Post School Outcomes Survey 2017

Methodology Report

Prepared: November 2017

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Introduction

This report presents a detailed account of the fielding of the 2017 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2017 Post School Outcomes Survey data will find it an important reference source for answers to questions about methodology.

This data collection effort is required by the Federal Office of Special Education Programs (OSEP) in the U.S. Department of Education as part of the IDEA State Performance Plan. The purpose of the study is to collect and report state and district-wide post-school outcomes data on former students with disabilities, including information regarding their educational and career plans and experiences since leaving high school. In order to gain the opinions and experiences of these students, a telephone survey was designed by 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 2015-16 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 2015-16 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 2,566 individuals for the survey.

Each school district within the state was required to report the names and exit reasons of all special education students to the Office of Special Education in June of 2017. As part of this project, the schools were later asked to provide contact information for this same list of students. Two hundred and ten school districts that have special education programs returned this information to the Office of Special Education. A list of participating school districts can be found in Appendix A. Users of the Post School Outcomes data should keep in mind that districts may not be included in this list for one of two reasons: 1) they did not have an exiting special education student during this school year, or 2) they failed to comply and submit this information.

Questionnaire Design

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

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

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

Data Collection Process

All respondents started in the mail mode. An initial survey mailing was sent to the entire sample on July 6, 2017, containing a cover letter, questionnaire, and business reply envelope. A reminder postcard was sent to all non-responders one week after the first mailing. A final survey mailing again containing a cover letter, questionnaire, and business reply envelope was sent to all non-responders on July 26, 2017. Copies of the cover letters for each mailing and the postcard can be found in Appendix D. All mail communications were conducted in English. All materials were branded using the NDE logo. Each mailing was prepared by BOSR and then delivered to NDE to be mailed out.

On August 31, 2017, 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.

All of the interviewing was completed by professional interviewers. 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. Interviewers were supervised by permanent staff of the BOSR. All interviewing was done in the BOSR interviewing lab. BOSR supervisory staff was available during calling hours to supervise the interviewing and to answer questions. Study-specific training was held where interviewers were given more detailed instructions on the purpose of this project as well as instruction on data-collection issues specific to this project. Appendix E presents the supplementary interviewer guide created for the Post School Outcomes Survey.

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

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

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

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

If after all of these procedures the respondent or a proxy was not located, the record was coded as a "Not Trackable" disposition, indicating that we were unable to locate the respondent or a proxy to complete the interview. By the end of survey administration, 489 of the 864 tracked cases were deemed "Not Trackable".

Data collection concluded on October 22, 2017, for both the mail and phone modes.

Response Rate

Of the 2,566 students sampled, 1,056 (41.2%) interviews were completed. Of the 1,056 completed interviews, 52.7% (n=556) were completed via mail and 47.3% (n=500) 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 16.3%. 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 2015-16 school year, and deceased students was 0.5%. 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" (19.9%). The following table (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 51.7%.

TABLE 1. Response Outcomes of Sample Records.

Response Category	Number	Percentage
Completed Questionnaire	1,056	41.2%
Graduated with diploma	*954*	
Received a certificate of completion	*14*	
Aged out/Reached maximum age	*20*	
Dropped out	*68*	
Refusal	419	16.3%
No Resolution by End of Study Period	514	20.0%
Unable to Complete and No Proxy Available (including language barriers)	53	2.1%
No Eligible Respondent	14	0.5%
Not Trackable	510	19.9%
TOTAL NUMBERS SAMPLED	2,566	100%

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

Exit Reason	Completed Interviews		Survey Sample	
	Number	Percent	Number	Percent
Graduated with a regular high school diploma	954	90.3%	2,191	85.4%
Received a certificate of completion	14	1.3%	28	1.1%
Reached maximum age	20	1.9%	30	1.2%
Dropped out	68	6.4%	317	12.4%
Total Interviews Completed	1,056	100%	2,566	100%

Data Processing

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

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

collected by our staff. Each day, automatic backups were made of all directories containing information relevant to the survey.

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

Data Cleaning

The data are recorded and stored on a secure server located within the Sociology Department at UNL. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The data collected from three 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/inconsistencies in the data. It should be noted that due to the nature of mail surveys, respondents do not always follow the instructions for skip patterns within the survey. Minor inconsistencies, which are common in mail surveys, will still exist in the data. Finally, the open-ended data were edited to remove identifying information.

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

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

Weighting

The Post School Outcomes Survey data has been weighted to account for differences between the overall population (NSSRS data) and the group of students interviewed as part of this research (completed interviews). As can be seen in Table 2, a higher proportion of interviews were completed with students who graduated with a regular high school diploma (90.3%) than the proportion contained in the NSSRS database (85.4%). While the proportions of students who received a certificate of completion or reached maximum age is similar between the two groups, there are fewer students, proportionally, who dropped out in the survey data (6.4%) than in the NSSRS database (12.4%). Weighting is a statistical procedure that compensates for these differences to make results of the survey more generalizable to the overall group being examined. It may be helpful to keep in mind that when using weighted data it is best to look at proportions (percentages) rather than the number of cases reported because the weights adjust the raw numbers. Weighting adjusts the number of people doing "X" in order to create the representative proportion based on the population. In other words, the actual

number of people is adjusted in order to make the percentage more closely resemble a true census. Sampling errors and statistical tests were adjusted to account for design effects due to weighting. The design effect due to weighting adjustments for this study was 1.09.

