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# Post School Outcomes Survey 2018 Methodology Report

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The contents of this report conform to our highest standards for data collection and reporting. If you should have any questions or concerns regarding the information reported within, please contact us.

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## Introduction

This report presents a detailed account of the fielding of the 2018 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2018 Post School Outcomes Survey data will find it an important reference source for answers to questions about methodology.

This data collection effort is required by the Federal Office of Special Education Programs (OSEP) in the U.S. Department of Education as part of the IDEA State Performance Plan. The purpose of the study is to collect and report state and district-wide post-school outcomes data on former students with disabilities, including information regarding their educational and career plans and experiences since leaving high school. In order to gain the opinions and experiences of these students, a telephone survey was designed by the Nebraska Department of Education Special Education Office staff and fielded by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln.

## Sampling Design

The sampling frame for this study consisted of the population of all special education students who exited a Nebraska high school during the 2016-17 school year. The Nebraska Department of Education elected to do a census rather than a sampling procedure. The sample was pulled from the Nebraska Student and Staff Record System (NSSRS). The names and contact information of special education students who exited a Nebraska high school in 2016-17 were provided to BOSR.

Data in the sample file associated with each student included first name (or initial), last name, mailing address, telephone number(s), alternative contact information for the student or a proxy, gender, date of birth, ethnicity, English Language Learner status, disability type, and exit reason. This list was then cleaned by BOSR. Cases were removed where an individual's date of birth indicated they were too young to have exited high school in the appropriate time frame. Additionally, cases were removed where both phone number and mailing address were missing. In total, contact was attempted on 2,474 individuals for the survey.

Each school district in the state was required to report the names and exit reasons of all special education students to the Office of Special Education in July of 2018. As part of this project, the schools were later asked to provide contact information for this same list of students. Two hundred and eighteen school districts that have special education programs returned this information to the Office of Special Education. A list of participating school districts can be found in Appendix A. Users of the Post School Outcomes data should keep in mind that districts may not be included in this list for one of two reasons: 1) they did not have an exiting special education student during this school year, or 2) they failed to comply and submit this information.

## Questionnaire Design

The questionnaire was developed by the Nebraska Department of Education (NDE) Office of Special Education in conjunction with BOSR. There were three primary sections: education, employment, and use of adult agencies. These included questions to meet federal reporting requirements of three different conditions. The first (A) is the percent of exiting students who were enrolled and completed a term at an institution of higher education within one year of exit. The second (B) is the percent of exiting students who meet criteria A and those who are competitively employed within one year of exit. The

third (C) is the percent of students who met criteria B as well as those exited students who were enrolled in some other post-secondary education or training or who were in some other employment. While in previous years many additional measures of interest were collected from this population, in 2017 the NDE decided to shorten the survey to contain mostly the elements for federal reporting. A listing of all the variables and variable labels included in the dataset can be found in Appendix B.

In an effort to increase the overall response rate of the survey, a dual-mode phone and mail methodology was utilized. The phone version, which had already been administered in previous years, was designed by BOSR to be administered over the telephone making use of a computer-assisted-telephone-interviewing system (Voxco). The mail version was designed and administered by BOSR. The phone questionnaire and the mail questionnaire can be found in Appendix C. All questionnaires, both mail and phone, were conducted in English.

## Data Collection Process

All respondents started in the mail mode. An initial survey mailing was sent to the entire sample on July 18, 2018, containing a cover letter, questionnaire, and business reply envelope. A reminder postcard was sent to all non-responders one week after the first mailing. A final survey mailing again containing a cover letter, questionnaire, and business reply envelope was sent to all non-responders on August 8, 2018. Copies of the cover letters for each mailing and the postcard can be found in Appendix D. All mail communications were conducted in English. All materials were branded using the NDE logo. Each mailing was prepared by BOSR and then delivered to NDE to be mailed out.

On August 11, 2018, BOSR began calling any respondents who did not reply to the mail questionnaire in order to complete the questionnaire over the phone. To increase the response rate, multiple calls were made to numbers for which there was no answer. Additional calls were made at different times of the day and different days of the week, including the weekend, to increase the potential that a call would reach the respondent during an available time.

Professional interviewers completed all of the interviewing. The interviewers were trained to use the Computer Assisted Telephone Interviewing (CATI) techniques and spent several hours of practice time becoming accustomed to using CATI before being allowed to work on research projects. Many of the interviewers had previous experience in telephone interviewing; several were highly skilled with many years of interviewing experience. Permanent staff of the BOSR supervised interviewers. All interviewing was done in the BOSR interviewing lab. BOSR supervisory staff were available during calling hours to supervise the interviewing and to answer questions. Study-specific training was held where interviewers were given more detailed instructions on the purpose of this project as well as instruction on data-collection issues specific to this project. Appendix E presents the supplementary interviewer guide created for the Post School Outcomes Survey.

The proximity of interviewer workstations, as well as the use of telephone monitoring equipment, provided opportunities for careful supervision as the data was collected. The study director and others on the BOSR staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent could be called back. Further, supervisors regularly monitored interviews while they were being conducted. This helped to identify interviewing problems and difficulties. Interviews were very carefully reviewed by the BOSR staff. This was done on a daily basis

so that errors could immediately be brought to the attention of the interviewers and corrected. If answers were recorded incorrectly or in an incomplete manner, the interviewer was asked to call the respondent back and correct the error.

The interviewing staff was paid by the hour, not by the number of interviews completed. This method of payment was used to ensure the high quality of the data collected by our staff. The progress and productivity level of each interviewer, however, was monitored to detect problems in the method of interviewing. Various rates were calculated to reflect the completion rate per hour, the total number of attempts per hour, a refusal rate, etc., to monitor the progress of each interviewer compared to the entire group of interviewers. Individual attention was given if an interviewer's rates strayed from the overall mean.

Due to the transitory nature of young adult populations and because the information provided by the school districts was at least one year old, approximately 788 of the cases in the sample required BOSR to locate more current contact information for respondents. Due to the high volume of cases that required some form of tracking, a thorough tracking procedure was established to ensure consistent efforts were made to locate as many respondents in the sample as possible. First, interviewers were instructed to ask for a more current telephone number for the student during the initial contact with the household through the main telephone number provided. If a new telephone number was obtained by the interviewer at this time, the interviewer entered the new phone number into an electronic tracking log. BOSR project staff used the tracking log information to enter the updated telephone number in the respondent database. If the interviewer was unable to obtain a new telephone number for a respondent, BOSR project staff examined the additional information provided by the school districts. If this information contained additional contact information for the respondent, the record was updated with that information. This step was repeated as needed using the supplemental telephone numbers supplied by the school districts.

If after all of these procedures the respondent or a proxy was not located, the record was coded as a "Not Trackable" disposition, indicating that we were unable to locate the respondent or a proxy to complete the interview. By the end of survey administration, 502 of the 788 tracked cases were deemed "Not Trackable."

Data collection concluded on November 12, 2018, for both the mail and phone modes.

## Response Rate

Of the 2,474 students sampled, 757 (30.6%) interviews were completed. Of the completed interviews, 55.6% (n=421) were completed via mail and 44.4% (n=336) were completed via phone. The refusal rate, calculated as the percent of all usable telephone numbers that refused to complete the survey at all, was 11.4% (n=282), as seen in Table 1. The "No Eligible Respondent" category includes students who had re-entered high school, students who indicated they did not exit a Nebraska high school during the 2016-17 school year, and deceased students was 0.3% (n=9). Despite tracking efforts, cases for which no viable telephone number where the student or a proxy could be reached to complete the interview could be found were placed in the category of "Not Trackable" (20.2%, n=502). Table 1 provides the outcomes of all telephone numbers selected in the sample. Table 2 shows the number and percentage of completed interviews by exit reason compared to the survey sample. The American Association of

Public Opinion Research (AAPOR) calculation for Response Rate 2, which adjusts for those who were ineligible to complete the survey and those who never had a chance to complete it (did not receive the mailing and were unreachable by phone), was 53.8%.

TABLE 1. Response Outcomes of Sample Records.

