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# Post School Outcomes Survey 2020 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 2020 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2020 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 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 2018-19 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 2018-2019 were provided to BOSR. A total of 2,567 names 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 2,313 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 2020. 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: employment, education, 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 mixed-mode mail, web, and phone methodology was utilized. The mail version was designed and administered by BOSR. The web version was designed and administered by BOSR in Qualtrics. 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, web, and phone, web questionnaires can be found in Appendix C. All materials were in English.

## Data Collection Process

All respondents started in the mail mode. An initial survey mailing was sent to the entire sample on July 2, 2020, containing a cover letter, questionnaire, and business reply envelope. The cover letter also had a link and QR code to access the web survey. 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 July 23, 2020. 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 mailed out using NDE postage.

On August 29, 2020 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 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, while Appendix F includes a FAQ guide given to interviewers so that they may properly answer respondent questions.

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.

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.

Data collection concluded on November 11, 2020 for all modes.

## 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.

For the web survey, respondents entered their responses directly into a computerized instrument and these responses required no additional data processing steps. The survey data were recorded in Qualtrics and stored on a secure server located within the Sociology Department at UNL after being exported. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The dataset was exported from Qualtrics into an SPSS system file.

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 is 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 all 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 web mode, respondents entered their responses directly into a computerized instrument and therefore needed no data cleaning.

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

After the three 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 telephone 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 (82.2%, n= 861) than the proportion contained in the NSSRS database (79.4%, n= 2,037). The proportions of students who reached maximum age is similar between the two groups. While there are more students who received a certificate of completion in the NSSRS database (6.9%, n=176), the proportion of students who completed interviews and received a certificate is higher (8.8%, n=91). On the other hand, there are fewer students, proportionally, who dropped out in the survey data (7.3%, n= 76) than in the NSSRS database (12.8%, n= 329).

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 is 1.22, which represents the loss in statistical efficiency that results from unequal weights<sup>1</sup>.

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<sup>1</sup> The formula used is:  $1 + cv^2(w) = \frac{n(\sum_1^n w_i^2)}{(\sum_1^n w_i)^2}$

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.

## Response Rate

Of the 2,567 students sampled, 1,038 (40.4%) interviews were completed. Of the completed interviews, 29.6% (n=307) were completed via mail, 11.2% (n=116) were completed via web, and 59.2% (n=615) 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 3.5% (n=90), 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 2018-19 school year, and deceased students was 0.9% (n=22). 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” (25.7%, n=660). 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 45.3%.

**Table 1. Response Outcomes of Sample Records.**

Response Category	Number	Percentage
Completed questionnaire	1,038	40.4%
<i>Graduated with diploma</i>	861	
<i>Received a certificate of completion</i>	91	
<i>Aged out/Reached maximum age</i>	10	
<i>Dropped out</i>	76	
Refusal	90	3.5%
No resolution by end of study period	1,152	44.9%
Unable to complete and no proxy available (including language barriers)	11	0.4%
No eligible respondent	22	0.9%
Not trackable	254	9.9%
Total Numbers Sampled	2,567	100.0%

**Table 2. Completed Interviews by Exit Reason Compared to NSSRS population.**

<u>Exit Reason</u>	<u>Completed Interviews</u>		<u>Survey Sample</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Graduated with a regular high school diploma	861	82.9%	2,037	79.4%
Received a certificate of completion	91	8.8%	176	6.9%
Reached maximum age	10	1.0%	25	1.0%
Dropped out	76	7.3%	329	12.8%
Total Interviews Completed	1,038	100.0%	2,567	100.1%

## Selected Findings

The data from the 2020 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2018-2019 academic year. This section contains a brief snapshot of selected findings from the data. Weighted percentages are presented below, as weighting adjusts the raw numbers within the dataset so that the proportion being reported is more representative to the population as a whole.

As previously mentioned, 59.2% of surveys were completed via phone (n=615) as opposed to mail (29.6%, n=307) and web (11.2%, n=116) the majority (57.7%, n=445) of the surveys were completed by the student's parent rather than by the students themselves or a 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 (61.0%, n=625) indicated that they were currently employed. Of those not currently employed, 57.0% (n=244) reported that they had had a period of employment since exiting high school. Combined, 80.4% (n=835) 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 production work (27.6%, n=198), fast food/food services (16.7%, n=120) and retail or grocery store (14.2%, n=102). A little more than a third (38.4%, n=140) worked 35 hours or more a week. Nebraska minimum wage is \$9.00 an hour, yet 3.2% (n=25) reported making less than this amount.

Students were also asked four questions about their job benefits and experiences. Primarily, when asked if they interacted with co-workers who did not have a disability as it pertained to getting their job done, 85.1% (n=622) said yes. Similarly, 74.0% (n=518) reported being eligible for a pay raise or promotion. Furthermore, upon being asked if they were paid the same as others working a similar position with the same skills and experience, 89.3% (n=606) said yes. In contrast, less than half (39.6%, n=285) of respondents reported receiving benefits at their job, such as health insurance or paid sick leave.



## Post-Secondary Education

Post-secondary education was a prevalent activity for these students since exiting high school. Nearly half (45.5%, n=465) of respondents have enrolled in a school, training, or other education program since leaving high school and 57.8% (n=281) of those respondents are currently enrolled. Most students who were currently enrolled in some type of school, training, or education program indicated attending a community or technical college (53.8%, n=152) followed by a college or university (30.5%, n=86). Additionally, almost three-fourths (72.9%, n=214) of these students were enrolled in school full-time.

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% (n=917) of the students interviewed for the survey were currently working or had worked at some point since exiting high school, were currently enrolled or had taken classes in some type of school, training or education program.

## Adult Agencies

Thirteen and a half of (n=136) respondents indicated they currently receive services from an adult agency. Of those who said they do not receive services, another 13.2% (n=116) indicated they had received services at some point in the past. The most commonly utilized adult agency was Vocational Rehabilitation. Just over half (66.4%, n=156) received services from that agency. The next most common agency was Developmental Disability Services (21.7%, n=51).

## 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-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.).

For the 2019 Post School Outcomes Survey, Nebraska's goals to meet each target experienced an increase. Furthermore, additional requirements had to be met in order for students to reach each target, as compared to the 2018 survey. The combination of increased target goals, as well students needing to meet further requirements to meet the targets may explain variance in reporting numbers as compared to previous years.