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

Selected Findings

The data from the 2017 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2015-16 academic year. This section contains a brief snapshot of selected findings from the data. As weighting adjusts the raw numbers within the dataset so that the proportion being reported is more representative to the population as a whole, percentages (rather than raw numbers) are presented here.

To begin, those who completed via mail (51.1%) versus phone (48.9%) was a pretty even split. The majority of the surveys were completed by the student (59.2%) rather than by a proxy, such as a parent or guardian. It may be helpful to make note in reading the following findings that the student was not necessarily the respondent who answered the survey questions presented here.

Employment

A main focus of this research was the employment and education outcomes of the students during the period between their exit from high school and their interview (approximately one year from their high school exit). Many (64.0%) of the students indicated that they were currently employed. Of those not currently employed, 57.2% reported that they had had a period of employment since exiting high school. Combined, 81.9% 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 retail or grocery store (23.9%), and food service (21.5%), and laborer (16.1%). Under half (42.4%) worked 35 hours or more a week. Nearly all worked for higher than the national minimum wage ($7.26 per hour or more; 94.5%), while over four-fifths worked for higher than the Nebraska minimum wage ($9.01 or more; 81.9%).

Post-Secondary Education

Post-secondary education was also a very prevalent activity for these students since exiting high school. Nearly half (49.4%) of respondents have enrolled in a school, training, or other education program since leaving high school and over half (55.1%) of those respondents are currently enrolled. The majority of students who were currently enrolled in some type of school, training, or education program indicated attending a community or technical college (57.6%) followed by a college or university (25.9%). Additionally, about two-thirds of these students were enrolled in school full-time (68.2%).

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, 89.0% of the

students interviewed for the survey were currently working or had worked at some point since exiting high school, were currently enrolled, were enrolled for fall of 2017 in some type of school, training or education program or had taken classes in some type of school, training or education program.

Adult Agencies

Over one-fifth (21.4%) of respondents indicated they currently receive services from an adult agency. Of those who said they do not receive services, another 20.6% indicated they had received services at some point in the past. The most commonly utilized adult agency was Vocational Rehabilitation. Over half (57.4%) received services from that agency. The next most common was Developmental Disability Services (19.7%).

Federal Reporting Targets

All states use the following three "targets" to report annually to OSEP. Each reporting target includes reporting the percentage of students who meet the criteria for each target. The criteria for each of the targets are:
  A. Percent enrolled in higher education within one year of leaving high school and had IEPs in effect at the time they left high school.
  B. Percent enrolled in higher education or competitively employed within one year of leaving high school and had IEPs in effect at the time they left high school.
  C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school and had IEPs in effect at the time they left high school.

The terms above are defined as follows:

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

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

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

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

Nebraska's goals for meeting each target are as follows: Target A-37.0%, Target B-66.0%, Target C-83.4%. In accordance with federal reporting standards, percentages here are unweighted. In Appendix F, weighted percentages are presented. The percentage of Nebraska students meeting each target for 2017 are:
  • Meets Target A – ***38.2%***

- Meets Target B – ***61.8%***
- Meets Target C – ***78.7%***

Summary

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

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

Appendices

Appendix A: List of Participating School Districts

ADAMS CENTRAL PUBLIC SCHOOLS
AINSWORTH COMMUNITY SCHOOLS
ALLEN CONSOLIDATED SCHOOLS
ALLIANCE PUBLIC SCHOOLS
ALMA PUBLIC SCHOOLS
AMHERST PUBLIC SCHOOLS
ANSELMO-MERNA PUBLIC SCHOOLS
ANSLEY PUBLIC SCHOOLS
ARAPAHOE PUBLIC SCHOOLS
ARCADIA PUBLIC SCHOOLS
ARLINGTON PUBLIC SCHOOLS
ARNOLD PUBLIC SCHOOLS
ASHLAND-GREENWOOD PUBLIC SCHS
AUBURN PUBLIC SCHOOLS
AURORA PUBLIC SCHOOLS
AXTELL COMMUNITY SCHOOLS
BEATRICE PUBLIC SCHOOLS
BELLEVUE PUBLIC SCHOOLS
BENNINGTON PUBLIC SCHOOLS
BERTRAND PUBLIC SCHOOLS
BLAIR COMMUNITY SCHOOLS
BLUE HILL PUBLIC SCHOOLS
BOONE CENTRAL SCHOOLS
BRADY PUBLIC SCHOOLS
BRIDGEPORT PUBLIC SCHOOLS
BROKEN BOW PUBLIC SCHOOLS
BURWELL PUBLIC SCHOOLS
CEDAR BLUFFS PUBLIC SCHOOLS
CENTENNIAL PUBLIC SCHOOLS
CENTRAL CITY PUBLIC SCHOOLS
CENTURA PUBLIC SCHOOLS
CHADRON PUBLIC SCHOOLS
CHAMBERS PUBLIC SCHOOLS
CHASE COUNTY SCHOOLS
CLARKSON PUBLIC SCHOOLS
COLUMBUS PUBLIC SCHOOLS
CONESTOGA PUBLIC SCHOOLS
COZAD COMMUNITY SCHOOLS
CRAWFORD PUBLIC SCHOOLS
CREEK VALLEY SCHOOLS