RESPONSE CATEGORY	NUMBER	%
Completed Questionnaire	757	30.6%
Graduated with diploma	665	
Received a certificate of completion	37	
Aged out/Reached maximum age	13	
Dropped out	42	
Refusal	282	11.4%
No Resolution by End of Study Period	875	35.3%
Unable to Complete and No Proxy Available (including language barriers)	49	2.0%
No Eligible Respondent	9	0.3%
Not Trackable	502	20.2%
<b>TOTAL NUMBERS SAMPLED</b>	<b>2,474</b>	<b>100%</b>

TABLE 2. Completed Interviews by Exit Reason Compared to NSSRS population.

Exit Reason	Completed Interviews		Survey Sample	
	Number	Percent	Number	Percent
Graduated with a regular high school diploma	665	87.8%	2,036	82.3%
Received a certificate of completion	37	4.9%	88	3.6%
Reached maximum age	13	1.7%	27	1.1%
Dropped out	42	5.5%	323	13.0%
<b>Total Interviews Completed</b>	<b>757</b>	<b>100%</b>	<b>2,474</b>	<b>100%</b>

## Data Processing

Returned mail surveys were data-entered using Epi Info 6 software with data saved on a networked file server. Data entry was completed by professional data-entry staff that had plenty of experience in data entry using Epi Info 6 on other mail survey projects. The data-entry staff was supervised by permanent BOSR project staff.

Data entry was completed in two steps. First, one data-entry worker would enter responses from a single survey. Second, another data-entry worker would re-key the survey and be alerted to any discrepancies with the first entry. Supervisory staff members were available to answer questions about discrepancies or illegible responses. The data-entry staff is paid by the hour, not by the number of surveys entered. This method of payment is used so that we can ensure the high quality of the data collected by our staff. Each day, automatic backups were made of all directories containing information relevant to the survey.

Completed telephone interviews were carefully processed and recorded by BOSR staff to ensure that each interview was accounted for. Since the data was directly entered into the computer in a computer-readable form at the time of the interview, no additional data-entry steps were needed.

## Data Cleaning

The data are recorded and stored on a secure server located within the Sociology Department at UNL. The Statistical Package for the Social Sciences (SPSS) software was used to process and document the dataset. The data collected from both the mail and phone modes were cleaned separately and then combined into one dataset.

For the data from the mail mode, the first step in data cleaning was to assign variable and value labels to each item from the questionnaire. The second step was to run frequency distributions on each of the variables in the survey and check for out-of-range values on all survey items for possible data-entry errors. Recoding was done to correct for the most obvious errors or inconsistencies in the data. It should be noted that due to the nature of mail surveys, respondents do not always follow the instructions for skip patterns within the survey. Minor inconsistencies, which are common in mail surveys, will still exist in the data. Finally, the open-ended data were edited to remove identifying information.

For the data from the telephone mode, this process involved re-checking the data for possible data-entry errors.

After the two datasets were cleaned, variables were recoded and renamed and responses codes were reassigned if needed so that they could be combined. For instance, binary response categories such as yes and no were entered as 1 and 5 in the telephone mode to minimize the data entry error made by interviewers, while they were entered as 1 and 2 in the mail mode. Thus, the responses codes were reassigned in the mail mode before combining the datasets. In the final step, the combined data were stored in an SPSS system file.

## Weighting

The Post School Outcomes Survey data has been weighted to account for differences between the overall population (NSSRS data) and the group of students interviewed as part of this research (completed interviews). As seen in Table 2, a higher proportion of interviews were completed with students who graduated with a regular high school diploma (87.8%, n= 665) than the proportion contained in the NSSRS database (82.3%, n= 2,036). While the proportions of students who received a certificate of completion or reached maximum age is similar between the two groups, there are fewer students, proportionally, who dropped out in the survey data (5.5%, n= 42) than in the NSSRS database (13.0%, n= 323). Weighting is a statistical procedure that compensates for these differences to make results of the survey more generalizable to the overall group being examined. It may be helpful to keep in mind that when using weighted data it is best to look at proportions (percentages) rather than the number of cases reported because the weights adjust the raw numbers. Weighting adjusts the number of people doing “X” in order to create the representative proportion based on the population. In other words, the actual number of people is adjusted in order to make the percentage more closely resemble a true census. Sampling errors and statistical tests were adjusted to account for design effects due to weighting. The design effect due to weighting adjustments for this study was 1.22.

A variable that allows the dataset to be weighted to more closely reflect the overall population is included in the Post School Outcomes dataset. The variable “weight” contains an adjustment for the exit reason, sex, and racial differences found between the overall population of students and the final compilation of students who are represented in the completed survey data.

## Selected Findings

The data from the 2018 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2016-17 academic year. This section contains a brief snapshot of selected findings from the data. As weighting adjusts the raw numbers within the dataset so that the proportion being reported is more representative to the population as a whole, percentages (rather than raw numbers) are presented here.

To begin, over half (55.6%) of the surveys were completed by mail, versus 44.4% by phone. The majority of the surveys were completed by the student (57.9%, n=429) rather than by a proxy, such as a parent or guardian. It may be helpful to make note in reading the following findings that the student was not necessarily the respondent who answered the survey questions presented here.

## Employment

A main focus of this research was the employment and education outcomes of the students during the period between their exit from high school and their interview (approximately one year from their high school exit). Many of the students (59.7%) indicated that they were currently employed. Of those not currently employed, 56.9% reported that they had had a period of employment since exiting high school. Combined, 80.7% of the students were currently employed or had worked since leaving high school.

Of the students who were currently employed, the three most common employment areas were food services (25.2%), retail or grocery store (18.7%), and laborer (12.9%). Nearly half (44.6%) worked 35



hours or more a week. Nearly all worked for higher than the national minimum wage (\$7.26 per hour or more; 94.2%), while 85.6% worked for higher than the Nebraska minimum wage (\$9.01 or more).

### Post-Secondary Education

Post-secondary education was also a very prevalent activity for these students since exiting high school. Half (50.0%) of respondents have enrolled in a school, training, or other education program since leaving high school and 59.5% of those respondents are currently enrolled. The majority of students who were currently enrolled in some type of school, training, or education program indicated attending a community or technical college (52.8%) followed by a college or university (23.3%). Additionally, almost three-fourths of these students were enrolled in school full-time (72.5%).

The questions from the employment and education variables demonstrate the large presence of these students in the work force and in educational institutions. When looked at as a whole, 88.3% of the students interviewed for the survey were currently working or had worked at some point since exiting high school, were currently enrolled, were enrolled for fall of 2018 in some type of school, training or education program or had taken classes in some type of school, training or education program.

### Adult Agencies

19.8% of respondents indicated they currently receive services from an adult agency. Of those who said they do not receive services, another 17.6% indicated they had received services at some point in the past. The most commonly utilized adult agency was Vocational Rehabilitation. Over half (64.8%) received services from that agency. The next most common agency was Developmental Disability Services (24.8%).

### Federal Reporting Targets

All states use the following three “targets” to report annually to OSEP. Each reporting target includes reporting the percentage of students who meet the criteria for each target. The criteria for each of the targets are:

- A. Percent enrolled in higher education within one year of leaving high school and had IEPs in effect at the time they left high school.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school and had IEPs in effect at the time they left high school.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school and had IEPs in effect at the time they left high school.

The terms above are defined as follows:

Enrolled in higher education – Youth have been enrolled on a full- or part-time basis in a community college (2-year program) or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment – Youth have worked for pay at or above minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training – Youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a 2-year program).

Some other employment – Youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Nebraska’s goals for meeting each target are as follows: Target A-37.0%, Target B-66.0%, Target C-83.4%. In accordance with federal reporting standards, percentages here are unweighted. In Appendix F, weighted percentages are presented. The percentage of Nebraska students meeting each target for 2018 are:

- Meets Target A – **34.7%**
- Meets Target B – **58.2%**
- Meets Target C – **75.1%**

## Summary

Additional information about the purpose, sampling or outcomes of the survey can be requested by contacting the Office of Special Education at the Nebraska Department of Education at (402) 471-2471.

Any questions regarding this report or the data collected can be directed to the Bureau of Sociological Research at the University of Nebraska-Lincoln by calling (402) 472-3672 or by sending an e-mail to [bosr@unl.edu](mailto:bosr@unl.edu).