Nebraska's goals for meeting each target are as follows: Target A-39.6%, Target B-67.0%, Target C-83.7%. In accordance with federal reporting standards, percentages here are unweighted. In Appendix G, weighted percentages of the targets are presented, along with all question items. The percentage of Nebraska students meeting each target for 2019 are:

- Meets Target A – **30.7%**
- Meets Target B – **33.7%**
- Meets Target C – **41.1%**

## 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 either the Office of Special Education, or the Bureau of Sociological Research at the University of Nebraska-Lincoln at (402) 472-3672 or [bosr@unl.edu](mailto:bosr@unl.edu).

## Appendices

### Appendix A: List of Participating School Districts

ADAMS CENTRAL PUBLIC SCHOOLS	CHASE COUNTY SCHOOLS
AINSWORTH COMMUNITY SCHOOLS	COLUMBUS PUBLIC SCHOOLS
ALLEN CONSOLIDATED SCHOOLS	CONESTOGA PUBLIC SCHOOLS
ALLIANCE PUBLIC SCHOOLS	COZAD COMMUNITY SCHOOLS
ALMA PUBLIC SCHOOLS	CRAWFORD PUBLIC SCHOOLS
AMHERST PUBLIC SCHOOLS	CREEK VALLEY SCHOOLS
ANSELMO-MERNA PUBLIC SCHOOLS	CREIGHTON COMMUNITY PUBLIC SCHOOLS
ANSLEY PUBLIC SCHOOLS	CRETE PUBLIC SCHOOLS
ARLINGTON PUBLIC SCHOOLS	CROFTON COMMUNITY SCHOOLS
ARNOLD PUBLIC SCHOOLS	CROSS COUNTY COMMUNITY SCHOOLS
ASHLAND-GREENWOOD PUBLIC SCHS	DAVID CITY PUBLIC SCHOOLS
AUBURN PUBLIC SCHOOLS	DESHLER PUBLIC SCHOOLS
AURORA PUBLIC SCHOOLS	DILLER-ODELL PUBLIC SCHOOLS
AXTELL COMMUNITY SCHOOLS	DONIPHAN-TRUMBULL PUBLIC SCHS
BANCROFT-ROSALIE COMM SCHOOLS	DORCHESTER PUBLIC SCHOOL
BATTLE CREEK PUBLIC SCHOOLS	DOUGLAS CO WEST COMMUNITY SCHS
BAYARD PUBLIC SCHOOLS	EAST BUTLER PUBLIC SCHOOLS
BEATRICE PUBLIC SCHOOLS	ELBA PUBLIC SCHOOLS
BELLEVUE PUBLIC SCHOOLS	ELGIN PUBLIC SCHOOLS
BENNINGTON PUBLIC SCHOOLS	ELKHORN PUBLIC SCHOOLS
BERTRAND PUBLIC SCHOOLS	ELKHORN VALLEY SCHOOLS
BLAIR COMMUNITY SCHOOLS	ELM CREEK PUBLIC SCHOOLS
BLOOMFIELD COMMUNITY SCHOOLS	ELMWOOD-MURDOCK PUBLIC SCHOOLS
BLUE HILL PUBLIC SCHOOLS	ELWOOD PUBLIC SCHOOLS
BOONE CENTRAL SCHOOLS	EMERSON-HUBBARD PUBLIC SCHOOLS
BOYD COUNTY SCHOOLS	EWING PUBLIC SCHOOLS
BRADY PUBLIC SCHOOLS	EXETER-MILLIGAN PUBLIC SCHOOLS
BRIDGEPORT PUBLIC SCHOOLS	FAIRBURY PUBLIC SCHOOLS
BROKEN BOW PUBLIC SCHOOLS	FALLS CITY PUBLIC SCHOOLS
BRUNING-DAVENPORT UNIFIED SYS	FILLMORE CENTRAL PUBLIC SCHS
BURWELL PUBLIC SCHOOLS	FORT CALHOUN COMMUNITY SCHS
CALLAWAY PUBLIC SCHOOLS	FRANKLIN PUBLIC SCHOOLS
CAMBRIDGE PUBLIC SCHOOLS	FREEMAN PUBLIC SCHOOLS
CEDAR BLUFFS PUBLIC SCHOOLS	FREMONT PUBLIC SCHOOLS
CENTENNIAL PUBLIC SCHOOLS	FRIEND PUBLIC SCHOOLS
CENTRAL CITY PUBLIC SCHOOLS	FULLERTON PUBLIC SCHOOLS
CENTURA PUBLIC SCHOOLS	GARDEN COUNTY SCHOOLS
CHADRON PUBLIC SCHOOLS	GENEVA NORTH SCHOOL
CHAMBERS PUBLIC SCHOOLS	GERING PUBLIC SCHOOLS

GIBBON PUBLIC SCHOOLS  
GORDON-RUSHVILLE PUBLIC SCHS  
GOTHENBURG PUBLIC SCHOOLS  
GRAND ISLAND PUBLIC SCHOOLS  
GRETNA PUBLIC SCHOOLS  
HAMPTON PUBLIC SCHOOL  
HARTINGTON NEWCASTLE PUBLIC SCHOOLS  
HARVARD PUBLIC SCHOOLS  
HASTINGS PUBLIC SCHOOLS  
HAY SPRINGS PUBLIC SCHOOLS  
HAYES CENTER PUBLIC SCHOOLS  
HEMINGFORD PUBLIC SCHOOLS  
HERSHEY PUBLIC SCHOOLS  
HIGH PLAINS COMMUNITY SCHOOLS  
HITCHCOCK CO SCH SYSTEM  
HOLDREGE PUBLIC SCHOOLS  
HOMER COMMUNITY SCHOOLS  
HOWELLS-DODGE CONSOLIDATED SCHOOLS  
HUMBOLDT TABLE ROCK STEINAUER  
HUMPHREY PUBLIC SCHOOLS  
HYANNIS AREA SCHOOLS  
JOHNSON CO CENTRAL PUBLIC SCHS  
KEARNEY PUBLIC SCHOOLS  
KENESAW PUBLIC SCHOOLS  
KIMBALL PUBLIC SCHOOLS  
LAKEVIEW COMMUNITY SCHOOLS  
LAUREL-CONCORD-COLERIDGE SCHOOL  
LEWISTON CONSOLIDATED SCHOOLS  
LEXINGTON PUBLIC SCHOOLS  
LINCOLN PUBLIC SCHOOLS  
LITCHFIELD PUBLIC SCHOOLS  
LOGAN VIEW PUBLIC SCHOOLS  
LOOMIS PUBLIC SCHOOLS  
LOUISVILLE PUBLIC SCHOOLS  
LOUP CITY 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  
MEDICINE VALLEY PUBLIC SCHOOLS  
MERIDIAN PUBLIC SCHOOLS  
MILFORD PUBLIC SCHOOLS  
MILLARD PUBLIC SCHOOLS  
MINDEN PUBLIC SCHOOLS  
MORRILL PUBLIC SCHOOLS  
NCYF COMMUNITY HIGH SCHOOL  
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  
OSCEOLA PUBLIC SCHOOLS  
OSMOND COMMUNITY SCHOOLS  
PALMER PUBLIC SCHOOLS  
PALMYRA DISTRICT O R 1  
PAPILLION LA VISTA COMMUNITY SCHOOLS  
PAWNEE CITY PUBLIC SCHOOLS  
PAXTON CONSOLIDATED SCHOOLS  
PENDER PUBLIC SCHOOLS  
PERKINS COUNTY SCHOOLS  
PIERCE PUBLIC SCHOOLS  
PLAINVIEW PUBLIC SCHOOLS  
PLATTSMOUTH COMMUNITY SCHOOLS  
PONCA PUBLIC SCHOOLS  
POTTER-DIX PUBLIC SCHOOLS  
RALSTON PUBLIC SCHOOLS  
RAVENNA PUBLIC SCHOOLS  
RAYMOND CENTRAL PUBLIC SCHOOLS  
RED CLOUD COMMUNITY SCHOOLS  
RIVERSIDE PUBLIC SCHOOLS  
ROCK COUNTY PUBLIC SCHOOLS