CREIGHTON COMMUNITY PUBLIC SCHOOLS
CRETE PUBLIC SCHOOLS
CROFTON COMMUNITY SCHOOLS
CROSS COUNTY COMMUNITY SCHOOLS
DAVID CITY PUBLIC SCHOOLS
DESHLER PUBLIC SCHOOLS
DORCHESTER PUBLIC SCHOOL
DOUGLAS CO WEST COMMUNITY SCHS
DUNDY CO STRATTON PUBLIC SCHS
EAST BUTLER PUBLIC SCHOOLS
ELGIN PUBLIC SCHOOLS
ELKHORN PUBLIC SCHOOLS
ELM CREEK PUBLIC SCHOOLS
ELMWOOD-MURDOCK PUBLIC SCHOOLS
ELWOOD PUBLIC SCHOOLS
EMERSON-HUBBARD PUBLIC SCHOOLS
EUSTIS-FARNAM PUBLIC SCHOOLS
FAIRBURY PUBLIC SCHOOLS
FALLS CITY PUBLIC SCHOOLS
FILLMORE CENTRAL PUBLIC SCHS
FORT CALHOUN COMMUNITY SCHS
FRANKLIN PUBLIC SCHOOLS
FREEMAN PUBLIC SCHOOLS
FREMONT PUBLIC SCHOOLS
FRIEND PUBLIC SCHOOLS
FULLERTON PUBLIC SCHOOLS
GARDEN COUNTY SCHOOLS
GERING PUBLIC SCHOOLS
GIBBON PUBLIC SCHOOLS
GILTNER PUBLIC SCHOOLS
GORDON-RUSHVILLE PUBLIC SCHS
GOTHENBURG PUBLIC SCHOOLS
GRAND ISLAND PUBLIC SCHOOLS
GRETNA PUBLIC SCHOOLS
HAMPTON PUBLIC SCHOOLS
HARTINGTON NEWCASTLE PUBLIC SCHOOLS
HARVARD PUBLIC SCHOOLS
HASTINGS PUBLIC SCHOOLS
HAYES CENTER PUBLIC SCHOOLS
HEARTLAND COMMUNITY SCHOOLS

