Post School Outcomes Survey 2016

Methodology Report

Prepared: December 2016

Post School Outcomes Survey
2016

Bureau of Sociological Research
University of Nebraska-Lincoln

Director
Dr. Jolene Smyth

Assistant Director
Lindsey Witt-Swanson

Project Managers
Ricky Hull
Kim Meiergerd
Quan Zhou

Research Project Associate
Rafia Aslam
Katie Evanko-Douglas
Kaitlin Jones
Casey Seay

Clerical Support
Deb Predmore

Office Assistant
Bernice Slagle

Interviewer Supervisors
Catelyn Evans
Bethany Stoutamire
Emma Vinchur

BOSR Interviewers

Alei'a Beard-Dorm	Jeff Maddox	Sara Reyes
Mary Cardenas	Ansur Mazhar	Daniel Schneider
Mikaela Clemons	Meghan McGuigan-Sporkin	Mickey Tran
Christine Esukpa	Ian McKee	Jackie Tvdik
Dan Froid	Briyhannah Mebane	Abby Wild
Amanda Lofland	Gabe Reithoven	

Index

Introduction

This report presents a detailed account of the fielding of the 2016 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2016 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.

The Population

The sampling frame for this study consisted of the population of all special education students who exited a Nebraska high school during the 2014-15 school year. The Nebraska Department of Education elected to do a census rather than a sampling procedure. According to the Nebraska Student and Staff Record System (NSSRS), a total of 2,593 special education students exited high school in 2014-15. Students exited high school for one of the four reasons listed in Table 1 below:

TABLE 1. Exit Reason Among NSSRS Total Population 2014-15 and Sample Used for Survey.

Exit Reason	NSSRS (Population)		Survey Sample	
	Number	**Percent**	**Number**	**Percent**
Graduated with a regular high school diploma	2233	86.1%	2086	86.7%
Received a certificate of completion	26	1.0%	22	0.6%
Reached maximum age	30	1.2%	24	1.0%
Dropped out	304	11.7%	273	11.4%
TOTAL	2593	100%	2405	100%

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 2015. As part of this project, the schools were later asked to provide contact information for this same list of students. Approximately 229 out of 245 school districts that have special education programs returned this information to the Office of Special Education. This list totaled 2,405 students, or about 92.7% of the 2,593 students identified within NSSRS. It may be helpful to emphasize that the 2,405 students whose names were provided by their school district are what is referred to as the "sample," or the students contacted as part of this research. These students are part of the overall population of 2,593 students who, according to NSSRS, exited a Nebraska high school in the 2014-15 academic year.

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. The sample, or the list of 2,405 students who were contacted for this study, therefore, contains the exit information submitted by the school districts for Nebraska high school students who left school during the 2014-15 academic year.

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, ethnicity, English Language Learner status, disability type, and exit reason. It may be helpful to note that while the vast majority of the NSSRS student data is complete, there are a small number of cases where this information is missing. The cases that have missing data for these variables are noted as "system missing" in the dataset.

Of the 2,405 students for whom some contact information was available, 552 interviews were completed (additional information concerning the response rate for this survey, including the response by exit reason, can be found in Tables 2 and 3 on page 8). Surveys were completed primarily (58.2% of interviews) with the student as the respondent. However, due to the high mobility of this age group and the special needs of some of the respondents, interviews were not always able to be completed with the student. In the remaining 41.8% of completed interviews, the survey was completed with a proxy such as: a parent (91.3% of proxy interviews), a guardian (5.6% of proxy interviews), or some other adult such as: a grandparent, older sibling, foster parent, etc. (3.0% of proxy interviews).

The Survey Instrument

The survey instrument was developed by personnel within the Nebraska Department of Education, Office of Special Education and was administered by the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln. The instrument itself contained five substantive sections, with the first four sections being asked of all respondents. The first section included questions about the former students' current and past employment experiences and history. The second section contained items concerning the former students' use and contact with adult agencies. The items in the third section focused on post-high school educational experiences of former students. The fourth section items concerned the former students' feedback and opinions about their high school experiences. The final section of the questionnaire contained items only asked of respondents whose exit reason indicated that the student had dropped out of high school. This section included items related to the decision to drop out. The questionnaire was designed to be administered over the telephone making use of a computer-assisted-telephone-interviewing system (Voxco) and was completed by respondents, on average, in about 11 minutes. A listing of all the variables and variable labels included in the dataset can be found in Appendix B, and the survey instrument can be found in Appendix C. Appendix D includes the frequency tables for all responses to the survey.

In 2009 the survey was slightly revised to meet new Federal reporting requirements, and this revision has been maintained for through to this year. The new measurement system for reporting requires reporting for 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.

The Interviewing Process

Interviewing began July 5, 2016, and 552 interviews were completed by the end of the evening on November 6, 2016. Pre-notification letters were sent to all respondents where a mailing address was available in order to provide information about the study and emphasized the importance of their participation in advance of the telephone call. A copy of this letter is included as Appendix E.

When a new record was assigned to a telephone interviewer to call, they were instructed to ask for the student by name as provided by the school district. If the designated respondent (student) was not present

in the household at that moment, a good time to find him/her at home was determined and a return call was made. If the person answering the telephone call communicated to the interviewer that the respondent would be unable to complete the call, the interviewer established who the most appropriate person would be to complete the interview and attempted to complete the interview with that person.

In order 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.

A study-specific training session 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. Staff from the Nebraska Department of Education was on hand for the training session to provide helpful insight into the project goals and to answer questions posed by the interviewers. Appendix F presents the supplementary interviewer guide created for the Post School Outcomes Survey.

Training for the interviewers involved two steps. First, BOSR project management staff met with all interviewers in a group session and discussed in detail the schedule and the procedures to be used. All interviewers were given a detailed instruction manual, which they were instructed to read through carefully and which they were required to have with them each time they interviewed. Second, all interviewers were required to complete practice interviews. These practice interviews were carefully examined by the BOSR staff for errors, inadequate responses on open-ended questions, and the like.

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.

Tracking Procedures

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 864 of the cases in the sample required the BOSR to locate more current contact information for respondents. It may be helpful to note that more cases needed

some form of tracking than the number of cases that completed interviews. 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 and, if needed, to fill out a tracking log each time a respondent was unable to be contacted at this number. An example of the tracking logs employed in this survey is located in Appendix G. If a new telephone number was obtained by the interviewer at this time, 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, 474 of the 864 tracked cases were deemed "Not Trackable".

Data Processing

Completed interviews were carefully processed and recorded by BOSR staff to ensure that each interview was accounted for and its progress along the various steps of editing, coding, merging, and uploading could be monitored. 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. At the conclusion of the data-collection period, BOSR staff completed a final phase of data cleaning. This process involved assigning variable and value labels to each item from the questionnaire, re-checking the data for possible data-entry errors, and reading all open-ended data and re-coding this information if needed. Additionally, the open-ended data was edited and identifying information was removed. Interviewers were instructed to include open-ended text when respondents provided them with information pertinent to the study that could not be captured within the response options associated with the question at hand.

The BOSR project management staff utilized the Statistical Package for the Social Sciences (SPSS) software to evaluate the dataset. Frequency distributions on each of the variables in the survey were generated with missing value codes assigned. In addition, consistency checks were made due to the use of Voxco; data-entry and contingency errors were minimal.

Response Rate

Of the 2,269 students sampled, 552 (24.3%) interviews were completed. The refusal rate, calculated as the percent of all usable telephone numbers that refused to complete the survey at all, was 25.1%. 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 2014-15 school year, and deceased students (0.5%). As mentioned previously, 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" (23.6%). 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.

TABLE 2. Response Outcomes of Sample Records.