## Appendices

### Appendix A: List of Participating School Districts

ADAMS CENTRAL PUBLIC SCHOOLS  
AINSWORTH COMMUNITY SCHOOLS  
ALLEN CONSOLIDATED SCHOOLS  
ALLIANCE PUBLIC SCHOOLS  
ALMA PUBLIC SCHOOLS  
AMHERST PUBLIC SCHOOLS  
ANSELMO-MERNA PUBLIC SCHOOLS  
ANSLEY PUBLIC SCHOOLS  
ARAPAHOE PUBLIC SCHOOLS  
ARCADIA PUBLIC SCHOOLS  
ARLINGTON PUBLIC SCHOOLS  
ARNOLD PUBLIC SCHOOLS  
ARTHUR COUNTY SCHOOLS  
ASHLAND-GREENWOOD PUBLIC SCHS  
AUBURN PUBLIC SCHOOLS  
AURORA PUBLIC SCHOOLS  
BANCROFT-ROSALIE COMM SCHOOLS  
BANNER COUNTY PUBLIC SCHOOLS  
BATTLE CREEK PUBLIC SCHOOLS  
BAYARD PUBLIC SCHOOLS  
BEATRICE PUBLIC SCHOOLS  
BELLEVUE PUBLIC SCHOOLS  
BENNINGTON PUBLIC SCHOOLS  
BERTRAND PUBLIC SCHOOLS  
BLAIR COMMUNITY SCHOOLS  
BLOOMFIELD COMMUNITY SCHOOLS  
BLUE HILL PUBLIC SCHOOLS  
BOONE CENTRAL SCHOOLS  
BRADY PUBLIC SCHOOLS  
BRIDGEPORT PUBLIC SCHOOLS  
BROKEN BOW PUBLIC SCHOOLS  
BRUNING-DAVENPORT UNIFIED SYS  
BURWELL PUBLIC SCHOOLS  
CALLAWAY PUBLIC SCHOOLS  
CAMBRIDGE PUBLIC SCHOOLS  
CEDAR BLUFFS PUBLIC SCHOOLS  
CENTENNIAL PUBLIC SCHOOLS  
CENTRAL CITY PUBLIC SCHOOLS  
CENTRAL VALLEY PUBLIC SCHOOLS  
CENTURA PUBLIC SCHOOLS  
CHADRON PUBLIC SCHOOLS  
CHAMBERS PUBLIC SCHOOLS  
CHASE COUNTY SCHOOLS  
LINCOLN PUBLIC SCHOOLS  
LITCHFIELD PUBLIC SCHOOLS  
LOGAN VIEW PUBLIC SCHOOLS  
LOOMIS PUBLIC SCHOOLS  
LOUISVILLE PUBLIC SCHOOLS  
LOUP COUNTY PUBLIC SCHOOLS  
LYONS-DECATUR NORTHEAST SCHS  
MADISON PUBLIC SCHOOLS  
MALCOLM PUBLIC SCHOOLS  
MAXWELL PUBLIC SCHOOLS  
MC COOK PUBLIC SCHOOLS  
MC COOL JUNCTION PUBLIC SCHS  
MC PHERSON COUNTY SCHOOLS  
MEAD PUBLIC SCHOOLS  
MERIDIAN PUBLIC SCHOOLS  
MILFORD PUBLIC SCHOOLS  
MILLARD PUBLIC SCHOOLS  
MINATARE PUBLIC SCHOOLS  
MINDEN PUBLIC SCHOOLS  
MITCHELL PUBLIC SCHOOLS  
MORRILL PUBLIC SCHOOLS  
NE CORRECTIONAL YOUTH FACILITY  
NEBRASKA CITY PUBLIC SCHOOLS  
NEBRASKA UNIFIED DISTRICT 1  
NELIGH-OAKDALE SCHOOLS  
NEWMAN GROVE PUBLIC SCHOOLS  
NIOBRARA PUBLIC SCHOOLS  
NORFOLK PUBLIC SCHOOLS  
NORRIS SCHOOL DIST 160  
NORTH BEND CENTRAL PUBLIC SCHS  
NORTH PLATTE PUBLIC SCHOOLS  
NORTHWEST PUBLIC SCHOOLS  
OAKLAND CRAIG PUBLIC SCHOOLS  
OGALLALA PUBLIC SCHOOLS  
OMAHA PUBLIC SCHOOLS  
O'NEILL PUBLIC SCHOOLS  
ORD PUBLIC SCHOOLS  
OVERTON PUBLIC SCHOOLS  
PALMER PUBLIC SCHOOLS  
PALMYRA DISTRICT O R 1  
PAPILLION LA VISTA COMMUNITY SCHOOLS  
PAWNEE CITY PUBLIC SCHOOLS  
PAXTON CONSOLIDATED SCHOOLS

CLARKSON PUBLIC SCHOOLS  
CODY-KILGORE PUBLIC SCHS  
COLUMBUS PUBLIC SCHOOLS  
CONESTOGA PUBLIC SCHOOLS  
COZAD COMMUNITY SCHOOLS  
CRAWFORD PUBLIC SCHOOLS  
CREEK VALLEY SCHOOLS  
CREIGHTON COMMUNITY PUBLIC SCHOOLS  
CRETE PUBLIC SCHOOLS  
CROFTON COMMUNITY SCHOOLS  
CROSS COUNTY COMMUNITY SCHOOLS  
DAVID CITY PUBLIC SCHOOLS  
DESHLER PUBLIC SCHOOLS  
DILLER-ODELL PUBLIC SCHOOLS  
DONIPHAN-TRUMBULL PUBLIC SCHS  
DOUGLAS CO WEST COMMUNITY SCHS  
DUNDY CO STRATTON PUBLIC SCHS  
EAST BUTLER PUBLIC SCHOOLS  
ELBA PUBLIC SCHOOLS  
ELGIN PUBLIC SCHOOLS  
ELKHORN PUBLIC SCHOOLS  
ELKHORN VALLEY SCHOOLS  
ELM CREEK PUBLIC SCHOOLS  
ELMWOOD-MURDOCK PUBLIC SCHOOLS  
ELWOOD PUBLIC SCHOOLS  
EMERSON-HUBBARD PUBLIC SCHOOLS  
EUSTIS-FARNAM PUBLIC SCHOOLS  
FAIRBURY PUBLIC SCHOOLS  
FALLS CITY PUBLIC SCHOOLS  
FILLMORE CENTRAL PUBLIC SCHS  
FORT CALHOUN COMMUNITY SCHS  
FREEMAN PUBLIC SCHOOLS  
FREMONT PUBLIC SCHOOLS  
FRIEND PUBLIC SCHOOLS  
FULLERTON PUBLIC SCHOOLS  
GARDEN COUNTY SCHOOLS  
GERING PUBLIC SCHOOLS  
GIBBON PUBLIC SCHOOLS  
GILTNER PUBLIC SCHOOLS  
GORDON-RUSHVILLE PUBLIC SCHS  
GOTHENBURG PUBLIC SCHOOLS  
GRAND ISLAND PUBLIC SCHOOLS  
GRETNA PUBLIC SCHOOLS  
HAMPTON PUBLIC SCHOOLS  
HARTINGTON NEWCASTLE PUBLIC SCHOOLS  
HARVARD PUBLIC SCHOOLS  
HASTINGS PUBLIC SCHOOLS  
HAYES CENTER PUBLIC SCHOOLS