HEMINGFORD PUBLIC SCHOOLS

HERSHEY PUBLIC SCHOOLS

HIGH PLAINS COMMUNITY SCHOOLS

HITCHCOCK CO SCH SYSTEM

HOLDREGE PUBLIC SCHOOLS

HOMER COMMUNITY SCHOOLS

HUMBOLDT TABLE ROCK STEINAUER

HUMPHREY PUBLIC SCHOOLS

JOHNSON CO CENTRAL PUBLIC SCHS

JOHNSON-BROCK PUBLIC SCHOOLS

KEARNEY 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

LYNCH PUBLIC SCHOOLS

LYONS-DECATUR NORTHEAST SCHS

MADISON PUBLIC SCHOOLS

MALCOLM PUBLIC SCHOOLS

MAXWELL PUBLIC SCHOOLS

MAYWOOD PUBLIC SCHOOLS

MC COOK PUBLIC SCHOOLS

MC COOL JUNCTION PUBLIC SCHS

MC PHERSON COUNTY SCHOOLS

MEAD PUBLIC SCHOOLS

MEDICINE VALLEY PUBLIC SCHOOLS

MILFORD PUBLIC SCHOOLS

MILLARD PUBLIC SCHOOLS

MINATARE PUBLIC SCHOOLS

MINDEN PUBLIC SCHOOLS

MITCHELL PUBLIC SCHOOLS

MULLEN PUBLIC SCHOOLS

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

O'NEILL PUBLIC SCHOOLS

OAKLAND CRAIG PUBLIC SCHOOLS

OGALLALA PUBLIC SCHOOLS

OMAHA PUBLIC SCHOOLS

ORD PUBLIC SCHOOLS

OSCEOLA PUBLIC SCHOOLS

OSMOND COMMUNITY SCHOOLS

PALMER PUBLIC SCHOOLS

PALMYRA DISTRICT O R 1

PAPILLION-LA VISTA PUBLIC SCHS

PAWNEE CITY PUBLIC SCHOOLS

PAXTON CONSOLIDATED SCHOOLS

PENDER PUBLIC SCHOOLS

PERKINS COUNTY SCHOOLS

PIERCE PUBLIC SCHOOLS

PLAINVIEW PUBLIC SCHOOLS

PLATTSMOUTH COMMUNITY SCHOOLS

PLEASANTON PUBLIC SCHOOLS

PONCA PUBLIC SCHOOLS

POTTER-DIX PUBLIC SCHOOLS

RALSTON PUBLIC SCHOOLS

RANDOLPH PUBLIC SCHOOLS

RAVENNA PUBLIC SCHOOLS

RAYMOND CENTRAL PUBLIC SCHOOLS

RED CLOUD COMMUNITY SCHOOLS

RIVERSIDE PUBLIC SCHOOLS

ROCK COUNTY PUBLIC SCHOOLS

SANTEE COMMUNITY SCHOOLS

SARGENT PUBLIC 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

SOUTH PLATTE PUBLIC SCHOOLS

SOUTHERN SCHOOL DIST 1

SOUTHERN VALLEY SCHOOLS

SOUTHWEST PUBLIC SCHOOLS

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

ST EDWARD PUBLIC SCHOOLS

ST PAUL PUBLIC SCHOOLS

STANTON COMMUNITY SCHOOLS

STAPLETON PUBLIC SCHOOLS

STERLING PUBLIC SCHOOLS

SUMNER-EDDYVILLE-MILLER SCHS

SUPERIOR PUBLIC SCHOOLS

SUTHERLAND PUBLIC SCHOOLS

SUTTON PUBLIC SCHOOLS

SYRACUSE-DUNBAR-AVOCA SCHOOLS

TEKAMAH-HERMAN COMMUNITY SCHS

THAYER CENTRAL COMMUNITY SCHS

TRI COUNTY PUBLIC SCHOOLS

TWIN RIVER PUBLIC SCHOOLS

UMO N HO N NATION PUBLIC SCHS

VALENTINE COMMUNITY SCHOOLS

WAHOO PUBLIC SCHOOLS

WAKEFIELD PUBLIC SCHOOLS

WALLACE PUBLIC SCH DIST 65 R

WAUNETA-PALISADE PUBLIC SCHS

WAUSA PUBLIC SCHOOLS

WAVERLY SCHOOL DISTRICT 145

WAYNE COMMUNITY SCHOOLS

WEEPING WATER PUBLIC SCHOOLS

WEST BOYD SCHOOL DISTRICT

WEST HOLT PUBLIC SCHOOLS

WEST POINT PUBLIC SCHOOLS

WESTSIDE COMMUNITY SCHOOLS

WILBER-CLATONIA PUBLIC SCHOOLS

WILCOX-HILDRETH PUBLIC SCHOOLS

WINNEBAGO PUBLIC SCHOOLS

WINSIDE PUBLIC SCHOOLS

WISNER-PILGER PUBLIC SCHOOLS

WYNOT PUBLIC SCHOOLS

YORK PUBLIC SCHOOLS

YUTAN PUBLIC SCHOOLS

Appendix B: Variable List

Variable	Label
ID	Respondent ID
Q1	Are you currently taking classes at any high school?
Q2	Do you currently have a job?
Q2A	At any time since leaving high school, have you ever had a job?
Q3	Which of the following best describes your job?
Q3A	Where do you work?
Q3AOTH	Where work - OTHER
Q4	Have you worked at this job for at least a total of 90 days (3 months)?
Q5	How many hours per week do you work at this job?
Q6	What is your hourly wage rate?
Q6OTH	Hourly wage - OTHER
Q7	At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?
Q8	In what type of school, training, or education program were you enrolled?
Q8OTH	Previous education type - OTHER
Q9	Did you complete at least a full term (semester or quarter)?
Q10	Were you enrolled full time?
Q11	Are you currently enrolled in any type of school, training, or education program?
Q12	In what type of school, training, or education program are you currently enrolled?
Q12OTH	Current education type - OTHER
Q13	Are you currently enrolled full time?
Q14	Do you currently receive services from any adult agency?
Q14A	Have you ever received services from any adult agency?
Q15A	From which agency or agencies have you received services? - VR or Vocational Rehabilitation
Q15B	From which agency or agencies have you received services? - HHS - Developmental Disability Services
Q15C	From which agency or agencies have you received services? - DoL Workforce Investment-Job Training (formerly JT
Q15D	From which agency or agencies have you received services? - Community Mental Health
Q15E	From which agency or agencies have you received services? - Other
Q15OTH	From which agency or agencies have you received services? - Other, please specify
Q16	Who filled out this survey?
Q16OTH	Relation to student - OTHER
Q17	Do you have any suggestions for your high school which would help students be better prepared for life after high school?
mode	Mode questionnaire completed
StateID	State ID

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

2017 Nebraska Post School Outcomes Project Survey

1. **Are you** *currently* **taking classes at any high school?**
   - ○ Yes
   - ○ No

Current Employment

2. **Do you** *currently* **have a job?**
   - ○ Yes → *Go to question 3*
   - ○ No

   2a. **At any time since leaving high school, have you** *ever* **had a job?**
   - ○ Yes
   - ○ No → *Go to question 7*

3. **Which of the following** *best* **describes your job?**
   - ○ Fast food/food services
   - ○ Retail or grocery store (sales, clerking, stocking, telemarketing)
   - ○ Domestic janitorial (including hotel or motel)
   - ○ Laborer (material handler, hwy construction, lawncare, warehouse)
   - ○ Production work (factory work)
   - ○ Building construction trades (carpenter, welder, roofer)   → *Go to question 4*
   - ○ Technical/mechanical trades (automotive, machinist, electronic)
   - ○ Office work (computer operator, filling)
   - ○ Human services, Healthcare, Daycare
   - ○ Military
   - ○ Piecework in a sheltered workshop
   - ○ Other