RESPONSE CATEGORY		NUMBER	%
Completed Interview		552	24.3%
Graduated with diploma	504		
Received a certificate of completion	11		
Aged out/Reached maximum age	6		
Dropped out	31		
Refusal		569	25.1%
No Resolution by End of Study Period		596	26.3%
Answering Machine or Answering Service	452		
No Answer	57		
Callback	72		
Busy	15		
Unable to Complete and No Proxy Available (including language barriers)		6	0.3%
No Eligible Respondent		11	0.5%
Not Trackable		535	23.6%
TOTAL NUMBERS SAMPLED		2269	100%* *rounded*

TABLE 3. 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	504	91.3%	1987	87.6%
Received a certificate of completion	11	2.0%	20	0.9%
Reached maximum age	6	1.1%	23	1.0%
Dropped out	31	5.6%	239	10.5%
Total Interviews Completed	552	100%	2269	100%

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 3, a higher proportion of interviews were completed with students who graduated with a regular high school diploma (91.3%) than the proportion contained in the NSSRS database (87.6%). While the proportions of students who received a certificate of completion or reached maximum age is similar between the two groups, there are fewer students, proportionally, who dropped out in the survey data (5.6%) than in the NSSRS database (10.5%). 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 "SESISwate" 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 2016 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2014-15 academic year along with their perceptions of their high school experiences. 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, the majority of the interviews were completed by the student (58.2%) 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). 63.1% of the students indicated that they were currently employed. Of those not currently employed, 60.9% reported that they had had a period of employment since exiting high school. Combined, 85.1% 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 (21.6%), and food service (20.8%), and laborer (16.3%). Just under half (43.9%) worked 35 hours or more a week, over half obtained their current job on their own (50.3%). The majority worked for higher than minimum wage ($7.26 per hour or more; 72.4%).

For the students who were not currently working, most reported that they were in a school training or education program (20.0%) or in the process of looking for a job, could not find a job, or were between jobs (21.7%). Other reasons that students were not currently working included that they had medical or physical issues (19.7%), they did not have the skills/ability to work (9.2%), they were not looking/not interested in working (7.5%), childcare or pregnancy (7.0%), they were fired or let go from their job (3.8%), they had quit their job (3.3%), they would be going into the military or on to higher education (3.2%), or for some other reason (4.0%).

Post Secondary Education

Post secondary education was also a very prevalent activity for these students since exiting high school. Over half (57.6%) of respondents who had taken classes since high school were currently enrolled in some type of school, training or education program. 37.8% indicated that they were planning on enrolling for the fall of 2016. Finally, 51.0% reported that they had taken classes through some type of school, training, or education program at some point since leaving high school. Out of all the students interviewed in the 2016 Post School Outcomes Survey, a total of 58.8% reported either being currently enrolled or enrolled for the fall of 2016, or have taken classes through some type of school, training or education program.

The majority of students who were currently enrolled in some type of school, training, or education program indicated attending a community or technical college (51.0%) followed by a college or university (28.3%). Additionally, nearly three-fourths of these students were enrolled in school full-time (73.8%).

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, 92.4% 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 2016 in some type of school, training or education program *or* had taken classes in some type of school, training or education program.

High School Experience

The survey asked students to indicate elements of their high school program that were most helpful to them in preparing for life after high school. The reported percentages for these elements included:

- 38.7% - School personnel who helped and cared about me.
- 29.7% - Special education program.
- 28.3% - Regular education program.
- 21.4% - Social life, friends or extracurricular activities.
- 18.2% - Preparation for employment.
- 17.9% - Preparation for independent living after school.
- 13.3% - Other, something else.
- 13.2% - None, there were no good things about my high school experience.
- 10.5% - Preparation for post secondary education.
- 6.1% - Don't know.

Students were also asked to indicate elements of their high school program that could have been improved to help better prepare them for life after high school. The reported percentages for elements that could have been improved included:

- 27.5% - None, my high school program was good.
- 19.3% - Preparation for independent living after school.
- 18.8% - Other, something else.
- 17.2% - Don't know.
- 15.8% - Regular education program.
- 12.9% - Preparation for employment.
- 12.0% - School personnel who helped and cared about me.
- 11.5% - Preparation for post secondary education.
- 9.3% - Special education program.
- 9.1% - Social life, friends or extracurricular activities.

IEP Meetings

Overall, the majority (66.2%) of students said they always attended their high school IEP meetings. However, the proportion indicating that they always attended these meetings varied slightly by exiting reason, with 66.4% of students who graduated with a diploma, 100.0% of students who graduated with a certificate of completion, 75.0% of students who reached maximum age, and 61.8% of students who dropped out saying they always attended.

A similar pattern emerged for the reported level of involvement in high school IEP meetings. As a group, 38.8% of the students were very involved in their high school IEP meetings. A smaller proportion of students who dropped out (27.9%) reported they were very involved compared to students who graduated with a diploma (40.0%), graduated with a certificate of completion (40.0%), or students who reached a maximum age (50.0%).

Drop-outs

Thirty-one students who dropped out of high school during the 2013-14 school year were interviewed as part of this survey. The main reasons for dropping out include:

- 37.0% - Some other reason.
- 16.8% - Were not getting enough help/support from teachers.
- 10.5% - Were in trouble in school for behavior.
- 10.2% - Didn't like school/school wasn't relevant to student.
- 9.1% - Were not getting along with other students; didn't have friends.
- 6.6% - Childcare or pregnancy.
- 6.3% - Had medical/physical/mental health problems.
- 3.3% - Got behind in classes and had poor grades.

Respondents were also asked to indicate what would have helped them/the student stay in school and graduate. Their responses are as follows:

- 43.2% - Other, something else.
- 32.3% - Having more encouragement and support from school personnel.
- 11.4% - Feeling more a part of the school.
- 6.8% - Having more classes that were relevant to me.
- 6.3% - Having more encouragement and support from my family.

Examples of "other" reasons that respondents gave for what would have helped them/the student stay in school and graduate include:

- ► *"Smaller class sizes, clear expectations and guidelines."*
- ► *"Different work hours."*

Hotline for Disability Services

At the completion of the interview, the interviewer thanked the respondent for participating in the survey and offered information about the Hotline for Disability Services. A description of the service was included along with the Hotline's Web address and toll-free telephone number in order for the respondent to obtain additional information about the services available. The interviewer was asked to record whether or not the respondent took down this information, and if they did, what information they requested. Overall, 35.5%

took this information with 9.1% taking the hotline telephone number only, 5.6% taking the Web page only, and 20.8% taking both pieces of information.

Targets

Starting last data collection year, 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.

Definitions

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 D, weighted percentages are presented. Below are tables indicating the percentage of Nebraska students meeting each target for 2016:

TABLE 4. Target A

Target A. Percent enrolled in higher education	
	Statewide (n=552)
Meets Target A	33.1%
Does Not Meet Target A	66.9%

TABLE 5. Target B

Target B. Percent enrolled in higher education or competitively employed	
	Statewide (n=552)
Meets Target B	61.4%
Does Not Meet Target B	38.6%

TABLE 6. Target C

Target C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	
	Statewide (n=552)
Meets Target C	81.0%
Does Not Meet Target C	19.0%

Summary

Additional information about the purpose, sampling or outcomes of the survey can be requested from the Office of Special Education at the Nebraska Department of Education by contacting Rita Hammitt at (402) 595-2092 or by sending an e-mail to *Rita.Hammitt@nebraska.gov*.

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*.