PENDER PUBLIC SCHOOLS  
PERKINS COUNTY SCHOOLS  
PIERCE PUBLIC SCHOOLS  
PLAINVIEW PUBLIC SCHOOLS  
PLATTSMOUTH COMMUNITY SCHOOLS  
PLEASANTON PUBLIC SCHOOLS  
PONCA PUBLIC SCHOOLS  
RALSTON PUBLIC SCHOOLS  
RANDOLPH PUBLIC SCHOOLS  
RAVENNA PUBLIC SCHOOLS  
RAYMOND CENTRAL PUBLIC SCHOOLS  
RED CLOUD COMMUNITY SCHOOLS  
RIVERSIDE PUBLIC SCHOOLS  
ROCK COUNTY PUBLIC SCHOOLS  
SANTEE COMMUNITY SCHOOLS  
SCHUYLER COMMUNITY SCHOOLS  
SCOTTSBLUFF PUBLIC SCHOOLS  
SCRIBNER-SNYDER COMMUNITY SCHS  
SEWARD PUBLIC SCHOOLS  
SHELBY - RISING CITY PUBLIC SCHOOLS  
SHELTON PUBLIC SCHOOLS  
SIDNEY PUBLIC SCHOOLS  
SO SIOUX CITY COMMUNITY SCHS  
SOUTH CENTRAL NEBRASKA UNIFIED 5  
SOUTHERN SCHOOL DIST 1  
SOUTHERN VALLEY SCHOOLS  
SOUTHWEST PUBLIC SCHOOLS  
SPRINGFIELD PLATTEVIEW COMM SCHOOLS  
ST PAUL PUBLIC SCHOOLS  
STANTON COMMUNITY SCHOOLS  
STAPLETON PUBLIC SCHOOLS  
STERLING PUBLIC SCHOOLS  
STUART PUBLIC SCHOOLS  
SUMNER-EDDYVILLE-MILLER SCHS  
SUPERIOR PUBLIC SCHOOLS  
SUTHERLAND PUBLIC SCHOOLS  
SUTTON PUBLIC SCHOOLS  
SYRACUSE-DUNBAR-AVOCA SCHOOLS  
TEKAMAH-HERMAN COMMUNITY SCHS  
THAYER CENTRAL COMMUNITY SCHS  
TRI COUNTY PUBLIC SCHOOLS  
TWIN RIVER PUBLIC SCHOOLS  
UMO N HO N NATION PUBLIC SCHS  
VALENTINE COMMUNITY SCHOOLS  
WAHOO PUBLIC SCHOOLS  
WAKEFIELD PUBLIC SCHOOLS  
WALLACE PUBLIC SCH DIST 65 R  
WALTHILL PUBLIC SCHOOLS

HEARTLAND COMMUNITY SCHOOLS  
HEMINGFORD PUBLIC SCHOOLS  
HERSHEY PUBLIC SCHOOLS  
HIGH PLAINS COMMUNITY SCHOOLS  
HOLDREGE PUBLIC SCHOOLS  
HOMER COMMUNITY SCHOOLS  
HOWELLS-DODGE CONSOLIDATED SCHOOLS  
HUMBOLDT TABLE ROCK STEINAUER  
HUMPHREY PUBLIC SCHOOLS  
JOHNSON CO CENTRAL PUBLIC SCHS  
JOHNSON-BROCK PUBLIC SCHOOLS  
KEARNEY PUBLIC SCHOOLS  
KEARNEY WEST HIGH SCHOOL  
LAKEVIEW COMMUNITY SCHOOLS  
LAUREL-CONCORD-COLERIDGE SCHOOL  
LEIGH COMMUNITY SCHOOLS  
LEWISTON CONSOLIDATED SCHOOLS  
LEXINGTON PUBLIC SCHOOLS

WAUNETA-PALISADE PUBLIC SCHS  
WAUSA PUBLIC SCHOOLS  
WAVERLY SCHOOL DISTRICT 145  
WAYNE COMMUNITY SCHOOLS  
WEEPING WATER PUBLIC SCHOOLS  
WEST BOYD SCHOOL DISTRICT  
WEST HOLT PUBLIC SCHOOLS  
WEST POINT PUBLIC SCHOOLS  
WESTSIDE COMMUNITY SCHOOLS  
WILBER-CLATONIA PUBLIC SCHOOLS  
WILCOX-HILDRETH PUBLIC SCHOOLS  
WINNEBAGO PUBLIC SCHOOLS  
WINSIDE PUBLIC SCHOOLS  
WISNER-PILGER PUBLIC SCHOOLS  
WOOD RIVER RURAL SCHOOLS  
WYNOT PUBLIC SCHOOLS  
YORK PUBLIC SCHOOLS  
YUTAN PUBLIC SCHOOLS

## Appendix B: Variable List

Variable	Label
ID	Respondent ID
REC	Mail Survey Record Number
Q1	Are you currently taking classes at any high school?
Q2	Do you currently have a job?
Q2A	At any time since leaving high school, have you ever had a job?
Q3	Which of the following best describes your job?
Q3NEW	Where do you work?
Q3OTH	Where work - OTHER
Q4	Have you worked at this job for at least a total of 90 days (3 months)?
Q5	How many hours per week do you work at this job?
Q6	What is your hourly wage rate?
Q6OTH	Hourly wage - OTHER
Q7	At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?
Q8	In what type of school, training, or education program were you enrolled?
Q8OTH	Previous education type - OTHER
Q9	Did you complete at least a full term (semester or quarter)?
Q10	Were you enrolled full time?
Q11	Are you currently enrolled in any type of school, training, or education program?
Q12	In what type of school, training, or education program are you currently enrolled?
Q12OTH	Current education type - OTHER
Q13	Are you currently enrolled full time?
Q14	Do you currently receive services from any adult agency?
Q14A	Have you ever received services from any adult agency?
Q15M1R	From which agency or agencies have you received services? - VR or Vocational Rehabilitation
Q15M2R	From which agency or agencies have you received services? - HHS - Developmental Disability Services
Q15M3R	From which agency or agencies have you received services? - DoL Workforce Investment-Job Training (formerly JT)
Q15M4R	From which agency or agencies have you received services? - Community Mental Health
Q15M5R	From which agency or agencies have you received services? - Other
Q15OTH	From which agency or agencies have you received services? - Other, please specify
Q16	Who filled out this survey?
Q16OTH	Relation to student - OTHER
Q17O	Do you have any suggestions for your high school which would help students be better prepared for life after high school?
jobtype	Works in a competitive employment setting

wrk90	Has worked at least 90 days since leaving HS
wrk20hrs	Worked at least 20 hours per week
minwg	Made at least minimum wage
compemp	Meets competitive employment status
enrolled	Enrolled in higher education
term	Completed at least one term
highered	Meets higher education status
otheremp	Meets other employment status
nonhied	Enrolled in non-higher education institution
othered	Meets other education status
a	Target A
b	Target B
c	Target C
StateID	State ID
SchoolID	School ID
distid	School District
ESU	ESU
EXRS	Exit Reason
Sex	Sex
Race	Race
Disability	Disability
LEP_Desc	English Language Learner
weight	Weighting Matrix

## 2018 Nebraska Post School Outcomes Project Survey

1. Are you *currently* taking classes at any high school?

- Yes
- No

### Current Employment

2. Do you *currently* have a job?

- Yes → *Go to question 3*
- No



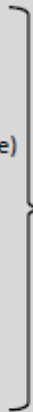
2a. At any time since leaving high school, have you *ever* had a job?

- Yes
- No → *Go to question 7*

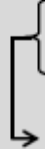


3. Which of the following *best* describes your job?

- Fast food/food services
- Retail or grocery store (sales, clerking, stocking, telemarketing)
- Domestic janitorial (including hotel or motel)
- Laborer (material handler, hwy construction, lawncare, warehouse)
- Production work (factory work)
- Building construction trades (carpenter, welder, roofer)
- Technical/mechanical trades (automotive, machinist, electronic)
- Office work (computer operator, filing)
- Human services, Healthcare, Daycare
- Military
- Piecework in a sheltered workshop
- Other



*Go to question 4*



3a. Where do you work?

- In an integrated, competitive employment setting (i.e. a business, store, or shop)
- At home
- In the military
- In a jail or prison
- In sheltered employment (where most workers have disabilities)
- In supported employment (paid work in community with support services)
- Other, please specify:



4. Have you worked at your job for at least a total of 90 days (3 months)?

- Yes
- No

5. How many hours per week do/did you work at your job?

- 1-10
- 11-19
- 20-29
- 30-34
- 35 hours or more

6. What is/was your hourly wage rate?

- Less than \$7.25 per hour
- \$7.25 per hour
- \$7.26-\$9.00 per hour
- \$9.01-\$10.00 per hour
- \$10.01 or more per hour
- Other, please specify:

Post-Secondary Education

7. At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?

- Yes
- No → Go to question 14



8. In what type of school, training, or education program were you enrolled?

- High school completion program (Adult Basic Education, GED)
- Short-term education or employment training (WIA, Job Corps)
- Vocational or Technical School (less than a 2-year program including certificate programs)
- Community or Technical College (2-year college)
- College or University (4-year college)
- Enrolled in studies while incarcerated
- Military
- Other, please specify:

9. Did you complete at least a full term (semester or quarter)?

- Yes
- No

10. Were you enrolled full time?

- Yes
- No

11. Are you *currently* enrolled in any type of school, training, or education program?

- Yes
- No → Go to question 14

12. In what type of school, training, or education program are you currently enrolled?

- High school completion program (Adult Basic Education, GED)
- Short-term education or employment training (WIA, Job Corps)
- Vocational or Technical School (less than a 2-year program, including certificate programs)
- Community or Technical College (2-year college)
- College or University (4-year college)
- Enrolled in studies while incarcerated
- Military
- Other, please specify:

13. Are you currently enrolled full time?

- Yes
- No

Adult Agencies

14. Do you *currently* receive services from any adult agency?

- Yes → Go to question 15
- No

→ 14a. Have you *ever* received services from any adult agency?