SANDHILLS 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  
SILVER LAKE PUBLIC SCHOOLS  
SO SIOUX CITY COMMUNITY SCHS  
SOUTH CENTRAL NEBRASKA UNIFIED 5  
SOUTHERN SCHOOL DISTRICT 1  
SOUTHERN VALLEY SCHOOLS  
SOUTHWEST PUBLIC SCHOOLS  
SPRINGFIELD PLATTEVIEW COMMUNITY  
SCHOOLS  
ST EDWARD PUBLIC SCHOOLS  
ST PAUL PUBLIC SCHOOLS  
STANTON COMMUNITY 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  
THEDFORD PUBLIC SCHOOLS  
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  
WAUNETA-PALISADE PUBLIC SCHS  
WAUSA PUBLIC SCHOOLS  
WAVERLY SCHOOL DISTRICT 145  
WAYNE COMMUNITY SCHOOLS  
WEEPING WATER PUBLIC SCHOOLS  
WEST HOLT PUBLIC SCHOOLS  
WEST KEARNEY HIGH SCHOOL  
WEST POINT PUBLIC SCHOOLS  
WESTSIDE COMMUNITY SCHOOLS  
WILCOX-HILDRETH PUBLIC SCHOOLS  
WINNEBAGO PUBLIC SCHOOLS DISTRICT 17  
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	PIN (imported variable)
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 current/previous job?
Q3A	Where do/did you work?
Q3OTH	Which of the following best describes your current/previous job? Other, please specify:
Q4	Have you worked/did you work at your job for at least a total of 90 days (3 months)?
Q5	How many hours per week do/did you work at your job?
Q6	What is/was your hourly wage rate?
Q6OTH	What is/was your hourly wage rate? Other, please specify:
Q7	When doing your job, do/did you interact or talk with co-workers without a disability to get your job done?
Q8	In this job, are/were you eligible for (can you get) a pay raise or promotion?
Q9	Are/were you paid the same as the other people who work in a similar job with the same skills, experience, and training?
Q10	In this job, do/did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation)?
Q11	At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?
Q12	In what type of school, training, or education program were you enrolled?
Q12OTH	In what type of school, training, or education program were you enrolled? Other, please specify:
Q13	Did you complete at least a full term (semester or quarter)?
Q14	Were you enrolled full-time?
Q15	Are you currently enrolled in any type of school, training, or education program?
Q16	In what type of school, training, or education program are you currently enrolled?
Q16OTH	In what type of school, training, or education program are you currently enrolled? Other, please specify:
Q17	Are you currently enrolled full-time?
Q18	Do you currently receive services from any adult agency?
Q18A	Have you ever received services from any adult agency?
Q19A	From which agency or agencies have you received services? VR or Vocation Rehabilitation
Q19B	From which agency or agencies have you received services? HHS - Developmental Disability Services
Q19C	From which agency or agencies have you received services? DoL Workforce Investment - Job Training Program (formerly JTPA)
Q19D	From which agency or agencies have you received services? Community Mental Health
Q19E	From which agency or agencies have you received services? Other, please specify:

Q190TH	From which agency or agencies have you received services? Other, please specify:
Q20	Who filled out this survey?
Q200TH	Who filled out this survey? Other, please specify:
Q21	Do you have any suggestions for your high school which would help students be better prepared for life after high school?
Gender	Gender - Use for Early Deliverables
Ethnicity2	Ethnicity - Use for Early Deliverables
Ethnicity	Ethnicity - Use for Weighting
Disability	Disability - Use for Early Deliverables
ExitReason	Exit Reason - Use for Early Deliverables
Term	Completed at least one full term (semester or quarter)
EverEnroll	Ever been enrolled in any school, job training, or education program
jobtype	Job Type
Work90	Work 90 days or more in the last 3 months
Work20	Work 20 hours or more a week
MinWage	Makes at least minimum wage
Disabil	Works with co-workers without a disability
Promo	Eligible for a promotion or raise
SamePay	Paid the same as others
Benefits	Received benefits with their job
Work	Has had a job since leaving high school
OthEmp1	Not full time/Low pay/Only works with disabled/No promotion
OthEmp2	Job Type
OthEmp	Other employment not seen as competitive
CompEmp	Competitive Employment
NotEngaged	Not engaged in Higher Ed/Compet Employ/Other Ed/Other Employ
Enrolled	Enrolled in a 2 or 4 year college
HigherEd	Higher Education
School	Other education that wasn't a 2 or 4 year university
OthEd	Other education not seen as higher education
TargetA	Use for Target A
TargetB	Use for Target B
TargetC	Use for Target C
wtcac01	Used for weighting - male white diploma
wtcac02	Used for weighting - male white certificate
wtcac03	Used for weighting - male white ageout
wtcac04	Used for weighting - male white dropout
wtcac05	Used for weighting - male people of color diploma
wtcac06	Used for weighting - male people of color certificate
wtcac07	Used for weighting - male people of color ageout
wtcac08	Used for weighting - male people of color dropout
wtcac09	Used for weighting - female white diploma

wtcat10	Used for weighting - female white certificate
wtcat11	Used for weighting - female white ageout
wtcat12	Used for weighting - female white dropout
wtcat13	Used for weighting - female people of color diploma
wtcat14	Used for weighting - female people of color certificate
wtcat15	Used for weighting - female people of color ageout
wtcat16	Used for weighting - female people of color dropout
Weight	weight variable
School_District	From sample file
distid	From sample file
esu	From sample file
School_Name	From sample file
LEP_Desc	From sample file



## 2020 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 11

3. Which of the following *best* describes your current/previous 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/did you work?