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

Arlington Public Schools

Ashland-Greenwood Public Schs

Auburn Public Schools

Aurora Public Schools

Axtell Community Schools

Bancroft-Rosalie Comm Schools

Banner County Public Schools

Battle Creek Public Schools

Bayard Public Schools

Beatrice Public Schools

Bellevue Public Schools

Bennington Public Schools

Bertrand Public Schools

Blair Community Schools

Bloomfield Community Schools

Blue Hill Public Schools

Boone Central Schools

Brady Public Schools

Bridgeport Public Schools

Broken Bow Public Schools

Bruning-Davenport Unified Sys

Burwell Public Schools

Callaway Public Schools

Cambridge Public Schools

Cedar Bluffs Public Schools

Centennial Public Schools

Central City Public Schools

Central Valley Public Schools

Centura Public Schools

Chadron Public Schools

Chambers Public Schools

Chase County Schools

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

Diller-Odell Public Schools

Doniphan-Trumbull Public Schs

Dorchester Public School

Douglas Co West Community Schs

Dundy Co Stratton Public Schs

East Butler Public Schools

Elba Public Schools

Elkhorn Public Schools

Elkhorn Valley Schools

Elm Creek Public Schools

Elmwood-Murdock Public Schools

Elwood Public Schools

Emerson-Hubbard Public Schools

Eustis-Farnam Public Schools

Ewing Public Schools

Exeter-Milligan 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

Geneva North School

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

Hay Springs Public Schools

Hayes Center Public Schools

Heartland Community Schools

Hemingford Public Schools

Hershey Public Schools

Hitchcock Co Sch System

Holdrege Public Schools

Homer Community Schools

Howells-Dodge Consolidated Schools

Humboldt Table Rock Steinauer

Humphrey Public Schools

Johnson Co Central Public Schs

Johnson-Brock Public Schools

Kearney Public Schools

Kenesaw Public Schools

Kimball Public Schools

Lakeview Community Schools

Laurel-Concord-Coleridge School

Leigh Community Schools

Lewiston Consolidated Schools

Lexington Public Schools

Lincoln Public Schools

Litchfield Public Schools

Logan View 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

Maywood 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

Minatare Public Schools

Minden Public Schools

Mitchell Public Schools

Morrill Public Schools

Mullen Public Schools

Ne Correctional Youth Facility

Nebraska City Public Schools

Nebraska Unified District 1

Neligh-Oakdale Schools

Newman Grove Public Schools

Niobrara Public Schools

Norfolk Public Schools

Norris School Dist 160

North Bend Central Public Schs

North Platte Public Schools

Northwest Public Schools

Oakland Craig Public Schools

Ogallala Public Schools

Omaha Public Schools

O'Neill Public Schools

Ord Public Schools

Osceola Public Schools

Overton Public 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

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

Shickley Public Schools

Sidney Public Schools

Silver Lake Public Schools

So Sioux City Community Schs

South Central Nebraska Unified 5

Southern School Dist 1

Southern Valley Schools

Southwest Public Schools

Springfield Platteview Community Schools

St Paul Public Schools

Stanton Community Schools

Stapleton Public Schools

Sterling Public Schools

Weeping Water Public Schools

West Boyd Schoold District

West Holt Public Schools

West Point Public Schools

Westside Community Schools

Wilber-Clatonia Public Schools

Wilcox-Hildreth Public Schools

Winnebago Public Schools

Wisner-Pilger Public Schools

Wynot Public Schools

Yutan Public Schools

Appendix B:
List of Variables & Their Labels

Variable	Label
PIN	Respondent ID
intro	Introduction
intro2	May I speak to student or talk to someone else
intro3	Can we begin now
intro4	Can we begin now
relatn	What is your relationship to student
whor	Who is completing the interview
schstat	Currently taking classes at any high school
wrknow	Currently have a job
wknow_90	Worked at current job for a total of at least 90 days
wkany_90	Worked any job for a total of at least 90 days since leaving high school
hours	Hours per week worked at current job
jobtyp	Type of job
getjob	How got current job
fambiz	Current job at a business owned by you or someone in your family
train	Who trained to do job
pay	Hourly wage rate
benehi	Current job provide with health insurance
benerb	Current job provide with retirement benefits
benepv	Current job provide with paid vacation
benesl	Current job provide with sick leave
unemp	Been times since high school that haven't had a job
wunemp	Why not currently have a job
evrwrk	Since leaving high school, ever had a job
frm_90	Worked at former job for at least a total of 90 days
fmrhrs	How many hours worked at formal job
jobdesc	Type of job had
howget	How got that job
ffambiz	Former job at a business owned by you or someone in your family
trained	Who trained to do previous job
fmrpay	What was hourly wage rate for that job
nojob	Main reason never had a job
agnintr	Now talking about adult agencies
agnnow	Currently received services from adult agency
agency	Ever received help from adult agency
wagency1	Which agency - Vocational Rehabilitation
wagency2	Which Agency - HHS Developmental Disability Services
wagency3	Which Agency - DoL Workforce Investment (Formerly JTPA)
wagency4	Which Agency - Community Mental Health
wagency5	Which Agency - Other Specify
wagency6	Which Agency – Don't Know
wagency7	Which Agency - Refused

wagency8	Which Agency - All Done
whatagn	How did R answer question WAgency
vrserv	Completed services through Vocational Rehabilitation
jtpserv	Completed services through Job Training Program
noagncy	Received services from any adult agency
anyped	Ever taken classes through any type of school, training, or education program
pedtyp	Previously enrolled in what type of school, training, or education program
term	Completed at least a full term
pedft	Previously enrolled full time
edunow	Currently enrolled in school, training, or education program
edutypn	Enrolled in what type of school, training, or education programs
eduft	Currently enrolled full time
eduasst	Received tutoring, extended time on tests, notetakers, or other assistance since leaving high school
edufall2	Planning on enrolling in any type of school, training or education program for the next term
edutypf2	Planning to enroll in what type of school, training or education program next term
eduftf2	Planning on enrolling full time next term
wnoedu	Why not currently enrolled in school, training, or education program
hsprog_1	Most Helpful - School Personnel Who Helped/Cared
hsprog_2	Most Helpful - Special Education Program
hsprog_3	Most Helpful - Regular Education Program
hsprog_4	Most Helpful - Preparation for Employment
hsprog_5	Most Helpful - Preparation for Post Secondary Education
hsprog_6	Most Helpful - Preparation for Independent Living After School
hsprog_7	Most Helpful - Social Life, Friends, or Extracurricular Activities
hsprog_8	Most Helpful - None, There Were No Good Things
hsprog_9	Most Helpful - Other Specify
hsprog10	Most Helpful – Don't Know
hsprog11	Most Helpful - Refused
hsprog12	Most Helpful - Student Motivation
hsimpr_1	Could Improve - School Personnel Who Helped/Cared
hsimpr_2	Could Improve - Special Education Program
hsimpr_3	Could Improve - Regular Education Program
hsimpr_4	Could Improve - Preparation for Employment
hsimpr_5	Could Improve - Preparation for Post Secondary Education
hsimpr_6	Could Improve - Preparation for Independent Living After School
hsimpr_7	Could Improve - Social Life, Friends, or Extracurricular Activities
hsimpr_8	Could Improve - None, High School Program Was Good
hsimpr_9	Could Improve - Other Specify
hsimpr10	Could Improve – Don't Know
hsimpr11	Could Improve - Refused
hsimpr12	Could Improve - Student Motivation
hscours	How many career and technical education classes in ag, business, tech, woods, drafting, mechanics, automotive, welding, or family and consumer sciences completed in high school
iepatt	How often attended high school IEP meetings
iepinv	How involved in high school IEP meetings
social	How often participate in social activities

living	Currently living
wdrop	Main reason why dropped out of high school
wdrop2	Is there another reason why dropped out of high school
wdrop3	Other reason dropped out of high school
stay1	Was there anything that would have helped stay in school and graduate
stay2	What would have helped stay in school and graduate
stay3	Anything else that would have helped stay in school and graduate
stay4	What else would have helped stay in school and graduate
take	Did R take hotline number or web address
refcon	Is this a refusal conversion
f1qual	Rate the quality of information obtained in this interview
lowqual1	Reason Less Than Excellent Quality - Interview Not in Respondent Native Language
lowqual2	Reason Less Than Excellent Quality - Hearing Problems
lowqual3	Reason Less Than Excellent Quality - Interruptions or Distractions
lowqual4	Reason Less Than Excellent Quality - Poor Phone Connection
lowqual5	Reason Less Than Excellent Quality - Lack of Mental or Physical Competency
lowqual6	Reason Less Than Excellent Quality - Infirm
lowqual7	Reason Less Than Excellent Quality - Intoxication
lowqual8	Reason Less Than Excellent Quality - Respondent Was Rushed
lowqual9	Reason Less Than Excellent Quality - Respondent Did Not Take Interview Seriously
lowqua10	Reason Less Than Excellent Quality - Respondent Did Not Understand Meaning of Questions
lowqua11	Reason Less Than Excellent Quality - Respondent Was Offended By Interview
lowqua12	Reason Less Than Excellent Quality - R May Not Be Truthful, Someone May Have Been Listening
lowqua13	Reason Less Than Excellent Quality - R May Not Be Truthful, Someone Within Hearing Distance
lowqua14	Reason Less Than Excellent Quality - Other Specify
renjoy	Respondent enjoyed taking survey
ienjoy	Interviewer enjoyed interviewing respondent
exit	Exit Reason
gender	Gender
ell	English Language Learner
ethnicity	Ethnicity
Discode	Disability Code
district	District
esu	ESU
wherewk	Where do you work
whrwk	Where did you work

Appendix C:
Survey Instrument

Nebraska Department of Education, Office of Special Populations
Nebraska Post-School Outcomes Project Survey (NPSOPS)
July 2016 to November 2016
Bureau of Sociological Research

INTRO
Hello, this is _____ calling from the UNL Research Center.
We are calling on behalf of the last public high school attended or received services from.