- Yes
- No → Go to question 16

15. From which agency or agencies have you received services? (Select all that apply.)

- VR or Vocational Rehabilitation
- HHS – Developmental Disability Services
- DoL Workforce Investment – Job Training Program (formerly JTPA)
- Community Mental Health
- Other, please specify:

16. Who filled out this survey?

- Former Student
- Former Student's Parent
- Former Student's Guardian
- Someone else, please indicate relationship to former student:

17. Do you have any suggestions for your high school which would help students be better prepared for life after high school?

## Thank you!

Please use the postage-paid return envelope included in your survey packet to return your questionnaire.

Questions or requests from this survey can be directed to:

Bureau of Sociological Research  
University of Nebraska-Lincoln  
907 Oldfather Hall | PO Box 880325  
Lincoln, NE 68588-0325  
Phone: 1-800-480-4549 (toll free)  
E-mail: bosr@unl.edu

## Phone Version

### INTRO:

CASE ID: <PIN>NAME: <FNAME> <LNAME>PHONE: \$N  
VOICEMAIL MESSAGE (LEAVE A VOICEMAIL WHEN APPLICABLE): "Hello, this is \$I calling from the UNL Research Center on behalf of the Nebraska Department of Education. We are calling for <fname> <lname> to ask about their experiences since leaving high school. Please call us back at 1-800-480-4549 at your convenience and provide your reference number \$Q. Thank you."  
\*\*\*DO NOT LEAVE A VOICEMAIL ON SUBSEQUENT CALLS OR MORE THAN ONCE A WEEK.\*\*\*

CONTINUE - SOMEONE ANSWERED THE PHONE

ANSWERING MACHINE / VOICEMAIL  
ANSWERING MACHINE / VOICEMAIL - LEFT MESSAGE  
NO ANSWER (AFTER 6-7 RINGS)  
NORMAL BUSY SIGNAL

DISCONNECTED / NON-WORKING NUMBER  
FAX OR DATA LINE  
FAST BUSY SIGNAL  
TEMPORARILY OUT OF SERVICE

NO CALL MADE  
\*\*\*USE "NO CALL MADE" AS SPARINGLY AS POSSIBLE. NOTIFY A SUPERVISOR IF YOU DO SO A CB CAN BE SET!!!\*\*\*

### INT01:

Hello, this is \_\_\_\_\_ calling from the UNL Research Center on behalf of the Nebraska Department of Education. May I speak to <fname> <lname>?

CASE ID: <PIN>NAME: <FNAME> <LNAME>PHONE: \$N  
CONTINUE - FORMER STUDENT IS ON THE PHONE  
CONTINUE - PERSON ON THE PHONE WILL PROXY FOR STUDENT  
CONTINUE - PERSON ON THE PHONE IS GETTING STUDENT  
CONTINUE - PERSON ON THE PHONE IS GETTING PROXY FOR STUDENT

CB REQUESTED:  
CALLBACK - DEFINITE  
CALLBACK - INDEFINITE

REFUSAL:  
REFUSAL - HANG UP  
REFUSAL - BY SOMEONE OTHER THAN RESPONDENT  
REFUSAL - BY RESPONDENT  
REFUSAL - DO NOT CALL

WRONG NUMBER FOR RESPONDENT:  
WRONG NUMBER - NO NEW NUMBER PROVIDED  
NEW NUMBER PROVIDED

**OTHER SCENARIOS:**

LANGUAGE BARRIER WITH SOMEONE OTHER THAN RESPONDENT  
LANGUAGE BARRIER WITH RESPONDENT  
RESPONDENT IS MENTALLY OR PHYSICALLY UNABLE TO COMPLETE SURVEY

OTHER - LEAVE A DETAILED EXPLANATION

COMPLETED MAIL SURVEY  
REQUESTED ANOTHER PAPER SURVEY

**INT02:**

Your name was given to us by the last public high school you attended or received services from, as their records indicated you graduated or left high school during the 2016-2017 school year. We would like to talk to you about your experiences since leaving high school including your education and job plans. All of your answers will be kept confidential. You have the right to refuse to answer any question you wish. The interview takes about 5 minutes to complete. Can we begin now?

CASE ID: <PIN>NAME: <FNAME> <LNAME>PHONE: \$N  
CONTINUE

**CB REQUESTED:**

CALLBACK - DEFINITE  
CALLBACK - INDEFINITE

**REFUSAL:**

REFUSAL - HANG UP  
REFUSAL - BY SOMEONE OTHER THAN RESPONDENT  
REFUSAL - BY RESPONDENT  
REFUSAL - DO NOT CALL

**WRONG NUMBER FOR RESPONDENT:**

WRONG NUMBER - NO NEW NUMBER PROVIDED  
NEW NUMBER PROVIDED

**OTHER SCENARIOS:**

LANGUAGE BARRIER WITH SOMEONE OTHER THAN RESPONDENT  
LANGUAGE BARRIER WITH RESPONDENT  
RESPONDENT IS MENTALLY OR PHYSICALLY UNABLE TO COMPLETE SURVEY

OTHER - LEAVE A DETAILED EXPLANATION

COMPLETED MAIL SURVEY  
REQUESTED ANOTHER PAPER SURVEY

**RELAT:**

What is your relationship to <FNAME>?

PARENT  
GUARDIAN  
OTHER, SPECIFY

DON'T KNOW  
REFUSED

**Q1:**

Are you currently taking classes at any high school?

YES  
NO

DON'T KNOW  
REFUSED

**Q2:**

Do you currently have a job?

YES  
NO

DON'T KNOW  
REFUSED

**Q2A:**

At any time since leaving high school, have you ever had a job?

YES  
NO

DON'T KNOW  
REFUSED

**Q3:**

Which of the following best describes your job?

Fast food/food services  
Retail or grocery store (sales, clerking, stocking, telemarketing)  
Domestic janitorial (including hotel or motel)  
Laborer (material handler, hwy construction, lawncare, warehouse)  
Production work (factory work)  
Building construction trades (carpenter, welder, roofer)  
Technical/mechanical trades (automotive, machinist, electronic)  
Office work (computer operator, filing)  
Human services, Healthcare, Daycare  
Military  
Piecework in a sheltered workshop  
Other

DON'T KNOW  
REFUSED

**Q3A:**

Where do you work?

In an integrated, competitive employment setting (i.e. a business, store, or shop)  
At home  
In the military  
In a jail or prison  
In sheltered employment (where most workers have disabilities)  
In supported employment (paid work in community with support services)  
Other, please specify

DON'T KNOW

REFUSED

**Q4:**

Have you worked at this job for at least a total of 90 days (3 months)?

YES

NO

DON'T KNOW

REFUSED

**Q5:**

How many hours per week do you work at this job?

1-10

11-19

20-29

30-34

35 hours or more

DON'T KNOW

REFUSED

**Q6:**

What is your hourly wage rate?

Less than \$7.25 per hour

\$7.25 per hour

\$7.26-\$9.00 per hour

\$9.01-\$10.00 per hour

\$10.01 or more per hour

Other, please specify:

DON'T KNOW

REFUSED

**Q3\_PAST:**

Which of the following best describes your former job?

Fast food/food services

Retail or grocery store (sales, clerking, stocking, telemarketing)

Domestic janitorial (including hotel or motel)

Laborer (material handler, hwy construction, lawncare, warehouse)

Production work (factory work)  
Building construction trades (carpenter, welder, roofer)  
Technical/mechanical trades (automotive, machinist, electronic)  
Office work (computer operator, filing)  
Human services, Healthcare, Daycare  
Military  
Piecework in a sheltered workshop  
Other

DON'T KNOW  
REFUSED

**Q3A\_PAST:**

Where did you work?

