: PATHS to the Future*

The theme of this year's national conference for and about paraprofessionals is United We Educate: PATHS to the Future. It is vital for our kids that paraprofessionals are united with administrators, teachers, and other stakeholders. In order to provide paraprofessionals with the knowledge needed to be an effective member of the team, a number of workshops will be offered (see below).

The following is a partial list of workshops. Please check the NRCP website for updates.

- \* *Assessing the Work Satisfaction of Special Education Paraprofessionals*
- \* *Managing Antisocial Behavior*
- \* *Do You Want Your Students to Be More Actively Involved in Their Learning?*
- \* *Paraprofessionals As Certified Teachers: Training Paraprofessionals to Teach in Urban Districts*
- \* *Paraeducators and Their Important Role in Response to Intervention*
- \* *Understanding MRSA: Our Schools, Our Communities*
- \* *Supporting Progress Reporting for Special Needs Students*
- \* *Paraprofessionals as Members of the Behavior Team*
- \* *Preparing Beginning Teachers to Supervise Paraeducators*
- \* *Filling in the Cracks-- Evaluating a Training Program for Paraeducators*
- \* *Paraprofessionals: The Crayon Carrying Martha Stewarts of the School*
- \* *Paraeducator Portfolios: Getting Your Ducks in a Row*
- \* *Multicultural Paraprofessional Retention: A Culture of Respect*
- \* *Math Madness*
- \* *IT'S ALL ABOUT CONNECTIONS: Five Lessons Every Educator Needs to Know from Brain Research*
- \* *Communicating With Parents: Understanding the Process, Improving Your Skills*
- \* *Singing in a Collaborative Education Choir: Making Every Voice Count*
- \* *Training School-Based Speech-Language Pathology Assistants*
- \* *Funding Paraeducator Training at the Community Level*
- \* *Early Recruitment of Mathematics and Special Education Teachers*
- \* *Para PQ-Paraeducators Pursuing Quality*
- \* *Working Together: Tools You Can't Live Without*
- \* *Paraeducators as Future Teachers: Benefits and Challenges*
- \* *The Holland-Self Directed Search: An Interest Inventory*
- \* *Writing Brought Us Together: Paraeducators as Team Members Supporting the Writing Process*
- \* *A Framework for Promoting Academic Literacy*
- \* *Creative Rules and Tools for Discovering the Successful Student in Every Child*
- \* *Clarifying the Roles of Paraeducators and Their Supervisors: Its all about Ethics and Professional Guidelines*
- \* *The Good, the Bad, and the Ugly of Adolescence: Strategies for Addressing Teenage Behavior*
- \* *Classroom Assessment Made Easy: How to Identify, Record, and Monitor Student Progress and Still Teach*
- \* *Promoting Teamwork Between Parents and School*
- \* *Living Wage: You're Worth It!*
- \* *Work Shouldn't Hurt: The Strain and Sprain of Special Education Work*
- \* *Building State and Local Support for the Effective Use of Paraeducators*
- \* *Team Building with Special Education Paraeducators: Elevating Instructional Aides*

## Survey of 2007 Graduates/Exiters of Connecticut High Schools

**Introduction:** This survey gathers information about your employment and/or postsecondary school experiences since you left high school. **Please fill it out and return to us in the enclosed envelope.** 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"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now.
<input type="checkbox"/>	No, I have not been employed. (Go to question #4.)

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

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

### Part II: Postsecondary Education and Training Status

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

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

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

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

**Please continue to last page . . .**

**Part III: Additional Information**

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

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

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

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

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

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

Strongly Disagree      Disagree      Unsure      Agree      Strongly Agree

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

---



---



---



---

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