INTRO2
We are calling for the Nebraska Post-School Outcomes Project Survey being conducted on behalf of the last public high school attended or received services from.
(*Student name*) 's name and telephone number were given to us as a student who left high school during the 2014-2015 school year.

May I speak to (*Student name*) or would it be better to talk to you or someone else on (*Student name*)'s behalf?

      1 STUDENT IS ON THE PHONE
      2 PERSON ON PHONE IS BEST PERSON TO INTERVIEW
      3 PERSON ON PHONE IS GETTING STUDENT
      4 PERSON ON PHONE IS GETTING BEST PERSON TO INTERVIEW
      5 STUDENT IS BEST TO INTERVIEW BUT NOT AVAILABLE NOW
      6 PERSON WHO IS BEST TO INTERVIEW IS NOT AVAILABLE NOW

INTRO3
Hello, this is _____ calling from the UNL Research Center. We are calling on behalf of the last public high school you attended or received services from.
Your name was given to us by the last public high school you attended or received services from, as their records indicated you left high school during the 2014-2015 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 can take 15 to 20 minutes to complete, but we don't have to complete it all at this time.

Can we begin now?

INTRO4
Hello, this is _____ calling from the UNL Research Center. We are calling on behalf of the last public high school attended or received services from.

(*Student name*)'s name was given to us by the last public high school he/she attended or received services from, as their records indicated (*Student name*) left high school during the 2014-2015 school year. We would like to talk to you about (*Student name*) 's experiences since leaving high school including his/her education and job plans. We understand that you may not know how to respond for (*Student name*) on every question, but please answer to the best of your ability. All of your responses will be kept confidential. You have the right to refuse to answer any question you wish. The interview can take 15 to 20 minutes to complete, but we don't have to complete it all at this time.

Can we begin now?

NAMER
Will you please tell me your first name only?

INTERVIEWER - ASK RESPONDENT TO SPELL FIRST NAME
OR READ IT BACK TO R TO CONFIRM YOUR SPELLING

RELATN
What is your relationship to (*Student name*)?

   1 PARENT
   2 GUARDIAN
   3 OTHER - PLEASE SPECIFY

WHOR
INTERVIEWER - WHO IS COMPLETING THE INTERVIEW?

   1 FORMER STUDENT
   2 PARENT OR GUARDIAN
   3 SOMEONE ELSE ON STUDENT'S BEHALF - SPECIFY

SCHSTAT
Are you currently taking classes at any high school?

   1 Yes
   5 No

   8 DON'T KNOW
   9 REFUSED

If (answer = 1) then skip to NONQUAL

EMPLOYMENT SECTION

WrkNow
Do you currently have a job?

   1 Yes
   5 No

   8 DON'T KNOW
   9 REFUSED

If (answer > 1) then skip to WUnemp

FOR STUDENTS WHO ARE CURRENTLY WORKING

WkNow_90
Have you worked at this job for at least a total of 90 days (3 months)?

   1 Yes
   5 No

   8 DON'T KNOW

9 REFUSED

PROBE: DOES NOT NEED TO BE CONSECUTIVE DAYS, JUST TOTAL

If (answer = 1) then skip to Hours

WkAny_90
Have you worked at any job for a total of at least 90 days (3 months) since leaving high school?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

PROBE: DOES NOT NEED TO BE CONSECUTIVE DAYS, CAN WORK 90 DAYS TOTAL AT MULTIPLE JOBS

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

    1 1-10
    2 11-19
    3 20-29
    4 30-34
    5 35 hours or more

    8 DON'T KNOW
    9 REFUSED

JobTyp
What type of job do you have? Please describe your current position and duties.

INTERVIEWER - YOU DO NOT HAVE TO READ OPTIONS. CHOOSE ONLY ONE OPTION THAT MOST CLOSELY MATCHES R's DESCRIPTION. GET DETAILS!!!

    1 Fast food/food services
    2 Retail or grocery store (sales, clerking, stocking, telemarketing)
    3 Domestic janitorial, including hotel or motel
    4 Laborer (material handler, hwy construction, lawn care, warehouse)
    5 Production work (factory work)
    6 Building construction trades (carpenter, welder, roofer)
    7 Technical/mechanical trades (automotive, machinist, electronic)
    8 Office work (computer operator, filing)
    9 Piecework in a sheltered workshop
    10 OTHER - SPECIFY
    11 Human Services, Healthcare, Daycare
    12 Military

    88 DON'T KNOW
    99 REFUSED

GetJob
How did you get your current job? Would you say...

1 On Own (By Myself/Himself/Herself)
2 Through High School (Guidance Counselor, etc.)
3 Through Vocational Rehabilitation or Another Agency
4 Through a Family Member or Friend

8 DON'T KNOW
9 REFUSED

FamBiz

Is your job at a business owned by you or someone in your family?

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

WhereWk

Where do you work?

INTERVIEWER - WE ARE LOOKING FOR RESPONSES SUCH AS:

(1) IN AN INTEGRATED, COMPETITIVE EMPLOYMENT SETTING
(2) AT HOME
(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 W/ SUPPORT SERVICES)
(7) OTHER - ANYTHING ELSE, GET SPECIFICS

If (JobTyp not equal to 9) or if (JobTyp not equal to 10) the skip to Train

---

Train

Who trained you to do this job?

1 Supervisor (at this job)
2 Co-worker (at this job)
3 Job coach who works for another agency

8 DON'T KNOW
9 REFUSED

Pay

What is your hourly wage rate? Would you say it is...

1 Less than minimum wage (<$7.25)
2 Minimum wage ($7.25)
3 $7.26-$9.00
4 $$9.01-$10.00
5 $10.01 or more

6 OTHER (SUCH AS PIECEWORK) - SPECIFY

88 DON'T KNOW
99 REFUSED

BeneHI
Does your current job provide you with Health Insurance?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

BeneRB
Does your current job provide you with Retirement Benefits?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

BenePV
Does your current job provide you with Paid Vacation?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

BeneSL
Does your current job provide you with Paid Sick Leave?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

Unemp
Have there been times since high school that you haven't had a job?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

Skip to AGNINTR

FOR STUDENTS WHO ARE NOT CURRENTLY WORKING

WUnemp

Why do you not currently have a job?

      1 Looking/cannot find a job/between jobs
      2 In some type of school, training or education program
      3 Quit job (did not like, not enough money, etc.)
      4 Fired/let go from job
      5 Do not have the skills/ability to work
      6 Not looking/not interested in working
      7 OTHER - SPECIFY
      8 Childcare or Pregnancy
      9 Getting ready to move
     10 Will be going to college/joining military
     11 Incarcerated/in jail
     13 Medical Issues/Mental, Physical, Accident

     88 DON'T KNOW
     99 REFUSED

EvrWrk

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

      1 Yes
      5 No

      8 DON'T KNOW
      9 REFUSED

If (answer > 1) then skip to NoJob

Frm_90

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

      1 Yes
      5 No

      8 DON'T KNOW
      9 REFUSED

PROBE: DOES NOT NEED TO BE CONSECUTIVE, JUST TOTAL DAYS WORKING AT ANY/MULTIPLE JOBS SINCE LEAVING HIGH SCHOOL

FmrHrs
Parallel to Hours, asked of currently employed students

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

      1 1-10
      2 11-19
      3 20-29
      4 30-34
      5 35 hours or more

8 DON'T KNOW
9 REFUSED

JobDesc

What type of job did you have? Please describe your former position and duties.

INTERVIEWER - YOU DO NOT HAVE TO READ OPTIONS. CHOOSE ONLY ONE OPTION THAT MOST CLOSELY MATCHES R's DESCRIPTION. GET DETAILS!

  1 Fast food/food services
  2 Retail or grocery store (sales, clerking, stocking, telemarketing)
  3 Domestic janitorial, including hotel or motel
  4 Laborer (material handler, hwy construction, lawn care, warehouse)
  5 Production work (factory work)
  6 Building construction trades (carpenter, welder, roofer)
  7 Technical/mechanical trades (automotive, machinist, electronic)
  8 Office work (computer operator, filing)
  9 Piecework in a sheltered workshop
10 Other - specify
11 Human Services, Healthcare, Daycare
12 Military

88 DON'T KNOW
99 REFUSED

HowGet
Parallel to GetJob of currently employed students

How did you get that job? Would you say...

1 On Own (By Myself/Himself/Herself)
2 Through School
3 Through Vocational Rehabilitation or Another Agency
4 Through a Family Member or Friend

8 DON'T KNOW
9 REFUSED

FFamBiz

Was this job at a business owned by you or someone in your family?