In an integrated, competitive employment setting (i.e. a business, store, or shop)  
At home  
In the military  
In a jail or prison  
In sheltered employment (where most workers have disabilities)  
In supported employment (paid work in community with support services)  
Other, please specify

DON'T KNOW  
REFUSED

**Q4\_PAST:**

Did you worked at this job for at least a total of 90 days (3 months)?

YES  
NO

DON'T KNOW  
REFUSED

**Q5\_PAST:**

How many hours per week did you work at this job?

1-10  
11-19  
20-29  
30-34  
35 hours or more

DON'T KNOW  
REFUSED

**Q6\_PAST:**

What was your hourly wage rate?

Less than \$7.25 per hour  
\$7.25 per hour



\$7.26-\$9.00 per hour  
\$9.01-\$10.00 per hour  
\$10.01 or more per hour  
Other, please specify:

DON'T KNOW  
REFUSED

**Q7:**

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?

YES  
NO

DON'T KNOW  
REFUSED

**Q8:**

In what type of school, training, or education program were you enrolled?

High school completion program (Adult Basic Education, GED)  
Short-term education or employment training (WIA, Job Corps)  
Vocational or Technical School (less than a 2-year program including certificate programs)  
Community or Technical College (2-year college)  
College or University (4-year college)  
Enrolled in studies while incarcerated  
Military  
Other, please specify:

DON'T KNOW  
REFUSED

**Q9:**

Did you complete at least a full term (semester or quarter)?

YES  
NO

DON'T KNOW  
REFUSED

**Q10:**

Were you enrolled full time?

YES  
NO

DON'T KNOW  
REFUSED

**Q11:**

Are you currently enrolled in any type of school, training, or education program?

YES

NO

DON'T KNOW

REFUSED

**Q12:**

In what type of school, training, or education program are you currently enrolled?

High school completion program (Adult Basic Education, GED)

Short-term education or employment training (WIA, Job Corps)

Vocational or Technical School (less than a 2-year program including certificate programs)

Community or Technical College (2-year college)

College or University (4-year college)

Enrolled in studies while incarcerated

Military

Other, please specify:

DON'T KNOW

REFUSED

**Q13:**

Are you currently enrolled full time?

YES

NO

DON'T KNOW

REFUSED

**Q14:**

Do you currently receive services from any adult agency?

YES

NO

DON'T KNOW

REFUSED

**Q14A:**

Have you ever received services from any adult agency?

YES

NO

DON'T KNOW

REFUSED

**Q15:**

From which agency or agencies have you received services?

SELECT ALL THAT APPLY

READ ALL OPTIONS TO RESPONDENT

VR or Vocational Rehabilitation  
HHS - Developmental Disability Services  
DoL Workforce Investment-Job Training (formerly JTPA)  
Community Mental Health  
Other, please specify

DON'T KNOW

REFUSED

**Q17:**

Do you have any suggestions for your high school which would help students be better prepared for life after high school?

COMMENT:

NO COMMENT

DON'T KNOW

REFUSED

**INT50:**

Thank you for your time today. We are looking to speak to students who are no longer in high school. We look forward to talking to you in the coming years after you have left high school.

INELIGIBLE

**INT99:**

That was my last question. Thank you for taking the time to complete the survey today.

COMPLETED INTERVIEW

## Appendix D: Communications

### Initial Letter



July 18, 2018

«D»  
«first» «last»  
«Address»  
«City», «St» «Zip»

Dear «first»

I am writing to ask you to participate in the Nebraska Post-School Outcomes Project Survey for students who received special education services while in high school. This is a very important study, and your answers will help us evaluate and improve special education services for other students.

Please fill out this 5 minute enclosed survey. The survey questions were written to give us an idea of your experiences since leaving high school. For example, we will be asking about any training or education you have received or any jobs you have held since leaving high school. This survey is being conducted with assistance from the Bureau of Sociological Research at the University of Nebraska-Lincoln. When you are finished with the survey, please return the survey in the addressed postage-paid envelope to the Bureau.

If you are unable to complete the survey, a parent or guardian who knows about your high school and post- high school experiences may answer in your place. However, we still prefer that you, the student, complete the survey.

If you have any questions or concerns about this survey, you can contact us via phone at 1-800-480-4549 (toll free) or via email at bosr@unl.edu. More information about the Nebraska Post-School Outcomes Project can be found on the back of this letter.

Thank you in advance for participating in this study. We look forward to receiving your responses and hope you enjoy answering the questionnaire. Your responses are important and will help improve education services to students in Nebraska schools.

Cordially,

Lindsey Witt-Swanson  
Assistant Director  
Bureau of Sociological Research  
University of Nebraska-Lincoln

To lead and support the preparation of all Nebraskans for learning, earning, and living.

## Frequently Asked Questions about the Post-School Outcomes Project Survey

### **How was I selected?**

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2016-17 school year. This project helps the State to fulfill a federal requirement. You also may recall seeing a flyer or receiving a postcard about this project when you were exiting high school.

### **Who should fill out the survey?**

The former student listed on the front of this letter should fill out the survey. If that person is unavailable or otherwise incapable of completing the survey, we ask that a parent or guardian completes the survey to the best of their knowledge on behalf of the former student.

### **What are the questions about?**

The survey questions ask about your experiences since leaving high school which include work, training, and services from adult agencies.

### **What if I don't want to answer specific questions?**

Participation in this study is voluntary; you are free to decide not to participate. Your responses to the questions will be kept completely confidential. You do not have to answer any question that makes you feel uncomfortable, and you may end the interview at any time.

### **Why should I participate?**

The results from this study will be used to improve services for students at your high school and other schools in Nebraska. We think you will enjoy completing the interview and having a chance to talk about issues important to you.

### **Who is responsible for this study? How can I contact them?**

The interviews are being completed by the Bureau of Sociological Research at the University of Nebraska- Lincoln on behalf of the Nebraska Department of Education. The Bureau is led by director Dr. Jolene Smyth and assistant director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to [bosr@unl.edu](mailto:bosr@unl.edu). You may also want to visit the Web site at <http://bosr.unl.edu> to find out more about the Bureau and more about this study.



## Postcard

A survey was sent to you last week for the Nebraska Post-School Outcomes Project. If you have already completed and returned the survey, please accept our sincere thanks. If not, please complete the survey right away. We appreciate your help with this study.

While participation is voluntary, you can help us by taking a few minutes to share your experiences. A parent or guardian can complete the survey for you if needed, but we prefer that you, the student, complete it yourself.

If you did not receive a survey or if it was misplaced, please call 1-800-480-4549 and we will send another one immediately. Again, we appreciate your help and look forward to receiving your survey.

Sincerely,  
Lindsey Witt-Swanson, Assistant Director  
Bureau of Sociological Research  
University of Nebraska-Lincoln



Office of Special Education  
P.O. Box 94987  
Lincoln, NE 68509-4987

13-48-03



# NEBRASKA

## DEPARTMENT OF EDUCATION

[www.education.ne.gov](http://www.education.ne.gov)  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

August 8, 2018

«(D)»  
«(First)» «(Last)»  
«(Address)»  
«(City)», «(ST)» «(Zip)»

Dear «(First)»,

A few weeks ago we sent you a letter asking you to participate in the Nebraska Post-School Outcomes Project Survey for students who received special education services while in high school. To the best of our knowledge the questionnaire has not yet been returned.

I am writing again to ask for your help with this study. This is a very important study, and your answers will help us evaluate and improve special education services for other students in Nebraska. If you are unable to complete the survey, a parent or guardian who knows about your high school and post-high school experiences may answer in your place. However, we still prefer that you, the student, complete the survey.

Participation in the survey is voluntary, but will help us understand this important topic. It should only take about 5 minutes to complete this survey. Answers will be kept confidential. You might notice that there is a unique identification number on the survey. The unique ID simply allows us to keep track of which individuals have already completed the survey so that we can manage our mailings appropriately. Answers will never be associated with your identity.

Please contact the Bureau of Sociological Research by telephone at 1-800-480-4549 or by e-mail at [bsr@unl.edu](mailto:bsr@unl.edu) with any questions you may have about this survey. More information about the Post-School Outcomes Project can be found on the back of this letter.

Thank you for participating in the Nebraska Post-School Outcomes Project.

Cordially,

A handwritten signature in blue ink that reads "Lindsey Witt-Swanson".

Lindsey Witt-Swanson  
Assistant Director  
Bureau of Sociological Research  
University of Nebraska-Lincoln

To lead and support the preparation of all Nebraskans for learning, earning, and living.