- ☐ In a company, business or service in your community with people with and without disabilities  
☐ At home (e.g., in your family's business, self-employed)  
☐ 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/did you work 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 \$9.00 per hour
- ☐ \$9.00 per hour
- ☐ \$9.01-\$10.00 per hour
- ☐ \$10.01 or more per hour
- ☐ Other, please specify:

7. When doing your job, do/did you interact or talk with co-workers without a disability to get your job done?

- ☐ Yes
- ☐ No

8. In this job, are/were you eligible for (can you get) a pay raise or promotion?

- ☐ Yes
- ☐ No

9. Are/were you paid the same as the other people who work in a similar job with the same skills, experience, and training?

- ☐ Yes
- ☐ No

10. In this job, do/did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation)?

- ☐ Yes
- ☐ No

#### Post-Secondary Education

11. 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 18



12. 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:

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

- ☐ Yes
- ☐ No

14. Were you enrolled full-time?

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No → *Go to question 18*



16. 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:

17. Are you *currently* enrolled full-time?

- ☐ Yes
- ☐ No

#### Adult Agencies

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

- ☐ Yes → *Go to question 19*
- ☐ No



18a. Have you *ever* received services from any adult agency?

- ☐ Yes
- ☐ No → *Go to question 20*

19. 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:

20. Who filled out this survey?

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

21. 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](mailto:bosr@unl.edu)

[Web Version](#)

Thank you for taking the Transition 2020 survey. Please enter the Unique Identification number (found in the letter) below to begin.

Unique Identification  
Number



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

☐ Yes

☐ No



\*If the respondent answered yes

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



Do you *currently* have a job?

- ☐ Yes
- ☐ No



Which of the following *best* describes your current 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



\*If respondents answered Piecework in a sheltered workshop or Other

Where do you work?

- ☐ In a company, business or service in your community with people with and without disabilities
- ☐ At home (e.g., in your family's business, self-employed)
- ☐ 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:



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

- ☐ Yes
- ☐ No

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

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



What is your hourly wage rate?

☐ Less than \$9.00 per hour

☐ \$9.00 per hour

☐ \$9.01-\$10.00 per hour

☐ \$10.01 or more per hour

☐ Other, please specify:

When doing your job, do you interact or talk with co-workers without a disability to get your job done?

☐ Yes

☐ No



In this job, are you eligible for (can you get) a pay raise or promotion?

☐ Yes

☐ No

Are you paid the same as the other people who work in a similar job with the same skills, experience, and training?

☐ Yes

☐ No





In this job, do you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation)?

☐ Yes

☐ No



\*If the respondent answered no to currently having a job

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

☐ Yes

☐ No



Which of the following *best* describes your previous 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



\*If the respondent answered Piecework in a sheltered workshop or Other

Where did you work?

- ☐ In a company, business or service in your community with people with and without disabilities
- ☐ At home (e.g., in your family's business, self-employed)
- ☐ 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:



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

- ☐ Yes
- ☐ No

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

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



What was your hourly wage rate?

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

When doing your job, did you interact or talk with co-workers without a disability to get your job done?

- ☐ Yes
- ☐ No



In this job, were you eligible for (can you get) a pay raise or promotion?

- ☐ Yes  
☐ No

Were you paid the same as other people who work in a similar job with the same skills, experience, and training?

- ☐ Yes  
☐ No



In this job, did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation)?

- ☐ Yes  
☐ No



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

- ☐ Yes  
☐ No



\*If respondents answered yes they were given the following three questions

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:



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

- ☐ Yes
- ☐ No

Were you enrolled full-time?

- ☐ Yes
- ☐ No



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

- ☐ Yes
- ☐ No



\*If respondents answered they were given the following two questions

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:



Are you *currently* enrolled full-time?

- ☐ Yes
- ☐ No

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

- ☐ Yes  
☐ No



\*If respondents answered no to the previous question

Have you *ever* received services from any adult agency?

- ☐ Yes  
☐ No



\*If respondents answered yes to either of the two previous questions

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

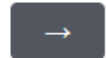
- ☐ VR or Vocational Rehabilitation  
☐ HHS - Developmental Disability Services  
☐ DoL Workforce Investment - Job Training Program (formerly JTPA)  
☐ Community Mental Health  
☐ Other, please specify:



Who filled out this survey?

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

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



We thank you for your time spent taking this survey.  
Your response has been recorded.