   3a. **Where do you work?**
   - ○ In an integrated, competitive employment setting (i.e. a business, store, or shop)
   - ○ At home
   - ○ In the military
   - ○ In a jail or prison
   - ○ In sheltered employment (where most workers have disabilities)
   - ○ In supported employment (paid work in community with support services)
   - ○ Other, please specify:

4. Have you worked at your job for at least a total of 90 days (3 months)?
   ○ Yes
   ○ No

5. How many hours per week do/did you work at your job?
   ○ 1-10
   ○ 11-19
   ○ 20-29
   ○ 30-34
   ○ 35 hours or more

6. What is/was your hourly wage rate?
   ○ Less than $7.25 per hour
   ○ $7.25 per hour
   ○ $7.26-$9.00 per hour
   ○ $9.01-$10.00 per hour
   ○ $10.01 or more per hour
   ○ Other, please specify:

   [   ]

Post-Secondary Education

7. At any time since leaving high school, have you *ever* taken classes through any type of school, training, or education program?
   ○ Yes
   ○ No → *Go to question 14*

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

   [   ]

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

   ○ Yes

   ○ No

10. Were you enrolled full time?

    ○ Yes

    ○ No

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

    ○ Yes

    ○ No → *Go to question 14*

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

    ○ High school completion program (Adult Basic Education, GED)

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

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

    ○ Community or Technical College (2-year college)

    ○ College or University (4-year college)

    ○ Enrolled in studies while incarcerated

    ○ Military

    ○ Other, please specify:

    [   ]

13. Are you currently enrolled full time?

    ○ Yes

    ○ No

Adult Agencies

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

    ○ Yes → *Go to question 15*

    ○ No

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

        ○ Yes

        ○ No → *Go to question 16*

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

☐ VR or Vocational Rehabilitation

☐ HHS – Developmental Disability Services

☐ DoL Workforce Investment – Job Training Program (formerly JTPA)

☐ Community Mental Health

☐ Other, please specify:

16. **Who filled out this survey?**

○ Former Student

○ Former Student's Parent

○ Former Student's Guardian

○ Someone else, please indicate relationship to former student:

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

Thank you!

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

Questions or requests from this survey can be directed to:
Bureau of Sociological Research
University of Nebraska-Lincoln
907 Oldfather Hall | PO Box 880325
Lincoln, NE 68588-0325
Phone: 1-800-480-4549 (toll free)
E-mail: bosr@unl.edu

INTRO:

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

VOICEMAIL MESSAGE (LEAVE A VOICEMAIL WHEN APPLICABLE):"Hello, this is $I calling from the UNL Research Center on behalf of the Nebraska Department of Education. We are calling for <fname> <lname> to ask about their experiences since leaving high school. Please call us back at 1-800-480-4549 at your convenience and provide your reference number $Q. Thank you."

DO NOT LEAVE A VOICEMAIL ON SUBSEQUENT CALLS OR MORE THAN ONCE A WEEK.

CONTINUE - SOMEONE ANSWERED THE PHONE

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

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

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

INT01:

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

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

CONTINUE - FORMER STUDENT IS ON THE PHONE
CONTINUE - PERSON ON THE PHONE WILL PROXY FOR STUDENT
CONTINUE - PERSON ON THE PHONE IS GETTING STUDENT
CONTINUE - PERSON ON THE PHONE IS GETTING PROXY FOR STUDENT

CB REQUESTED:
CALLBACK - DEFINITE
CALLBACK - INDEFINITE

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

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

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

OTHER - LEAVE A DETAILED EXPLANATION

COMPLETED MAIL SURVEY
REQUESTED ANOTHER PAPER SURVEY

INT02:
Your name was given to us by the last public high school you attended or received services from, as their records indicated you graduated or left high school during the 2015-2016 school year. We would like to talk to you about your experiences since leaving high school including your education and job plans. All of your answers will be kept confidential. You have the right to refuse to answer any question you wish. The interview takes about 5 minutes to complete.Can we begin now?
CASE ID: <PIN>NAME: <FNAME> <LNAME>PHONE: $N
CONTINUE

CB REQUESTED:
CALLBACK - DEFINITE
CALLBACK - INDEFINITE

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

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

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

OTHER - LEAVE A DETAILED EXPLANATION

COMPLETED MAIL SURVEY
REQUESTED ANOTHER PAPER SURVEY

RELAT:
What is your relationship to <FNAME>?
PARENT
GUARDIAN
OTHER, SPECIFY

DON'T KNOW
REFUSED

Q1:
Are you currently taking classes at any high school?
YES
NO

DON'T KNOW
REFUSED

Q2:
Do you currently have a job?
YES
NO

DON'T KNOW
REFUSED

Q2A:
At any time since leaving high school, have you ever had a job?
YES
NO

DON'T KNOW
REFUSED

Q3:
Which of the following best describes your job?
Fast food/food services
Retail or grocery store (sales, clerking, stocking, telemarketing)
Domestic janitorial (including hotel or motel)
Laborer (material handler, hwy construction, lawncare, warehouse)
Production work (factory work)
Building construction trades (carpenter, welder, roofer)
Technical/mechanical trades (automotive, machinist, electronic)
Office work (computer operator, filing)
Human services, Healthcare, Daycare
Military
Piecework in a sheltered workshop
Other

DON'T KNOW
REFUSED

Q3A:
Where do you work?