## Frequently Asked Questions about the Post-School Outcomes Project Survey

### **How was I selected?**

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2016-17 school year. This project helps the State to fulfill a federal requirement. You also may recall seeing a flyer or receiving a postcard about this project when you were exiting high school.

### **Who should fill out the survey?**

The former student listed on the front of this letter should fill out the survey. If that person is unavailable or otherwise incapable of completing the survey, we ask that a parent or guardian completes the survey to the best of their knowledge on behalf of the former student.

### **What are the questions about?**

The survey questions ask about your experiences since leaving high school which include work, training, and services from adult agencies.

### **What if I don't want to answer specific questions?**

Participation in this study is voluntary; you are free to decide not to participate. Your responses to the questions will be kept completely confidential. You do not have to answer any question that makes you feel uncomfortable, and you may end the interview at any time.

### **Why should I participate?**

The results from this study will be used to improve services for students at your high school and other schools in Nebraska. We think you will enjoy completing the interview and having a chance to talk about issues important to you.

### **Who is responsible for this study? How can I contact them?**

The interviews are being completed by the Bureau of Sociological Research at the University of Nebraska- Lincoln on behalf of the Nebraska Department of Education. The Bureau is led by director Dr. Jolene Smyth and assistant director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to [bosr@unl.edu](mailto:bosr@unl.edu). You may also want to visit the Web site at <http://bosr.unl.edu> to find out more about the Bureau and more about this study.





## Appendix E: Interviewer Guide

### **Transition 2018 Study Guide**

A survey for the Nebraska Department of Education of student who had an individualized education program (IEP) in high school and exited (graduated, dropped out, or aged out) in the 2016-17 school year.

Voxco:

Practice – *TRANSITION PRAC*

Real study – *TRANSITION*

Timesheet:

*Transition*

**Formally known as:**

**Nebraska Post-School Outcomes Project Survey (NPSOPS)**

	<b>Phone</b>	<b>Toll Free</b>	<b>Website</b>
BOSR	402-472-3672	800-480-4549	<a href="http://www.bosr.unl.edu">www.bosr.unl.edu</a>
Hotline for Disability Services	402-471-0801	800-742-7594	<a href="http://www.cap.nebraska.gov">www.cap.nebraska.gov</a>
Nebraska Department of Education (Office of Special Education)	402-471-2471		<a href="http://www.education.ne.gov/sped/">www.education.ne.gov/sped/</a>

#### **At-a-Glance**

The Nebraska Post-School Outcomes Project Survey (NPSOPS), known around BOSR as Transition, is intended to survey a population of about 2,500 students who exited, or left, a Nebraska high school during the 2016-17 school year. Federal requirements mandate each state to survey students who used Individualized Educational Programs (IEP) while they were in high school.

The principal investigator of this study is the Nebraska Department of Education's Special Education Office in collaboration with public high schools throughout Nebraska. The survey includes questions about each student's experiences after high school, including work/career and education/training.

#### **Respondent/Proxy Respondent**

You will be talking to all types of students who used some type of special education service and left a Nebraska high school for some reason in 2015-16. The services these students used may have helped them with anything from a learning disability to more specialized educational needs for students with traumatic brain injuries. You will talk to a wide variety of students. There are four ways students may have left their high school: 1) graduated with a diploma, 2) graduated with a certificate of completion, 3) dropped out, or 4) aged out (turned 21 years old). The majority of students will have graduated with a diploma. Unlike most other surveys we do, for this one we can use a proxy respondent to complete the interview. This would be a person, usually a parent or guardian, who is able to answer the survey questions on the respondent's behalf. Proxy respondent can be used in cases where the former student is mentally or physically unable to answer the questions, is unavailable during the field period, or we have had trouble reaching the former student but a proxy is readily available.

### **Alternate Phone Numbers**

The bulk of the population we are talking to are around 19 or 20 years old, and as such they are a highly mobile population. If you get a household where they say the respondent is not there anymore, probe to attempt to get a new number for the respondent. If you get a new number, you can call it immediately in the same attempt to attempt to get a completed interview.

When you select the "NN NEW NUMBER PROVIDED" disposition on the second or third intro screen, you will get a new screen where you can enter the new number. Enter the new number (in the ###-###-#### format) then set a callback. Unless a respondent asks for a specific callback, set the callback for one or two days from the current time.

We might have alternate phone numbers to try for each record that we will try if a number is disconnected or the wrong number for the respondent. Pay attention to the call history for each record and if the number has changed.

### **Vocabulary**

Please be familiar with these terms as they may be used within the survey (questions and/or response choices) or may be given to you in the form of a respondent's answer that you will then need to code appropriately.

**IEP** – Individualized Education Program – An IEP is mandated by the Individuals with Disabilities Education Act (IDEA). Public schools are required to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. The IEP must be designed to provide the child with a Free Appropriate Public Education (FAPE). The IEP refers both to the educational program to be provided to a child with a disability and to the written document that describes that educational program. (Source: Wikipedia)

**VR** – Vocational Rehabilitation – This can refer both to the service of [an](#) agency that is providing training in a specific trade to individuals with the aim of helping that individual find a job (i.e. gain employment).

**JTP** – Job Training Program – This is a service of the Employment and Training Administration (ETA), as part of the U.S. Department of Labor, with the purpose of contributing to the more efficient and effective functioning of the U.S. labor market by providing high quality job training, employment, labor market information, and income maintenance services primarily through state and local workforce development systems. ETA administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. (Source: Wikipedia)

**Piecework** – Work paid for according to the number of units turned out. In other words, work done and paid for by the piece, often at a set rate per piece (at time associated with garment production, telemarketing, metalwork, etc.)

**Adult Agency** – This is a broad term describing any special services agency providing assistance (materials, referrals, training, employment, etc.) to adults with disabilities (special needs). VR and JTP (defined above) are examples of adult agencies.

## Appendix F: Frequency Tables

Do you currently have a job?		(n=751)
Yes		59.7%
No		40.3%

Which of the following best describes your current job?		
<i>Asked of those who are currently employed.</i>		(n=442)
Fast food/food services		25.2%
Retail or grocery store (sales, clerking, stocking, telemarketing)		18.7%
Domestic janitorial (including hotel or motel)		3.0%
Laborer (material handler, hwy construction, lawncare, warehouse)		12.9%
Production work (factory work)		5.7%
Building construction trades (carpenter, welder, roofer)		4.5%
Technical/mechanical trades (automotive, machinist, electronic)		6.2%
Office work (computer operator, filing)		2.6%
Human services, Healthcare, Daycare		9.1%
Military		2.1%
Piecework in a sheltered workshop		0.6%
Other		9.6%

Where do you work?		
<i>Asked of those who are currently employed and responded "piecework" or "other" to the previous question.</i>		(n=137)
In an integrated, competitive employment setting (i.e. a business, store, or shop)		48.2%
At home		1.4%
In the military		0.0%
In a jail or prison		0.0%
In sheltered employment (where most workers have disabilities)		4.2%
In supported employment (paid work in community with support services)		8.3%
Other		37.9%

Have you worked at this job for at least a total of 90 days (3 months)?	
<i>Asked of those who are currently employed.</i>	
	(n=461)
Yes	76.9%
No	23.1%

How many hours per week do you work at this job?	
<i>Asked of those who are currently employed.</i>	
	(n=447)
1 to 10	10.0%
11 to 19	13.6%
20 to 29	21.0%
30 to 34	10.8%
35 hours or more	44.6%

What is your hourly wage rate?	
<i>Asked of those who are currently employed.</i>	
	(n=432)
Less than \$7.25 per hour	0.9%
\$7.25 per hour	0.0%
\$7.26-\$9.00 per hour	8.6%
\$9.01-\$10.00 per hour	30.9%
\$10.01 or more per hour	54.7%
Other	4.9%

At any time since leaving high school, have you ever had a job?	
<i>Asked of those who are not currently employed.</i>	
	(n=314)
Yes	56.9%
No	43.1%