## Phone Version

INTRO	PHONE: PHONE2:
<p><b>CASE ID:</b>  <b>NAME:</b>  <b>PHONE:</b>  <b>PHONE2:</b>  <b>VOICEMAIL MESSAGE (LEAVE A VOICEMAIL WHEN APPLICABLE):</b>  <i>"Hello, this is Sean Lamer calling from the UNL Research Center on behalf of the Nebraska Department of Education. We are calling for 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 0000000000. Thank you."</i></p> <p><b>***LEAVE A VOICEMAIL EVERY FEW CALLS, BUT DON'T LEAVE ONE MORE THAN ONCE A WEEK.***</b></p>	<p><b>01</b> <input type="radio"/> CONTINUE - SOMEONE ANSWERED THE PHONE</p> <p><b>AM</b> <input type="radio"/> ANSWERING MACHINE / VOICEMAIL  <b>LM</b> <input type="radio"/> ANSWERING MACHINE / VOICEMAIL - LEFT MESSAGE  <b>NA</b> <input type="radio"/> NO ANSWER (AFTER 6-7 RINGS)  <b>BU</b> <input type="radio"/> NORMAL BUSY SIGNAL</p> <p><b>DC</b> <input type="radio"/> DISCONNECTED / NON-WORKING NUMBER  <b>FX</b> <input type="radio"/> FAX OR DATA LINE  <b>FB</b> <input type="radio"/> FAST BUSY SIGNAL  <b>TS</b> <input type="radio"/> TEMPORARILY OUT OF SERVICE  <b>PM</b> <input type="radio"/> PRIVACY MANAGER</p> <p><b>NC</b> <input type="radio"/> NO CALL MADE          ***USE "NO CALL MADE" AS SPARINGLY AS POSSIBLE. NOTIFY A SUPERVISOR IF YOU DO SO A CB CAN BE SET!!!!***</p>
<p><b>INT01</b></p> <p>Hello, this is Sean Lamer calling from the UNL Research Center on behalf of the Nebraska Department of Education.</p> <p>May I speak to ?</p> <p><b>CASE ID:</b>  <b>NAME:</b>  <b>PHONE:</b></p>	<p><b>01</b> <input type="radio"/> CONTINUE - FORMER STUDENT IS ON THE PHONE  <b>02</b> <input type="radio"/> CONTINUE - PERSON ON THE PHONE WILL PROXY FOR STUDENT  <b>03</b> <input type="radio"/> CONTINUE - PERSON ON THE PHONE IS GETTING STUDENT  <b>04</b> <input type="radio"/> CONTINUE - PERSON ON THE PHONE IS GETTING PROXY FOR STUDENT</p> <p>CB REQUESTED:  <b>CD</b> <input type="radio"/> CALLBACK - DEFINITE  <b>CB</b> <input type="radio"/> CALLBACK - INDEFINITE</p> <p>REFUSAL:  <b>RU</b> <input type="radio"/> REFUSAL - HANG UP  <b>RH</b> <input type="radio"/> REFUSAL - BY SOMEONE OTHER THAN RESPONDENT  <b>RR</b> <input type="radio"/> REFUSAL - BY RESPONDENT  <b>DN</b> <input type="radio"/> REFUSAL - DO NOT CALL</p> <p>WRONG NUMBER FOR REPSONDENT:  <b>WN</b> <input type="radio"/> WRONG NUMBER - NO NEW NUMBER PROVIDED  <b>NN</b> <input type="radio"/> NEW NUMBER PROVIDED</p> <p>OTHER SCENARIOS:  <b>LH</b> <input type="radio"/> LANGUAGE BARRIER WITH SOMEONE OTHER THAN RESPONDENT  <b>LR</b> <input type="radio"/> LANGUAGE BARRIER WITH RESPONDENT  <b>MP</b> <input type="radio"/> RESPONDENT IS MENTALLY OR PHYSICALLY UNABLE TO COMPLETE SURVEY  <b>OT</b> <input type="radio"/> OTHER - LEAVE A DETAILED EXPLANATION</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>

\*Screen shows if respondent answers 02 or 04 for previous question

<p><b>RELAT</b></p> <p>What is your relationship to ?</p>	<p>1 <input type="radio"/> PARENT</p> <p>2 <input type="radio"/> GUARDIAN</p> <p>3 <input type="radio"/> OTHER, SPECIFY</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>8 <input type="radio"/> DON'T KNOW</p> <p>9 <input type="radio"/> REFUSED</p>
<p><b>INT02</b></p> <p>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 2018-2019 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.</p> <p><b>CASE ID:</b></p> <p><b>NAME:</b></p> <p><b>PHONE:</b></p>	<p>01 <input checked="" type="radio"/> CONTINUE</p> <p>CB REQUESTED:</p> <p>CD <input type="radio"/> CALLBACK - DEFINITE</p> <p>CB <input type="radio"/> CALLBACK - INDEFINITE</p> <p>REFUSAL:</p> <p>RU <input type="radio"/> REFUSAL - HANG UP</p> <p>RH <input type="radio"/> REFUSAL - BY SOMEONE OTHER THAN RESPONDENT</p> <p>RR <input type="radio"/> REFUSAL - BY RESPONDENT</p> <p>DN <input type="radio"/> REFUSAL - DO NOT CALL</p> <p>WRONG NUMBER FOR RESPONDENT:</p> <p>WN <input type="radio"/> WRONG NUMBER - NO NEW NUMBER PROVIDED</p> <p>NN <input type="radio"/> NEW NUMBER PROVIDED</p> <p>OTHER SCENARIOS:</p> <p>LH <input type="radio"/> LANGUAGE BARRIER WITH SOMEONE OTHER THAN RESPONDENT</p> <p>LR <input type="radio"/> LANGUAGE BARRIER WITH RESPONDENT</p> <p>MP <input type="radio"/> RESPONDENT IS MENTALLY OR PHYSICALLY UNABLE TO COMPLETE SURVEY</p> <p>OT <input type="radio"/> OTHER - LEAVE A DETAILED EXPLANATION</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>CM <input type="radio"/> COMPLETED MAIL SURVEY</p> <p>PS <input type="radio"/> REQUESTED ANOTHER PAPER SURVEY</p> <p>PM <input type="radio"/> PRIVACY MANAGER</p>
<p><b>Q1</b></p> <p>Are you currently taking classes at any high school?</p>	<p>1 <input type="radio"/> YES</p> <p>5 <input type="radio"/> NO</p> <p>8 <input type="radio"/> DON'T KNOW</p> <p>9 <input type="radio"/> REFUSED</p>

\*Shows if respondents answers yes to taking classes at any high school

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.

IE ☒ INELIGIBLE

Q2

Do you currently have a job?

1 ☐ YES

5 ☐ NO

8 ☐ DON'T KNOW

9 ☐ REFUSED

\*The following are if they answer yes to currently having a job

Q3

Which of the following best describes your job?

01 ☐ Fast food/food services

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

03 ☐ Domestic janitorial (including hotel or motel)

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

05 ☐ Production work (factory work)

06 ☐ Building construction trades (carpenter, welder, roofer)

07 ☐ Technical/mechanical trades (automotive, machinist, electronic)

08 ☐ Office work (computer operator, filing)

09 ☐ Human services, Healthcare, Daycare

10 ☐ Military

11 ☐ Piecework in a sheltered workshop

12 ☐ Other

88 ☐ DON'T KNOW

99 ☐ REFUSED

Q3A

<b>Where do you work?</b>	<div><div><input type="radio"/> 1 In a company, business or service in your community with people and without disabilities.</div><div><input type="radio"/> 2 At home (e.g., in your family's business, self-employed)</div><div><input type="radio"/> 3 In the military</div><div><input type="radio"/> 4 In a jail or prison</div><div><input type="radio"/> 5 In sheltered employment (where most workers have disabilities)</div><div><input type="radio"/> 6 In supported employment (paid work in community with support services)</div><div><input type="radio"/> 7 Other, please specify</div><div><div></div></div></div> <div><div><input type="radio"/> 8 DON'T KNOW</div><div><input type="radio"/> 9 REFUSED</div></div>
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Q4

<b>Have you worked at this job for at least a total of 90 days (3 months)?</b>	<div><div><input type="radio"/> 1 YES</div><div><input type="radio"/> 5 NO</div><div><input type="radio"/> 8 DON'T KNOW</div><div><input type="radio"/> 9 REFUSED</div></div>
--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Q5

<b>How many hours per week do you work at this job?</b>	<div><div><input type="radio"/> 1 1-10</div><div><input type="radio"/> 2 11-19</div><div><input type="radio"/> 3 20-29</div><div><input type="radio"/> 4 30-34</div><div><input type="radio"/> 5 35 hours or more</div><div><input type="radio"/> 8 DON'T KNOW</div><div><input type="radio"/> 9 REFUSED</div></div>
---------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Q6

What is your hourly wage rate?