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

WhrWork
Parallel to WhereWk

Where did you work?

INTERVIEWER - WE ARE LOOKING FOR RESPONSES SUCH AS:

(1) IN AN INTEGRATED, COMPETITIVE EMPLOYMENT SETTING
(2) AT HOME
(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 W/ SUPPORT SERVICES)
(7) OTHER - ANYTHING ELSE, GET SPECIFICS

If (JobDesc not equal to 9) or if (JobDesc not equal to 10) then skip to Trained

---

Trained
Who trained you to do your previous job?

1 Supervisor (at this job)
2 Co-worker (at this job)
3 Job coach who works for another agency

8 DON'T KNOW
9 REFUSED

FmrPay
Parallel to Pay of currently employed students
What was your hourly wage rate for that job? Would you say it was...

1 Less than minimum wage (<$7.25)
2 Minimum wage ($7.25)
3 $7.26-$9.00
4 $9.01-$10.00
5 $10.01 or more

6 OTHER (SUCH AS PIECEWORK) - SPECIFY

88 DON'T KNOW
99 REFUSED

Skip to AGNINTR

NoJob
What is the main reason you have never had a job?

1 Looking/cannot find a job [/BETWEEN JOBS]
2 In some type of school, training or education program

5 Do not have the skills/ability to work
6 Not looking/not interested in working
7 OTHER - SPECIFY
8 Childcare or Pregnancy
9 Getting ready to move
10 Will be going to college/joining military
11 Incarcerated/in jail

88 DON'T KNOW
99 REFUSED

ADULT AGENCY SECTION

AGNINTR
Now we're going to be talking about adult agencies. These may be agencies that helped you find a job, get job training, or provided other types of support.

AgnNow
Do you currently receive services from any adult agency?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

If (answer = 1) then skip to WAgency

Agency
Have you ever received services from any adult agency?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

If (answer > 1) then skip to NoAgncy

WAgency
From which agency or agencies have you received services?

INTERVIEWER - CHECK ALL THAT APPLY

Vocational Rehabilitation
HHS - Developmental Disability Services
DoL Workforce Investment - Job Training Program (formerly JTPA)
Community Mental Health
OTHER - SPECIFY
DON'T KNOW
REFUSED

WHATAGN
INTERVIEWER - HOW DID R ANSWER QUESTION "WAgency"?

"WAgency" is the previous question with check-all choices.

    1 ONLY VOCATIONAL REHABILITATION (VR)
    2 ONLY JOB TRAINING PROGRAM (JTP)
    3 BOTH VR AND JTP
    4 NEITHER VR NOR JTP

If (answer = 2) then skip to JTPServ
if (answer = 4) then skip to AnyPed

VRServ
Did you complete services through Vocational Rehabilitation?

      1 Yes
      5 No

      8 DON'T KNOW
      9 REFUSED

If (WHATAGN is not equal to 3) then skip to AnyPed

JTPServ
Did you complete services through the Job Training Program?

      1 Yes
      5 No

      8 DON'T KNOW
      9 REFUSED

Skip to AnyPed

NoAgncy
Why haven't you received services from any adult agency?

      1 Never referred to any agency
      2 Referred, did not apply
      3 Applied, not eligible
      4 Applied, on waiting list
      5 Services not needed or not requested

      88 DON'T KNOW
      99 REFUSED

POST-HS EDUCATION SECTION

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

      1 Yes
      5 No

      8 DON'T KNOW
      9 REFUSED

If (answer > 1) then skip to EduFall2

PEdTyp
Parallel to EduTypN and EduTypF

In what type of school, training, or education program were you enrolled? Was it a...

1 High school completion program (Adult Basic Education, GED)
    2 Short-term education or employment training (WIA, Job Corps)
    3 Vocational or Technical School (less than a 2-year program)
    4 Community or Technical College (2-year college)
    5 College or University (4-year college)
    6 Enrolled in studies while incarcerated
    7 OTHER - SPECIFY
    8 Military

    88 DON'T KNOW
    99 REFUSED

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

    1 Yes
    5 No

    8 DK
    9 REF

PEdFT
Were you enrolled full time?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

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

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

INTERVIEWER: WE MEAN TAKING CLASSES NOW

If (answer > 1) then skip to Eduasst

EduTypN
In what type of school, training, or education program are you currently enrolled? Is it a...

    1 High school completion program (Adult Basic Education, GED)
    2 Short-term education or employment training (WIA, Job Corps)
    3 Vocational or Technical School (less than a 2-year program)
    4 Community or Technical College (2-year college)
    5 College or University (4-year college)
    6 Enrolled in studies while incarcerated
    7 OTHER - SPECIFY
    8 Military

88 DON'T KNOW
99 REFUSED

EduFT
Are you currently enrolled full time?

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

EduAsst
Have you received tutoring, extended time on tests, note takers, or other assistance with schoolwork since leaving high school?

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

EduFall2
Are you enrolling in any type of school, training, or education program for the next term (semester or quarter)?

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

If (answer > 1) then skip to WNoedu

EduTypF2
In what type of school, training, or education program are you enrolling for the next term (semester or quarter)?
Is it a...

1 High school completion program (Adult Basic Education, GED)
2 Short-term education or employment training (WIA, Job Corps)
3 Vocational or Technical School (less than a 2-year program)
4 Community or Technical College (2-year college)
5 College or University (4-year college)
6 Enrolled in studies while incarcerated
7 OTHER - SPECIFY
8 Military

88 DON'T KNOW
99 REFUSED

EduFTF2

Will you be enrolled full time in the next term?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

WNoEdu
Why are you NOT currently enrolled in any school, training, or education program?

    1 COMPLETED
    2 SCHOOL IS OUT OF SESSION
    3 VOLUNTARILY DROPPED OUT
    4 TERMINATED FROM INSTITUTION
    5 OTHER - SPECIFY

    7 TOO EXPENSIVE/CAN'T AFFORD
    8 WOULD RATHER WORK/NOT GOOD AT SCHOOL
    9 MEDICAL REASONS
  10 INCARCERATED
  11 CHILDCARE OR PREGNANCY RELATED ISSUE
  12 MILITARY
  13 DECIDING ON FUTURE/NOT SURE WHAT TO STUDY/TAKING TIME OFF
  14 CAN'T FIND POST-SECONDARY NEEDED/NO REFERRAL/NO HELP APPLYING

  88 DON'T KNOW
  99 REFUSED

If (edunow =1) then skip to HSProg

HIGH SCHOOL EXPERIENCES SECTION

HSProg
What parts of your high school program were most helpful in preparing you for life after high school?

INTERVIEWER - CHECK ALL THAT APPLY

SCHOOL PERSONNEL WHO HELPED AND CARED ABOUT ME
SPECIAL EDUCATION PROGRAM
REGULAR EDUCATION PROGRAM
PREPARATION FOR EMPLOYMENT
PREPARATION FOR POST-SECONDARY EDUCATION
PREPARATION FOR INDEPENDENT LIVING AFTER SCHOOL
SOCIAL LIFE, FRIENDS OR EXTRACURRICULAR ACTIVITIES
NONE, THERE WERE NO GOOD THINGS ABOUT MY HIGH SCHOOL PROGRAM
OTHER - SPECIFY
DON'T KNOW
REFUSED

HSImpr
What parts of your high school program could have been improved to help you better prepare for life after high school?

INTERVIEWER - CHECK ALL THAT APPLY

SCHOOL PERSONNEL WHO HELPED AND CARED ABOUT ME
SPECIAL EDUCATION PROGRAM
REGULAR EDUCATION PROGRAM
PREPARATION FOR EMPLOYMENT
PREPARATION FOR POST-SECONDARY EDUCATION
PREPARATION FOR INDEPENDENT LIVING AFTER SCHOOL
SOCIAL LIFE, FRIENDS OR EXTRACURRICULAR ACTIVITIES
NONE, MY HIGH SCHOOL PROGRAM WAS GOOD
OTHER - SPECIFY
DON'T KNOW
REFUSED

HSCours
How many Career and Technical Education classes in agriculture, business, technology, woods, drafting, mechanics, automotive, welding, or family and consumer sciences did you complete during high school?

    1 None
    2 One
    3 Two
    4 Three
    5 More than three
    6 More than three in a specific area

  88 DON'T KNOW
  99 REFUSED

IEPAtt
How often did you attend your high school IEP (Individualized Education Program) meetings? Would you say...