Which of the following best describes your previous job?	
<i>Asked of those who are not currently employed but have been employed since leaving high school.</i>	
(n=153)	
Fast food/food services	25.6%
Retail or grocery store (sales, clerking, stocking, telemarketing)	18.9%
Domestic janitorial (including hotel or motel)	6.0%
Laborer (material handler, hwy construction, lawncare, warehouse)	16.2%
Production work (factory work)	6.5%
Building construction trades (carpenter, welder, roofer)	4.4%
Technical/mechanical trades (automotive, machinist, electronic)	3.2%
Office work (computer operator, filing)	2.7%
Human services, Healthcare, Daycare	9.3%
Military	0.0%
Piecework in a sheltered workshop	1.0%
Other	6.2%

Where did you work?	
<i>Asked of those who are not currently employed but have been employed since leaving high school and responded "piecework" or "other" to the previous question.</i>	
(n=40)	
In an integrated, competitive employment setting (i.e. a business, store, or shop)	52.8%
At home	7.3%
In the military	2.3%
In a jail or prison	2.3%
In sheltered employment (where most workers have disabilities)	1.2%
In supported employment (paid work in community with support services)	7.0%
Other	27.0%

Did you work at this job for at least a total of 90 days (3 months)?	
<i>Asked of those who are not currently employed but have been employed since leaving high school.</i>	
(n=168)	
Yes	69.8%
No	30.2%

How many hours per week did you work at this job?	
<i>Asked of those who are not currently employed but have been employed since leaving high school.</i>	
	(n=165)
1 to 10	19.8%
11 to 19	8.6%
20 to 29	28.6%
30 to 34	6.8%
35 hours or more	36.2%

What was your hourly wage rate?	
<i>Asked of those who are not currently employed but have been employed since leaving high school.</i>	
	(n=155)
Less than \$7.25 per hour	1.5%
\$7.25 per hour	3.4%
\$7.26-\$9.00 per hour	9.6%
\$9.01-\$10.00 per hour	34.2%
\$10.01 or more per hour	49.5%
Other	1.9%

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?	
	(n=752)
Yes	50.0%
No	50.0%

In what type of school, training, or education program were you enrolled?	
<i>Asked of those who have enrolled in education since high school.</i>	
	(n=384)
High school completion program (Adult Basic Education, GED)	3.2%
Short-term education or employment training (WIA, Job Corps)	6.2%
Vocational or Technical School (less than a 2-year program including certificate programs)	6.6%
Community or Technical College (2-year college)	52.8%
College or University (4-year college)	23.3%
Enrolled in studies while incarcerated	0.8%
Military	1.1%
Other	6.0%

Did you complete at least a full term (semester or quarter)?	
<i>Asked of those who have enrolled in education since high school.</i>	
	(n=398)
Yes	82.2%
No	17.5%

Were you enrolled full time?	
<i>Asked of those who have enrolled in education since high school.</i>	
(n=393)	
Yes	72.5%
No	27.5%

Are you currently enrolled in any type of school, training, or education program?	
<i>Asked of those who have enrolled in education since high school.</i>	
(n=418)	
Yes	59.5%
No	40.5%

In what type of school, training, or education program are you currently enrolled?	
<i>Asked of those currently enrolled in education.</i>	
(n=244)	
High school completion program (Adult Basic Education, GED)	1.1%
Short-term education or employment training (WIA, Job Corps)	2.0%
Vocational or Technical School (less than a 2-year program including certificate programs)	5.7%
Community or Technical College (2-year college)	54.9%
College or University (4-year college)	29.4%
Enrolled in studies while incarcerated	0.0%
Military	1.2%
Other	5.7%

Are you currently enrolled full time?	
<i>Asked of those currently enrolled in education.</i>	
(n=260)	
Yes	71.6%
No	28.4%

Do you currently receive services from any adult agency?	
(n=730)	
Yes	19.8%
No	80.2%

Have you ever received services from any adult agency?	
<i>Asked of those who do not currently receive adult agency services.</i>	
(n=558)	
Yes	17.6%
No	82.4%

From which agency or agencies have you received services? (Select all that apply)	
<i>Asked of those who currently or have ever received adult agency services.</i>	
(n=278)	
VR or Vocational Rehabilitation	64.8%
HHS - Developmental Disability Services	24.8%
DoL Workforce Investment-Job Training (formerly JTPA)	3.2%
Community Mental Health	3.1%
Other	20.6%

Who completed this survey?	
(n=730)	
Former Student	57.9%
Former Student's Parent	34.8%
Former Student's Guardian	5.6%
Other	1.7%

Exit Reason	
(n=757)	
Graduated with regular high school diploma	85.3%
Received certificate of completion	1.1%
Reached maximum age	1.1%
Dropped out	12.4%

Sex	
(n=757)	
Male	65.2%
Female	34.8%

Race	
(n=757)	
American Indian or Alaska Native	4.3%
Asian	1.2%
Black or African American	6.3%
Hispanic	17.4%
Native Hawaiian or Other Pacific Islander	0.3%
White	65.3%
Two or more races	5.2%



Disability	(n=757)
Intellectual Disability	10.8%
Specific Learning Disability	40.2%
Emotional Disturbance	8.4%
Autism	11.7%
Speech Language Impairment	3.0%
Hearing Impaired	1.6%
Multiple Impairments	1.1%
Traumatic Brain Injury	1.4%
Visual Impairment	1.0%
Other Health Impairment	20.0%
Developmental Delay	0.0%
Orthopedic Impairment	0.9%
Deaf-Blindness	0.1%

English Language Learner	(n=757)
Yes	0.7%
No	99.3%

Target A	(n=757)
Meets Target	34.7%
Does Not Meet Target	65.3%

Target B	(n=757)
Meets Target	58.2%
Does Not Meet Target	41.8%

Target C	(n=757)
Meets Target	75.1%
Does Not Meet Target	24.9%

## Appendix G: AAPOR Transparency Initiative Immediate Disclosure Items

1. Who sponsored the research study **Introduction**
2. Who conducted the research study **Introduction**
3. If who conducted the study is different from the sponsor, the original sources of funding will also be disclosed. **N/A**
4. The exact wording and presentation of questions and response options whose results are reported. This includes preceding interviewer or respondent instructions and any preceding questions that might reasonably be expected to influence responses to the reported results.

### **Appendix C**

5. A definition of the population under study and its geographic location. **Sampling Design**
6. Dates of data collection. **Data Collection Process**
7. A description of the sampling frame(s) and its coverage of the target population, including mention of any segment of the target population that is not covered by the design. This may include, for example, exclusion of Alaska and Hawaii in U.S. surveys; exclusion of specific provinces or rural areas in international surveys; and exclusion of non-panel members in panel surveys. If possible the estimated size of non-covered segments will be provided. If a size estimate cannot be provided, this will be explained. If no frame or list was utilized, this will be indicated. **Sampling Design**
8. The name of the sample supplier, if the sampling frame and/or the sample itself was provided by a third party. **Sampling Design**
9. The methods used to recruit the panel or participants, if the sample was drawn from a pre-recruited panel or pool of respondents. **N/A**
10. A description of the sample design, giving a clear indication of the method by which the respondents were selected, recruited, intercepted or otherwise contacted or encountered, along with any eligibility requirements and/or oversampling. If quotas were used, the variables defining the quotas will be reported. If a within-household selection procedure was used, this will be described. The description of the sampling frame and sample design will include sufficient detail to determine whether the respondents were selected using probability or non-probability methods. **Sampling Design**
11. Method(s) and mode(s) used to administer the survey (e.g., CATI, CAPI, ACASI, IVR, mail survey, web survey) and the language(s) offered. **Questionnaire Design, Data Collection Process**
12. Sample sizes (by sampling frame if more than one was used) and a discussion of the precision of the findings. For probability samples, the estimates of sampling error will be reported, and the discussion will state whether or not the reported margins of sampling error or statistical analyses have been adjusted for the design effect due to weighting, clustering, or other factors. Disclosure requirements for non-probability samples are different because the precision of estimates from such samples is a model-based measure (rather than the average deviation from the population value over all possible samples). Reports of non-probability samples will only provide measures of precision if they are accompanied by a detailed description of how the underlying model was specified, its assumptions validated and the measure(s) calculated. To

avoid confusion, it is best to avoid using the term “margin of error” or “margin of sampling error” in conjunction with non-probability samples. **Sampling Design, Weighting**

13. A description of how the weights were calculated, including the variables used and the sources of weighting parameters, if weighted estimates are reported. **Weighting**
14. If the results reported are based on multiple samples or multiple modes, the preceding items will be disclosed for each.
15. Contact for obtaining more information about the study. **Summary**