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

DON'T KNOW
REFUSED

Q4:
Have you worked at this job for at least a total of 90 days (3 months)?
YES
NO

DON'T KNOW
REFUSED

Q5:
How many hours per week do you work at this job?
1-10
11-19
20-29
30-34
35 hours or more

DON'T KNOW
REFUSED

Q6:
What is your hourly wage rate?
Less than $7.25 per hour
$7.25 per hour
$7.26-$9.00 per hour
$9.01-$10.00 per hour
$10.01 or more per hour
Other, please specify:

DON'T KNOW
REFUSED

Q3_PAST:
Which of the following best describes your former job?
Fast food/food services
Retail or grocery store (sales, clerking, stocking, telemarketing)
Domestic janitorial (including hotel or motel)
Laborer (material handler, hwy construction, lawncare, warehouse)

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

DON'T KNOW
REFUSED

Q3A_PAST:
Where did you work?
In an integrated, competitive employment setting (i.e. a business, store, or shop)
At home
In the military
In a jail or prison
In sheltered employment (where most workers have disabilities)
In supported employment (paid work in community with support services)
Other, please specify

DON'T KNOW
REFUSED

Q4_PAST:
Did you worked at this job for at least a total of 90 days (3 months)?
YES
NO

DON'T KNOW
REFUSED

Q5_PAST:
How many hours per week did you work at this job?
1-10
11-19
20-29
30-34
35 hours or more

DON'T KNOW
REFUSED

Q6_PAST:
What was your hourly wage rate?
Less than $7.25 per hour
$7.25 per hour

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

DON'T KNOW
REFUSED

Q7:
At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?
YES
NO

DON'T KNOW
REFUSED

Q8:
In what type of school, training, or education program were you enrolled?
High school completion program (Adult Basic Education, GED)
Short-term education or employment training (WIA, Job Corps)
Vocational or Technical School (less than a 2-year program including certificate programs)
Community or Technical College (2-year college)
College or University (4-year college)
Enrolled in studies while incarcerated
Military
Other, please specify:

DON'T KNOW
REFUSED

Q9:
Did you complete at least a full term (semester or quarter)?
YES
NO

DON'T KNOW
REFUSED

Q10:
Were you enrolled full time?
YES
NO

DON'T KNOW
REFUSED

Q11:

Are you currently enrolled in any type of school, training, or education program?
YES
NO

DON'T KNOW
REFUSED

Q12:
In what type of school, training, or education program are you currently enrolled?
High school completion program (Adult Basic Education, GED)
Short-term education or employment training (WIA, Job Corps)
Vocational or Technical School (less than a 2-year program including certificate programs)
Community or Technical College (2-year college)
College or University (4-year college)
Enrolled in studies while incarcerated
Military
Other, please specify:

DON'T KNOW
REFUSED

Q13:
Are you currently enrolled full time?
YES
NO

DON'T KNOW
REFUSED

Q14:
Do you currently receive services from any adult agency?
YES
NO

DON'T KNOW
REFUSED

Q14A:
Have you ever received services from any adult agency?
YES
NO

DON'T KNOW
REFUSED

Q15:
From which agency or agencies have you received services?
SELECT ALL THAT APPLY

READ ALL OPTIONS TO RESPONDENT

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

DON'T KNOW
REFUSED

Q17:
Do you have any suggestions for your high school which would help students be better prepared for life after high school?
COMMENT:
NO COMMENT

DON'T KNOW
REFUSED

INT50:
Thank you for your time today. We are looking to speak to students who are no longer in high school. We look forward to talking to you in the coming years after you have left high school.
INELIGIBLE

INT99:
That was my last question. Thank you for taking the time to complete the survey today.
COMPLETED INTERVIEW

Initial Letter

NEBRASKA
DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

July 6, 2017

«ID»
«FIRSTNAME» «LASTNAME»
«ADDR»
«CITY», «ST» «ZIP»

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.

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

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

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

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

Cordially,

Lindsey Witt-Swanson

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

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

Frequently Asked Questions about the Post-School Outcomes Project Survey

How was I selected?
The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2015-16 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 in unavailable or otherwise incapable of completing the survey, we ask that a parent or guardian completes the survey to the best of their knowledge on behalf of the former student.

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

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

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

Who is responsible for this study? How can I contact them?
The interviews are being completed by the Bureau of Sociological Research at the University of Nebraska- Lincoln on behalf of the Nebraska Department of Education. The Bureau is led by director Dr. Jolene Smyth and assistant director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to *bosr@unl.edu*. 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.

TRANSITION
Youth to Young Adult

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

NEBRASKA
DEPARTMENT OF EDUCATION

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

13-48-03

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL   402.471.2295
FAX   402.471.0117

NEBRASKA
DEPARTMENT OF EDUCATION

July 26, 2017

<NAME>
<ADDRESS>
<CITY>, <ST> <ZIP>

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.