  1 Always
  2 Sometimes
  3 Rarely
  4 Never

  8 DON'T KNOW
  9 REFUSED

IEPInv
How involved were you in your high school IEP (Individualized Education Program) meetings? Would you say
you were...

  1 Very involved
  2 Somewhat involved
  3 A little involved
  4 Not at all involved

  8 DON'T KNOW
  9 REFUSED

IEPTel
Thinking back to your IEP meetings how often or not did you tell others what would help you?

1 Almost always
2 Most of the time
3 Some of the time
4 Almost never

8 DON'T KNOW
9 REFUSED

ThkDis

Do you have a disability

1 Yes
5 No

8 DON'T KNOW
9 REFUSED

Affects

Thinking about your disability, how much of an understanding do you have about how your disability affects you?

1 Understand a lot
2 Understand some of it
3 Don't understand it at all

8 DON'T KNOW
9 REFUSED

Social

How often do you currently participate in social activities like going to movies, concerts, sporting events or doing anything else you enjoy? Would you say...

1 Once a month or less
2 Two or three times a month
3 Four or more times a month

8 DON'T KNOW
9 REFUSED

Living

Do you currently live...

1 With parent(s)
2 With another family member (aunt/uncle, cousin, sister/brother)
3 With a spouse or roommate
4 Alone
5 WITH SOMEONE OR SOMEWHERE ELSE - SPECIFY
6 IN MILITARY HOUSING OR BARRACKS
7 IN AN INSTITUTIONAL RESIDENCE (MEDICAL/CORRECTIONAL/ETC)
8 IN SUPERVISED LIVING (GROUP HOME/ADULT FOSTER CARE/ETC)

88 DON'T KNOW
99 REFUSED

If (exit < 4) then skip to THANK

THIS SECTION ONLY FOR FORMER STUDENTS WHO DROPPED OUT
WDrop
What is the main reason why you dropped out of high school?

    1 DIDN'T LIKE SCHOOL; IT WASN'T RELEVANT TO STUDENT
    2 WAS IN TROUBLE IN SCHOOL FOR MY/HIS/HER BEHAVIOR
    3 WANTED TO WORK & MAKE MONEY
    4 GOT BEHIND IN CLASSES & HAD POOR GRADES
    5 WASN'T GETTING ENOUGH HELP OR SUPPORT FROM TEACHERS
    6 WASN'T GETTING ALONG WITH OTHER STUDENTS; DIDN'T HAVE FRIENDS
    7 OTHER - SPECIFY
    8 CHILDCARE/PREGNANCY ISSUES
    9 MEDICAL PROBLEMS/PHYSICAL OR MENTAL HEALTH

    88 DON'T KNOW
    99 REFUSED

WDrop2
Is there another reason why you dropped out of high school?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

If (answer > 1) skip to Stay1

WDrop3
What would that reason be?

    1 DIDN'T LIKE SCHOOL; IT WASN'T RELEVANT TO STUDENT
    2 WAS IN TROUBLE IN SCHOOL FOR MY/HIS/HER BEHAVIOR
    3 WANTED TO WORK & MAKE MONEY
    4 GOT BEHIND IN CLASSES & HAD POOR GRADES
    5 WASN'T GETTING ENOUGH HELP OR SUPPORT FROM TEACHERS
    6 WASN'T GETTING ALONG WITH OTHER STUDENTS; DIDN'T HAVE FRIENDS
    7 OTHER - SPECIFY
    8 CHILDCARE/PREGNANCY ISSUES
    9 MEDICAL PROBLEMS/PHYSICAL OR MENTAL HEALTH

    88 DON'T KNOW
    99 REFUSED

Stay1
Was there anything that would have helped you stay in school and graduate?

    1 Yes
    5 No

8 DON'T KNOW
        9 REFUSED
If (answer > 1) then skip to THANK

Stay2
What would have helped you stay in school and graduate?

        1 HAVING MORE CLASSES THAT WERE RELEVANT TO ME
        2 HAVING MORE FRIENDS AND A BETTER SOCIAL LIFE
        3 FEELING MORE A PART OF THE SCHOOL
        4 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM SCHOOL PERSONNEL
        5 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM MY FAMILY
        6 OTHER - SPECIFY

        88 DON'T KNOW
        99 REFUSED

Stay3
Was there anything else that would have helped you stay in school and graduate?

        1 Yes
        5 No

        8 DON'T KNOW
        9 REFUSED

If (answer > 1) then skip to THANK

Stay4
What else that would have helped you stay in school and graduate?

        1 HAVING MORE CLASSES THAT WERE RELEVANT TO ME
        2 HAVING MORE FRIENDS AND A BETTER SOCIAL LIFE
        3 FEELING MORE A PART OF THE SCHOOL
        4 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM SCHOOL PERSONNEL
        5 HAVING MORE ENCOURAGEMENT AND SUPPORT FROM MY FAMILY
        6 OTHER - SPECIFY

        88 DON'T KNOW
        99 REFUSED

END OF INTERVIEW - THANKS AND INTERVIEW END-CODING

THANK
That completes the questions I have for you. I can provide a phone number for the Hotline for Disability Services if you would like to find out about additional information and services available to you. That number is 1-800-742-7594 (or 471-0801 in Lincoln).

The Hotline provides information and referrals free of charge to Nebraskans who have questions or concerns related to a disability. This includes information about rehabilitation services, transportation, special parking permits, legal rights, and more. The Hotline operates 8am to 4:30pm Monday to Friday.

You can also find out more online. I can give you the Web address if you would like it. -- www.cap.state.ne.us

Thank you for taking the time to participate in this important survey.

TAKE
INTERVIEWER - DID R TAKE THE HOTLINE # OR WEB ADDRESS?

    1 Yes - Hotline # ONLY
    2 Yes - Web page ONLY
    3 Yes - BOTH Hotline and Web
    4 No
    5 Don't Know

INTID
INTERVIEWER - ENTER YOUR INTERVIEWER IDENTIFICATION NUMBER
ENTER NUMBER AND THEN PRESS ENTER

REFCON
Is this a refusal conversion?

    1 Yes
    5 No

    8 DON'T KNOW
    9 REFUSED

F1QUAL
INTERVIEWER: HOW WOULD YOU RATE THE QUALITY OF THE INFORMATION OBTAINED IN THIS INTERVIEW?

    1   EXCELLENT - NO PROBLEMS AT ALL
    2   GOOD - A FEW PROBLEMS BUT OVERALL QUALITY GOOD
    3   FAIR - A NUMBER OF PROBLEMS BUT OVERALL ACCEPTABLE
    4   POOR   - MANY PROBLEMS, OVERALL QUALITY OPEN TO QUESTION
    5   INADEQUATE - INTERVIEW WAS TERMINATED BY INTERVIEWER
              OR QUALITY JUDGED TOO POOR TO BE INCLUDED IN DATA SET

IF (ANS = 1) SKIP TO INTCOM

LOWQUAL
WHAT WERE THE REASONS THAT THE QUALITY OF THE INFORMATION WAS LESS THAN EXCELLENT? SELECT ALL THAT APPLY

INTERVIEW NOT IN RESPONDENT'S NATIVE LANGUAGE
HEARING PROBLEMS (HEARING LOSS OR BACKGROUND NOISE)
INTERRUPTIONS OR DISTRACTIONS
POOR PHONE CONNECTION
LACK OF MENTAL OR PHYSICAL COMPETENCY
INFIRM (TOO WEAK OR ILL)
INTOXICATION
RESPONDENT WAS RUSHED
RESPONDENT DID NOT TAKE INTERVIEW SERIOUSLY
R DID NOT UNDERSTAND THE MEANING OF THE QUESTIONS
RESPONDENT WAS OFFENDED BY THE INTERVIEW

R MAY NOT BE TRUTHFUL - SOMEONE ELSE MAY HAVE BEEN LISTENING
R MAY NOT BE TRUTHFUL - SOMEONE WAS WITHIN HEARING DISTANCE
OTHER - SPECIFY

INTCOM
PLEASE LIST ANY OTHER COMMENTS ON THE INTERVIEW QUALITY

ENTER COMMENTS AND THEN PRESS ENTER TWICE

RENJOY
THE RESPONDENT ENJOYED TAKING THIS SURVEY.