- 1 ☐ Less than \$9.00 per hour
- 2 ☐ \$9.00 per hour
- 3 ☐ \$9.01-\$10.00 per hour
- 4 ☐ \$10.01 or more per hour
- 5 ☐ Other, please specify:

- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

Q7

When doing your job, do you interact or talk with co-workers without a disability to get the job done?

- 1 ☐ YES
- 5 ☐ NO
- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

Q8

In this job, are you eligible for (can you get) a pay raise or promotion?

- 1 ☐ YES
- 5 ☐ NO
- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

Q9

Are you paid the same as other people who work in a similar job with the same skills, experience, training?

- 1 ☐ YES
- 5 ☐ NO
- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

Q10

In this job, did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation?)

- 1 ☐ YES  
5 ☐ NO  
8 ☐ DON'T KNOW  
9 ☐ REFUSED

\*The following is if they answer no to currently having a job

Q2A

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

- 1 ☐ YES  
5 ☐ NO  
8 ☐ DON'T KNOW  
9 ☐ REFUSED

Q3\_PAST

Which of the following best describes your previous job?

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

- 88 ☐ DON'T KNOW  
99 ☐ REFUSED

**Q3A\_PAST****Where did you work?**

- 1 ☐ In a company, business or service in your community with people with and without disabilities.
- 2 ☐ At home(e.g., in your family's business, self-employed)
- 3 ☐ In the military
- 4 ☐ In a jail or prison
- 5 ☐ In sheltered employment (where most workers have disabilities)
- 6 ☐ In supported employment (paid work in community with support services)
- 7 ☐ Other, please specify

- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

**Q4\_PAST****Did you work at this job for at least a total of 90 days (3 months)?**

- 1 ☐ YES
- 5 ☐ NO
- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

**Q5\_PAST****How many hours per week did you work at this job?**

- 1 ☐ 1-10
- 2 ☐ 11-19
- 3 ☐ 20-29
- 4 ☐ 30-34
- 5 ☐ 35 hours or more
- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

**Q6\_PAST****What was your hourly wage rate?**

- 1 ☐ Less than \$9.00 per hour
- 2 ☐ \$9.00 per hour
- 3 ☐ \$9.01-\$10.00 per hour
- 4 ☐ \$10.01 or more per hour
- 5 ☐ Other, please specify:

- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

**Q7\_PAST**

When doing your job, did you interact or talk with co-workers without a disability to get the job done?	1 <input type="radio"/> YES 5 <input type="radio"/> NO  8 <input type="radio"/> DON'T KNOW 9 <input type="radio"/> REFUSED
---------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

**Q8\_PAST**

In this job were you eligible for (could you get) a pay raise or promotion?	1 <input type="radio"/> YES 5 <input type="radio"/> NO  8 <input type="radio"/> DON'T KNOW 9 <input type="radio"/> REFUSED
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

**Q9\_PAST**

Were you paid the same as other people who work in a similar job with the same skills, experience, training?	1 <input type="radio"/> YES 5 <input type="radio"/> NO  8 <input type="radio"/> DON'T KNOW 9 <input type="radio"/> REFUSED
--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

**Q10\_PAST**

In this job, did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or worker's compensation)?	1 <input type="radio"/> YES 5 <input type="radio"/> NO  8 <input type="radio"/> DON'T KNOW 9 <input type="radio"/> REFUSED
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**Q11**

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?	1 <input type="radio"/> YES 5 <input type="radio"/> NO  8 <input type="radio"/> DON'T KNOW 9 <input type="radio"/> REFUSED
--------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------



Q12

In what type of school, training, or education program were you enrolled?	<div>01 <input type="radio"/> High school completion program (Adult Basic Education, GED)</div> <div>02 <input type="radio"/> Short-term education or employment training (WIA, Job Corps)</div> <div>03 <input type="radio"/> Vocational or Technical School (less than a 2-year program including certificate programs)</div> <div>04 <input type="radio"/> Community or Technical College (2-year college)</div> <div>05 <input type="radio"/> College or University (4-year college)</div> <div>06 <input type="radio"/> Enrolled in studies while incarcerated</div> <div>07 <input type="radio"/> Military</div> <div>08 <input type="radio"/> Other, please specify: <div></div></div> <div>88 <input type="radio"/> DON'T KNOW</div> <div>99 <input type="radio"/> REFUSED</div>
---------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Q13

Did you complete at least a full term (semester or quarter)?	<div>1 <input type="radio"/> YES</div> <div>5 <input type="radio"/> NO</div> <div>8 <input type="radio"/> DON'T KNOW</div> <div>9 <input type="radio"/> REFUSED</div>
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Q14

Were you enrolled full time?	<div>1 <input type="radio"/> YES</div> <div>5 <input type="radio"/> NO</div> <div>8 <input type="radio"/> DON'T KNOW</div> <div>9 <input type="radio"/> REFUSED</div>
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Q15

Are you currently enrolled in any type of school, training, or education program?	<div>1 <input type="radio"/> YES</div> <div>5 <input type="radio"/> NO</div> <div>8 <input type="radio"/> DON'T KNOW</div> <div>9 <input type="radio"/> REFUSED</div>
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Q16

<p>In what type of school, training, or education program are you currently enrolled?</p>	<p>01 <input type="radio"/> High school completion program (Adult Basic Education, GED)</p> <p>02 <input type="radio"/> Short-term education or employment training (WIA, Job Corps)</p> <p>03 <input type="radio"/> Vocational or Technical School (less than a 2-year program including certificate programs)</p> <p>04 <input type="radio"/> Community or Technical College (2-year college)</p> <p>05 <input type="radio"/> College or University (4-year college)</p> <p>06 <input type="radio"/> Enrolled in studies while incarcerated</p> <p>07 <input type="radio"/> Military</p> <p>08 <input type="radio"/> Other, please specify:</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 5px;"></div> <p>88 <input type="radio"/> DON'T KNOW</p> <p>99 <input type="radio"/> REFUSED</p>
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Q17