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

Please contact the Bureau of Sociological Research by telephone at 1-800-480-4549 or by e-mail at bosr@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

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

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

Frequently Asked Questions about the Post-School Outcomes Project Survey

How was I selected?
The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2015-16 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 in 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?
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TRANSITION
Youth to Young Adult

Transition 2017 Study Guide

A survey for the Nebraska Department of Education of student who had and individualized education program (IEP) in high school and exited (graduated, dropped out, or aged out) in the 2015-16 school year.

Voxco:

Practice – *TRANSITION PRAC*
Real study – *TRANSITION*

Timesheet:

Transition

Formally known as:
Nebraska Post-School Outcomes Project Survey (NPSOPS)

	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 2015-16 school year Federal requirements mandate each state to survey students who used Individualized Educational Programs (IEP) while they were in high school.

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

2017 Changes

The 2017 administration marks the eleventh year BOSR has administered this survey. Several big changes have been made for this year's administration of the survey. First, the survey is significantly shorter than previous years. All questions not directly tied to what is mandatory to report to the federal government have been removed. Second, this is now being administered as a mixed-mode questionnaire. This means that there two versions of the questionnaire: a paper version and a phone version. The survey started out as a paper version administered through the mail. After two attempts at mailing the paper version, we will call anyone who did not return a completed survey and attempt to complete the interview over the phone.

Respondent/Proxy Respondent

You will be talking to all types of students who used some type of special education service and left a Nebraska high school for some reason in 2015-16. The services these students used may have helped them with anything from a learning disability to more specialized educational needs for students with traumatic brain injuries. You will talk to a wide variety of students.

There are four ways students may have left their high school: 1) graduated with a diploma, 2) graduated with a certificate of completion, 3) dropped out, or 4) aged our (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.

In the past, we've had interviewers fill out tracking forms so project staff could update the number. We are doing away with tracking forms this year. Instead, when you select the "NN NEW NUMBER PROVIDED" disposition on the second or third intro screen, you will get a new screen where you can enter the new number. Enter the new number (in the ###-###-#### format) then set a callback. Unless a respondent asks for a specific callback, set the callback for one or two days from the current time.

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

Vocabulary

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

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

VR – Vocational Rehabilitation – This can refer both to the service of 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.

Appendix F: Frequency Tables

Do you currently have a job?	
	(n=1049)
Yes	64.0%
No	36.0%

Which of the following best describes your current job?	
Asked of those who are currently employed.	(n=666)
Fast food/food services	21.5%
Retail or grocery store (sales, clerking, stocking, telemarketing)	23.9%
Domestic janitorial (including hotel or motel)	2.7%
Laborer (material handler, hwy construction, lawncare, warehouse)	16.1%
Production work (factory work)	4.3%
Building construction trades (carpenter, welder, roofer)	6.4%
Technical/mechanical trades (automotive, machinist, electronic)	5.0%
Office work (computer operator, filing)	2.5%
Human services, Healthcare, Daycare	12.4%
Military	0.9%
Piecework in a sheltered workshop	0.8%
Other	3.5%

Where do you work?	
Asked of those who are currently employed and responded "piecework" or "other" to the previous question.	(n=207)
In an integrated, competitive employment setting (i.e. a business, store, or shop)	53.1%
At home	3.5%
In the military	0.8%
In a jail or prison	0.4%
In sheltered employment (where most workers have disabilities)	3.3%
In supported employment (paid work in community with support services)	2.2%
Other	36.6%

Have you worked at this job for at least a total of 90 days (3 months)?	
Asked of those who are currently employed.	(n=684)
Yes	77.6%
No	22.4%

How many hours per week do you work at this job?	
Asked of those who are currently employed.	(n=655)
1 to 10	9.8%
11 to 19	13.7%
20 to 29	18.8%
30 to 34	15.3%
35 hours or more	42.4%

What is your hourly wage rate?	
Asked of those who are currently employed.	(n=615)
Less than $7.25 per hour	2.1%
$7.25 per hour	0.8%
$7.26-$9.00 per hour	12.6%
$9.01-$10.00 per hour	29.6%
$10.01 or more per hour	52.3%
Other	2.6%

At any time since leaving high school, have you ever had a job?	
Asked of those who are not currently employed.	(n=424)
Yes	57.2%
No	42.8%

Which of the following best describes your previous job? *Asked of those who are not currently employed but have been employed since leaving high school.*	(n=227)
Fast food/food services	24.8%
Retail or grocery store (sales, clerking, stocking, telemarketing)	18.5%
Domestic janitorial (including hotel or motel)	6.5%
Laborer (material handler, hwy construction, lawncare, warehouse)	18.5%
Production work (factory work)	2.1%
Building construction trades (carpenter, welder, roofer)	2.2%
Technical/mechanical trades (automotive, machinist, electronic)	3.8%
Office work (computer operator, filing)	4.8%
Human services, Healthcare, Daycare	10.4%
Military	1.1%
Piecework in a sheltered workshop	1.3%
Other	6.1%