>   1 STRONGLY AGREE
>   2 AGREE
>   3 NEITHER AGREE NOR DISAGREE
>   4 DISAGREE
>   5 STRONGLY DISAGREE

IENJOY
I ENJOYED INTERVIEWING THIS RESPONDENT.

>   1 STRONGLY AGREE
>   2 AGREE
>   3 NEITHER AGREE NOR DISAGREE
>   4 DISAGREE
>   5 STRONGLY DISAGREE

NONQUAL

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.

Appendix D:
Frequency Tables

2016 Post School Outcomes Survey
Statewide Results

Wrknow - Do you currently have a job?	
	Statewide
	(n= 551)
Yes	63.1%
No	36.9%

Wknow_90 – Have you worked at your current job for a total of at least 90 days?	
Asked of students who are currently working	
	Statewide
	(n= 357)
Yes	83.8%
No	16.2%

Wkany_90 – Have you worked any job for a total of at least 90 days since leaving high school?	
Asked of students who are currently working AND haven't work at current job for a total of at least 90 days	
	Statewide
	(n= 63)
Yes	62.7%
No	31.1%
Don't Know	6.2%

Hours - How many hours per week do you work at your current job?	
Asked of students who are currently working	
	Statewide
	(n= 343)
1 to 10	9.3%
11 to 19	13.2%
20 to 29	20.9%
30 to 34	12.7%
35 hours or more	43.9%

Jobtyp - What type of job do you have?	
Asked of students who are currently working	
	Statewide
	(n= 356)
Fast Food/Food Service	20.8%
Retail or Grocery Store	21.6%
Domestic Janitorial	6.7%
Laborer	16.3%
Production Work	2.2%
Building Construction Trades	5.7%
Technical/Mechanical Trades	4.7%
Office Work	3.3%
Piecework in Sheltered Workshop	1.7%
Human Services, Healthcare, Daycare	12.6%
Military	1.6%
Other-Specify	2.7%

Getjob - How did you get your current job?	
Asked of students who are currently working	
	Statewide
	(n= 354)
On Own	50.3%
Through High School	4.7%
Through Vocational Rehabilitation/Other Agency	9.3%
Through Family Member or Friend	35.7%

Fambiz – Is your current job at a business owned by you or someone in your family?	
Asked of students who are currently working	
	Statewide
	(n= 358)
Yes	7.5%
No	92.5%

Train - Who trained you to do this job?	
Asked of students who are currently working	
	Statewide
	(n= 353)
Supervisor	50.4%
Coworker	29.1%
Job Coach	10.9%
Don't Know	9.7%

Pay - What is your hourly wage rate?	
Asked of students who are currently working	
	Statewide
	(n= 349)
Less Than Minimum Wage	1.8%
Minimum Wage	12.1%
$7.26 to $9.00	10.2%
$9.01 to $10.00	25.6%
$10.01 or more	36.6%
Other-Specify	4.5%
Don't Know	9.3%

Benehi - Does your current job provide you with health insurance?	
Asked of students who are currently working	
	Statewide
	(n= 357)
Yes	29.1%
No	65.3%
Don't Know	5.6%

Benerb - Does your current job provide you with retirement benefits?	
Asked of students who are currently working	
	Statewide
	(n= 358)
Yes	24.1%
No	61.0%
Don't Know	15.0%

Benepv - Does your current job provide you with paid vacation?

Asked of students who are currently working

	Statewide (n= 358)
Yes	33.5%
No	58.5%
Don't Know	8.0%

Benesl - Does your current job provide you with paid sick leave?

Asked of students who are currently working

	Statewide (n= 358)
Yes	27.7%
No	60.2%
Don't Know	12.2%

Unemp - Have there been times since high school that you haven't had a job?

Asked of students who are currently working

	Statewide (n= 357)
Yes	46.2%
No	53.8%

Wunemp - Why do you not currently have a job?

Asked of students who are NOT currently working

	Statewide (n= 187)
Looking/Cannot Find/Between Jobs	21.7%
In School, Training, or Education Program	20.0%
Quit Job	3.3%
Fired/Let Go	3.8%
Do Not Have Skills/Ability to Work	9.2%
Not Looking/Not Interested in Working	7.5%
Other-Something Else	4.0%
Childcare or Pregnancy	7.0%
Getting Ready to Move	0.5%
Will Be Going to College or Joining Military	3.2%
Incarcerated or in Jail	0.0%
Medical Issues/Mental, Physical, Accident	19.7%

Evrwrk - At any time since leaving high school, have you ever had a job?	
Asked of students who are NOT currently working	
	Statewide
	(n= 191)
Yes	60.9%
No	39.1%

Frm_90 – Did you work at your former job for at least a total of 90 days?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 112)
Yes	73.1%
No	26.9%

Fmrhrs - How many hours per week did you work at your former job?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 109)
1 to 10	13.9%
11 to 19	8.1%
20 to 29	30.6%
30 to 34	12.8%
35 hours or more	34.7%

Jobdesc - What type of job did you have?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 115)
Fast Food/Food Service	35.4%
Retail or Grocery Store	21.6%
Domestic Janitorial	4.4%
Laborer	14.5%
Production Work	4.8%
Building Construction Trades	3.7%
Technical/Mechanical Trades	3.6%
Office Work	2.6%
Piecework in Sheltered Workshop	0.0%
Human Services, Healthcare, Daycare	7.8%
Military	0.0%
Other-Specify	1.7%

Howget - How did you get that job?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 115)
On Own	40.6%
Through High School	8.8%
Through Vocational Rehabilitation/Other Agency	14.0%
Through Family Member or Friend	36.6%

Ffambiz – Was your former job at a business owned by you or someone in your family?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 115)
Yes	5.6%
No	94.4%

Trained - Who trained you to do your previous job?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 115)
Supervisor	51.6%
Coworker	32.0%
Job Coach	6.5%
Don't Know	9.9%

Frmpay - What was your hourly wage rate for that job?	
Asked of students who are NOT currently working AND who have had a job since leaving high school	
	Statewide
	(n= 112)
Less Than Minimum Wage	2.8%
Minimum Wage	18.8%
$7.26 to $9.00	24.7%
$9.01 to $10.00	22.0%
$10.01 or more	19.8%
Other-Specify	0.7%
Don't Know	11.2%

Nojob - What is the main reason you have never had a job?	
Asked of students who have NEVER had a job	
	Statewide
	(n= 75)
Looking/Cannot Find/Between Jobs	16.0%
In School, Training, or Education Program	15.9%
Do Not Have Skills/Ability to Work	27.3%
Not Looking/Not Interested in Working	5.7%
Childcare or Pregnancy	1.6%
Will Be Going to College/Joining Military	2.2%
Incarcerated/In Jail	2.6%
Getting Ready to Move	0.0%
Medical Issues/Mental, Physical, Accident	19.5%
Other-Specify	9.1%

Agnnow - Do you currently receive services from any adult agency?	
	Statewide
	(n= 541)
Yes	19.3%
No	80.7%

Agency - Have you ever received services from any adult agency?	
Asked of students who are NOT currently receiving services	
	Statewide
	(n= 426)
Yes	17.3%
No	82.7%

Wagency - From which agency or agencies have you received services? *Select all that apply.*	
Asked of students who are currently OR ever used an adult agency	
	Statewide
	(n= 174)
Vocational Rehabilitation	54.5
HHS Development Disability Services	10.5
DoL Workforce Investment (formerly JTPA)	3.7
Community Mental Health	0.7
Other-Specify	38.8

Vrserv - Did you complete services through Vocational Rehabilitation?	
Asked of students who received services through Vocational Rehabilitation	
	Statewide
	(n= 99)
Yes	61.1%
No	30.9%
Don't Know	8.0%

Noagncy - Why haven't you received services from an adult agency?	
Asked of students who have never received adult agency services	
	Statewide
	(n= 365)
Never Referred to Any Agency	31.8%
Referred, Did Not Apply	5.8%
Applied, Not Eligible	1.9%
Applied, On Waiting List	1.7%
Services Not Needed or Not Requested	49.4%
Don't Know	9.3%

Anyped - At any time since leaving high school, have you ever taken classes through any type of school, training, or educational program?	
	Statewide
	(n= 548)
Yes	51.0%
No	49.0%

Pedtyp - In what type of school, training, or education program were you enrolled?	
Asked of students who had enrolled since high school	
	Statewide
	(n= 276)
High School Completion Program	10.0%
Short-term Education or Employment Training	7.4%
Vocational or Technical School	11.4%
Community or Technical College	49.0%
College or University	19.7%
Enrolled in Studies While Incarcerated	0.0%
Military	1.5%
Other-Specify	1.0%