<p>Are you currently enrolled full time?</p>	<p>1 <input type="radio"/> YES</p> <p>5 <input type="radio"/> NO</p> <p>8 <input type="radio"/> DON'T KNOW</p> <p>9 <input type="radio"/> REFUSED</p>
----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

Q18

<p>Do you currently receive services from any adult agency?</p>	<p>1 <input type="radio"/> YES</p> <p>5 <input type="radio"/> NO</p> <p>8 <input type="radio"/> DON'T KNOW</p> <p>9 <input type="radio"/> REFUSED</p>
-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

Q18A

<p>Have you ever received services from any adult agency?</p>	<p>1 <input type="radio"/> YES</p> <p>5 <input type="radio"/> NO</p> <p>8 <input type="radio"/> DON'T KNOW</p> <p>9 <input type="radio"/> REFUSED</p>
---------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------

Q19

From which agency or agencies have you received services?

*SELECT ALL THAT APPLY*

*READ ALL OPTIONS TO RESPONDENT*

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

- 8 ☐ DON'T KNOW
- 9 ☐ REFUSED

Q21

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

1 ☒ COMMENT:

2 ☐ NO COMMENT

8 ☐ DON'T KNOW

9 ☐ REFUSED


INT99

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

CO ☒ COMPLETED INTERVIEW

## Appendix D: Communications

### Initial Letter

	Matthew L. Blomstedt, Ph.D., Commissioner	<a href="http://www.education.ne.gov">www.education.ne.gov</a>
	<b>NEBRASKA</b> DEPARTMENT OF EDUCATION	301 Centennial Mall South
		P.O. Box 94987
		Lincoln, NE 68509-4987
		TEL 402.471.2295
	FAX 402.471.0117	

[Date]


«firstname» «lastname»  
«Student Address»  
«Student\_City», «Student\_State» «Student\_Zipcode»

Dear «firstname»,

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.

For your convenience, you can respond in one of three ways.

1. Go to the survey link listed below on a computer or smartphone and enter your unique identification number.  
Survey Link: <https://go.unl.edu/transition2020>  
Unique Identification Number: [BOSRID]
2. Use the camera on your smartphone to scan the QR code to the right to go to the survey.  
Enter your unique identification number and complete the survey on your smartphone.  
Unique Identification Number: [BOSRID]
3. If you do not want to do the survey online, you may instead complete the enclosed paper questionnaire and return it in the postage-paid return envelope.




Please fill out this 5 minute 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 on behalf of the Nebraska Department of Education 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](mailto: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  
Associate 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 2018-19 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 associate director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to [bsr@unl.edu](mailto:bsr@unl.edu). You may also want to visit the Web site at <http://bsr.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

	Matthew L. Blomstedt, Ph.D., Commissioner	www.education.ne.gov
		301 Centennial Mall South
		P.O. Box 94987
		Lincoln, NE 68509-4987
		TEL 402.471.2295
		FAX 402.471.0117

[Date]

«firstname» «lastname»  
«Student Address»  
«Student\_City», «Student\_State» «Student\_Zipcode»


Dear «firstname»,

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.

For your convenience, you can respond in one of three ways.

1. Go to the survey link listed below on a computer or smartphone and enter your unique identification number.  
Survey Link: <https://go.unl.edu/transition2020>  
Unique Identification Number: [BOSRID]
2. Use the camera on your smartphone to scan the QR code to the right to go to the survey.  
Enter your unique identification number and complete the survey on your smartphone.  
Unique Identification Number: [BOSRID]
3. If you do not want to do the survey online, you may instead complete the enclosed paper questionnaire and return it in the postage-paid return envelope.




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, who is conducting this survey on behalf of the Nebraska Department of Education, 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,



Lindsey Witt-Swanson  
Associate 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 2018-19 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 associate 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 2020 Study Guide

A survey for the Nebraska Department of Education of students who had an individualized education program (IEP) in high school and exited (graduated, dropped out, or aged out) in the 2018-19 school year. We call people who left high school a few years ago to see what their life was like since they exited high school.

Voxco:

*Real study* – CATI.TRANSITION

*Practice* – Click on Transition and hit test mode before logging in

Timesheet:

*Transition*

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

### 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 2018-19 school year. Federal requirements mandate each state to survey students who used Individualized Educational Programs (IEPs) while they were in high school.

The principal investigator (main researcher) 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 2018-19. 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.

We might have alternate phone numbers within records that we will try if a number is disconnected or the wrong number for the respondent. There may be up to four numbers in Voxco you can call to reach a student or a proxy. If you are unable to reach someone after dialing the first number, please be sure to call the alternate numbers listed (typically parents' numbers) in order to reach the respondent. Pay attention to the call history for each record and if the number has changed. If you find that a number has changed but you cannot find it, please notify Grace.

### **Privacy Managers - PM**

A privacy manager (PM) is a special type of answering machine that is becoming more and more common these days. Its purpose is to filter out telemarketing calls by putting up a barrier that blocks calls or requires some action by the one calling, e.g., pressing a button on the keypad or stating your name. There will be an automated voice that either pretends to be a human or does not let you leave a message. If you think a number has a PM but you are not sure, please ask Grace.

If you can navigate on the keypad and talk to an actual human, you do not need to select this disposition. If they are curious to how you got past the PM, remind them we are not selling anything, and proceed with the introductory script.

### **Vocabulary**

Please be familiar with these terms as they may be used within the survey (questions and/or response choices), or 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 and 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. You can define this term for the respondent, but remember that you cannot rephrase or explain what the question means. That is for their interpretation!

### **Transition Frequently Asked Questions**

**How did I get on this list?**

People in this sample were chosen because they both had an IEP (Individualized Education Program) in high school and exited (graduated, dropped out, aged out) in the 2018-2019 school year. Federal requirements mandate students who used an IEP while in school be surveyed.

**Can I have a paper survey?**

Yes, while they should have already received a survey or possibly two, it is also possible that it never arrived/they lost it/etc. Choose the disposition REQUESTED PAPER SURVEY and inform the supervisor.

**Who is the agency that does this survey?**

The Department of Education, under federal guidelines, produces the survey and is the one using the data, while BOSR has been contracted to do various data collection activities, such as telephone interviewing.

**What is the data used for?**

As mentioned, federal guidelines require this information be obtained. The purpose is to see how people who had IEP's in high school are fairing post-exit of high school.