Where did you work?	
Asked of those who are not currently employed but have been employed since leaving high school and responded "piecework" or "other" to the previous question. (n=169)	
In an integrated, competitive employment setting (i.e. a business, store, or shop)	48.7%
At home	4.1%
In the military	1.1%
In a jail or prison	0.0%
In sheltered employment (where most workers have disabilities)	4.2%
In supported employment (paid work in community with support services)	1.1%
Other	40.7%

Did you work at this job for at least a total of 90 days (3 months)?	
Asked of those who are not currently employed but have been employed since leaving high school. (n=238)	
Yes	72.3%
No	27.7%

How many hours per week did you work at this job?	
Asked of those who are not currently employed but have been employed since leaving high school. (n=234)	
1 to 10	16.7%
11 to 19	14.2%
20 to 29	21.2%
30 to 34	12.3%
35 hours or more	35.6%

What was your hourly wage rate?	
Asked of those who are not currently employed but have been employed since leaving high school. (n=222)	
Less than $7.25 per hour	1.6%
$7.25 per hour	0.9%
$7.26-$9.00 per hour	20.0%
$9.01-$10.00 per hour	38.8%
$10.01 or more per hour	34.3%
Other	4.4%

At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?	
	(n=1045)
Yes	49.4%
No	50.6%

In what type of school, training, or education program were you enrolled?	
Asked of those who have enrolled in education since high school.	(n=540)
High school completion program (Adult Basic Education, GED)	9.9%
Short-term education or employment training (WIA, Job Corps)	5.8%
Vocational or Technical School (less than a 2-year program including certificate programs)	11.1%
Community or Technical College (2-year college)	52.0%
College or University (4-year college)	19.5%
Enrolled in studies while incarcerated	0.0%
Military	0.3%
Other	1.4%

Did you complete at least a full term (semester or quarter)?	
Asked of those who have enrolled in education since high school.	(n=567)
Yes	80.7%
No	19.3%

Were you enrolled full time?	
Asked of those who have enrolled in education since high school.	(n=559)
Yes	72.9%
No	27.1%

Are you currently enrolled in any type of school, training, or education program?	
Asked of those who have enrolled in education since high school.	(n=588)
Yes	55.1%
No	44.9%

In what type of school, training, or education program are you currently enrolled?	
Asked of those currently enrolled in education.	(n=332)
High school completion program (Adult Basic Education, GED)	4.1%
Short-term education or employment training (WIA, Job Corps)	2.9%
Vocational or Technical School (less than a 2-year program including certificate programs)	7.3%
Community or Technical College (2-year college)	57.6%
College or University (4-year college)	25.9%
Enrolled in studies while incarcerated	0.0%
Military	0.5%
Other	1.7%

Are you currently enrolled full time?	
Asked of those currently enrolled in education.	(n=369)
Yes	68.2%
No	31.8%

Do you currently receive services from any adult agency?	
	(n=1026)
Yes	21.4%
No	78.6%

Have you ever received services from any adult agency?	
Asked of those who do not currently receive adult agency services.	(n=802)
Yes	20.6%
No	79.4%

From which agency or agencies have you received services? (Select all that apply)	
Asked of those who currently or have ever received adult agency services.	(n=400)
VR or Vocational Rehabilitation	57.4%
HHS - Developmental Disability Services	19.7%
DoL Workforce Investment-Job Training (formerly JTPA)	1.2%
Community Mental Health	3.9%
Other	22.7%

Who completed this survey	
	(n=1036)
Former Student	59.2%
Former Student's Parent	32.9%
Former Student's Guardian	5.1%
Other	2.8%

Exit Reason	
	(n=1056)
Graduated with regular high school diploma	85.3%
Received certificate of completion	1.1%
Reached maximum age	1.1%
Dropped out	12.4%

Sex	
	(n=1056)
Male	65.2%
Female	34.8%

Race	
	(n=1056)
American Indian or Alaska Native	1.7%
Asian	1.9%
Black or African American	10.0%
Hispanic	16.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	65.3%
Two or more races	4.6%

Disability	
	(n=1056)
Intellectual Disability	13.6%
Specific Learning Disability	43.8%
Emotional Disturbance	5.4%
Autism	8.6%
Speech Language Impairment	4.1%
Hearing Impaired	1.8%
Multiple Impairments	1.4%
Traumatic Brain Injury	1.4%
Visual Impairment	0.7%
Other Health Impairment	18.7%
Developmental Delay	0.0%
Orthopedic Impairment	0.6%
Deaf-Blindness	0.0%

English Language Learner	
	(n=1056)
Yes	0.6%
No	99.4%

Target A	
	(n=1056)
Meets Target	36.0%
Does Not Meet Target	64.0%

Target B	
	(n=1056)
Meets Target	60.4%
Does Not Meet Target	39.6%

Target C	
	(n=1056)
Meets Target	76.9%
Does Not Meet Target	23.1%

Appendix G: AAPOR Transparency Initiative Immediate Disclosure Items

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

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

13. A description of how the weights were calculated, including the variables used and the sources of weighting parameters, if weighted estimates are reported. **Weighting**

14. If the results reported are based on multiple samples or multiple modes, the preceding items will be disclosed for each.

15. Contact for obtaining more information about the study. **Summary**