**How do I know my information is safe?**

All information we collect is de-identified before it is handed back to the Department of Education. Also the data is presented in summary form so no individual answers can be identified. BOSR's servers are encrypted and password protected and all staff are trained in confidentiality and ethics.

**Where can I get additional information about this study?**

They can contact the Nebraska Department of Education (Office of Special Education) at 402-471-2471

## Appendix G: Frequency Tables

Do you currently have a job?	
	(n=1038)
Yes	61.0%
No	39.0%

At any time since leaving high school, have you ever had a job?	
	(n=425)
Yes	57.0%
No	43.0%

Which of the following best describes your current/previous job?	
<i>Asked of those who are currently/previoursly employed.</i>	(n=712)
Fast food/food services	16.7%
Retail or grocery store (sales, clerking, stocking, telemarketing)	14.2%
Domestic janitorial (including hotel or motel)	10.5%
Laborer (material handler, hwy construction, lawn care, warehouse)	11.7%
Production work (factory work)	27.6%
Building construction trades (carpenter, welder, roofer)	2.5%
Technical/mechanical trades (automotive, machinist, electronic)	1.6%
Office work (computer operator, filing)	3.2%
Human services, Healthcare, Daycare	4.6%
Military	0.5%
Piecework in a sheltered workshop	0.2%
Other	6.8%

Where do/did you work?	
<i>Asked of those who are currently/previoursly employed and responded "piecework" or "other" to the previous question.</i>	(n=200)
In a company, business, or service in your community with people with and without disabilities	56.1%
At home (e.g., in your family's business, self-employed)	6.1%
In the military	0.6%
In a jail or prison	1.6%
In sheltered employment (where most workers have disabilities)	1.0%
In supported employment (paid work in community with support services)	3.1%
Other	31.5%

Have you worked/did you work at your job for at least a total of 90 days (3 months)? <i>Asked of those who are currently/previously employed.</i> (n=391)	
Yes	75.2%
No	24.8%

How many hours per week do/did you work at this job? <i>Asked of those who are currently/previously employed.</i> (n=368)	
1 to 10	12.7%
11 to 19	9.7%
20 to 29	23.4%
30 to 34	15.8%
35 hours or more	38.4%

What is/was your hourly wage rate? <i>Asked of those who are currently/previously employed.</i> (n=773)	
Less than \$9.00 per hour	3.2%
\$9.00 per hour	10.9%
\$9.01-\$10.00 per hour	19.7%
\$10.01 or more per hour	56.0%
Other	10.1%

When doing your job, do/did you interact or talk with co-workers without a disability to get your job done? (n=730)	
Yes	85.1%
No	14.9%

In this job, are/were you eligible for (can you get) a pay raise or promotion? (n=701)	
Yes	74.0%
No	26.0%

Are/were you paid the same as other people who work in a similar job with the same skills, experience, and training? (n=680)	
Yes	89.3%
No	10.7%

In this job, do/did you receive benefits (such as health, dental, or vision insurance, paid sick leave or vacation, social security, unemployment insurance, or workers' compensation)?	
	(n=719)
Yes	39.6%
No	60.4%

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?	
	(n=1023)
Yes	45.5%
No	54.5%

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=481)
High school completion program (Adult Basic Education, GED)	3.5%
Short-term education or employment training (WIA, Job Corps)	3.9%
Vocational or Technical School (less than a 2-year program including certificate programs)	6.2%
Community or Technical College (2-year college)	54.8%
College or University (4-year college)	21.9%
Enrolled in studies while incarcerated	0.4%
Military	0.8%
Other	8.3%

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=490)
Yes	80.8%
No	19.2%

Were you enrolled full time?	
<i>Asked of those who have enrolled in education since high school.</i>	(n=493)
Yes	78.0%
No	22.0%

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=505)
Yes	57.8%
No	42.2%

In what type of school, training, or education program are you currently enrolled?	
<i>Asked of those currently enrolled in education.</i> (n=300)	
High school completion program (Adult Basic Education, GED)	2.4%
Short-term education or employment training (WIA, Job Corps)	3.0%
Vocational or Technical School (less than a 2-year program including certificate programs)	3.9%
Community or Technical College (2-year college)	53.8%
College or University (4-year college)	30.5%
Enrolled in studies while incarcerated	0.0%
Military	0.9%
Other	5.5%

Are you currently enrolled full time?	
<i>Asked of those currently enrolled in education.</i> (n=310)	
Yes	72.9%
No	27.1%

Do you currently receive services from any adult agency?	
(n=1007)	
Yes	13.5%
No	86.5%

Have you ever received services from any adult agency?	
<i>Asked of those who do not currently receive adult agency services.</i> (n=866)	
Yes	13.2%
No	86.8%

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=235)	
VR or Vocational Rehabilitation	66.4%
HHS - Developmental Disability Services	21.7%
DoL Workforce Investment-Job Training (formerly JTPA)	2.6%
Community Mental Health	4.3%
Other	31.9%

Who filled out this survey?	
(n=776)	
Former Student	32.2%
Former Student's Parent	57.7%
Former Student's Guardian	6.1%
Someone else	4.0%



Exit Reason	(n=1038)
Graduated with regular high school diploma	79.4%
Received certificate of completion	6.9%
Reached maximum age	0.9%
Dropped out	12.8%

Sex	(n=1038)
Male	63.0%
Female	37.0%

Race	(n=1038)
American Indian or Alaska Native	2.3%
Asian	3.0%
Black or African American	9.0%
Hispanic	17.3%
Native Hawaiian or Other Pacific Islander	0.2%
White	63.5%
Two or more races	4.8%

Disability	(n=1038)
Autism	11.3%
Deaf-Blindness	0.1%
Emotional Disturbance	5.8%
Hearing Impaired	2.1%
Intellectual Disability	9.5%
Multiple Impairments	0.7%
Orthopedic Impairment	0.5%
Other Health Impairment	19.7%
Specific Learning Disability	45.1%
Speech Language Impairment	3.2%
Traumatic Brain Injury	1.3%
Visual Impairment	0.6%

English Language Learner	(n=1038)
Yes	2.1%
No	96.8%

Target A	(n=1038)
Meets Target	28.9%
Does Not Meet Target	71.1%

Target B	(n=1038)
Meets Target	31.9%
Does Not Meet Target	68.1%

Target C	(n=1038)
Meets Target	39.2%
Does Not Meet Target	60.8%

## Appendix H: 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.

### **Introduction**

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.

### **Not applicable**

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.

**Findings**

15. Contact for obtaining more information about the study.

**Summary**