Term – Have you completed at least a full term?	
Asked of students who had enrolled since high school	
	Statewide
	(n= 274)
Yes	79.5%
No	20.5%

Pedft - Were you enrolled full time?	
Asked of students who had enrolled since high school	
	Statewide
	(n= 275)
Yes	73.5%
No	26.2%

Edunow - Are you currently enrolled in any type of school, training, or education program?	
Asked of students who had enrolled since high school	
	Statewide
	(n= 278)
Yes	57.6%
No	42.4%

Edutypn - In what type of school, training, or education program are you currently enrolled?	
Asked of students who are currently enrolled	
	Statewide
	(n= 165)
High School Completion Program	5.8%
Short-term Education or Employment Training	3.9%
Vocational or Technical School	9.9%
Community or Technical College	51.0%
College or University	28.3%
Enrolled in Studies While Incarcerated	0.0%
Military	0.5%
Other-Specify	0.7%

Eduft - Are you currently enrolled full time?	
Asked of students who are currently enrolled	
	Statewide
	(n= 162)
Yes	73.8%
No	26.2%

Eduasst - Have you received tutoring, extended time on tests, note-takers, or other assistance with schoolwork since leaving high school?	
Asked of students who had enrolled since high school	
	Statewide
	(n= 273)
Yes	41.8%
No	58.2%

Edufall2- Are you planning on enrolling in any type of school, training or education program for the next term?	
	Statewide
	(n= 552)
Yes	37.8%
No	55.1%
Don't Know	7.1%

Edutypf2 - In what type of school, training, or education program are you planning on enrolling for the next term?	
Asked of students who are enrolled for the next term	
	Statewide
	(n= 208)
High School Completion Program	4.8%
Short-term Education or Employment Training	2.6%
Vocational or Technical School	10.7%
Community or Technical College	54.5%
College or University	25.5%
Enrolled in Studies While Incarcerated	0.0%
Military	1.3%
Other-Specify	0.5%

Eduftf2 – Are you planning on enrolling full time next term?	
Asked of students who are enrolled for the next term	
	Statewide
	(n= 212)
Yes	71.3%
No	21.4%
Don't Know	7.3%

Wnoedu - Why are you NOT currently enrolled in any school, training, or education program?	
Asked of students who are NOT currently enrolled	
	Statewide
	(n= 355)
Completed	2.3%
School is Out of Session	4.4%
Voluntarily Dropped Out	2.0%
Terminated From Institution	0.5%
Too Expensive/Can't Afford	10.9%
Would Rather Work/Not Good at School	38.1%
Medical Reasons	17.7%
Incarcerated	0.0%
Childcare or Pregnancy Related Issue	6.9%
Military	2.1%
Deciding on Future/Not Sure What to Study/Taking Time Off	8.5%
Can't Find Post-Secondary Needed/No Referral/No Help Applying	1.5%
Other-Specify	5.0%

Hsprog - What parts of your high school program were most helpful in preparing you for life after high school? *Select all that apply.*	
	Statewide
	(n= 548)
School Personnel Who Helped/Cared	38.7%
Special Education Program	29.7%
Regular Education Program	28.3%
Preparation for Employment	18.2%
Preparation for Post Secondary Education	10.5%
Preparation for Independent Living After School	17.9%
Social Life, Friends, or Extracurricular Activities	21.4%
None, There Were No Good Things About My High School Program	13.2%
Other-Specify	13.3%
Don't Know	6.1%

Hsimpr - What parts of your high school program were most helpful in preparing you for life after high school? *Select all that apply.*	Statewide (n= 546)
School Personnel Who Helped/Cared	12.0%
Special Education Program	9.3%
Regular Education Program	15.8%
Preparation for Employment	12.9%
Preparation for Post Secondary Education	11.5%
Preparation for Independent Living After School	19.3%
Social Life, Friends, or Extracurricular Activities	9.1%
None, There Were No Good Things About My High School Program	27.5%
Other-Specify	18.8%
Don't Know	17.2%

Hscours - How many Career and Technical Education classes in agriculture, business, technology, woods, drafting, mechanics, automotive, welding, or family and consumer sciences did you complete during high school?	Statewide (n= 552)
None	19.7%
One	15.5%
Two	12.6%
Three	11.5%
More Than Three	24.3%
More Than Three in a Specific Area	4.6%
Don't Know	11.7%

Iepatt - How often did you attend your high school IEP meetings?	Statewide (n= 529)
Always	66.2%
Sometimes	17.6%
Rarely	8.5%
Never	7.8%

Iepinv - How involved were you in your high school IEP meetings?	
	Statewide
	(n= 528)
Very Involved	38.8%
Somewhat Involved	30.4%
A Little Involved	16.8%
Not At All Interested	13.9%

Ieptel – Thinking back to your IEP meetings how often did you tell others what would help you?	
	Statewide
	(n= 509)
Almost always	30.3%
Most of the time	23.7%
Some of the time	19.9%
Almost never	26.1%

Affects – How much of an understanding do you have of how your disability affects you?	
	Statewide
	(n= 336)
Understand a lot	58.7%
Understand some of it	31.3%
Don't understand it at all	10.0%

Social - How often do you currently participate in social activities like going to movies, concerts, sporting events or doing anything else you enjoy?	
	Statewide
	(n= 536)
Once a Month or Less	25.9%
Two or Three Times a Month	24.8%
Four or More Times a Month	49.3%

Living - Do you currently live…	
	Statewide
	(n= 547)
With Parents	64.8%
With Another Family Member	6.1%
With Spouse or Roommate	17.9%
Alone	8.4%
With Someone or Somewhere Else	0.2%
In Military Housing/Barracks	0.8%
In Institutional Residence	1.4%
In Supervised Living	0.3%

Wdrop - What is the main reason why you dropped out of high school?	
Asked of students who dropped out	
	Statewide
	(n= 28)
Didn't Like School, It Wasn't Relevant	10.2%
Was in Trouble in School for Misbehavior	10.5%
Wanted to Work & Make Money	0.0%
Got Behind in Classes & Had Poor Grades	3.3%
Wasn't Getting Enough Help/Support	16.8%
Wasn't Getting Along With Other Students	9.1%
Childcare or Pregnancy	6.6%
Medical Problems/Physical or Mental Health	6.3%
Other-Something Else	37.0%

Wdrop2 - Is there another reason why you dropped out of high school?	
Asked of students who dropped out	
	Statewide
	(n= 24)
Yes	34.2%
No	65.8%

Stay1 - Was there anything that would have helped you stay in school and graduate?	
Asked of students who dropped out	
	Statewide
	(n= 29)
Yes	51.3%
No	35.6%
Don't Know	13.1%

Stay2 - What would have helped you stay in school and graduate?	
Asked of students who dropped out	
	Statewide
	(n= 15)
Having More Classes Relevant to Student	6.8%
Having More Friends/Better Social Life	0.0%
Feeling More a Part of the School	11.4%
More Encouragement/Support from School Personnel	32.3%
More Encouragement/Support from Family	6.3%
Other-Specify	43.2%

Stay3 - Was there anything else that would have helped you stay in school and graduate?	
Asked of students who dropped out	
	Statewide
	(n= 15)
Yes	30.7%
No	69.3%

Loseint – Grade when you first started to lose interest in school?	
Asked of students who dropped out	
	Statewide (n= 25)
Kindergarten	4.0%
1st Grade	4.0%
2nd Grade	4.0%
3rd Grade	0.0%
4th Grade	4.0%
5th Grade	3.4%
6th Grade	4.0%
7th Grade	8.0%
8th Grade	0.0%
9th Grade	14.1%
10th Grade	22.2%
11th Grade	21.5%
12th Grade	10.8%

Excurr – Did you participate in extracurricular activities?	
Asked of students who dropped out	
	Statewide (n= 30)
Yes	31.4%
No	68.6%

Doover – If you could do it over, would you leave school early or stay and graduate?	
Asked of students who dropped out	
	Statewide (n= 28)
Stay and graduate	61.6%
Leave early	24.9%
Don't Know	13.5%

Lack – Does your lack of a diploma keep you from getting the kind of work you want?	
Asked of students who dropped out	
	Statewide
	(n= 28)
Yes	53.5%
No	39.9%
Don't Know	6.7%

Contact – Have you been contacted by the school about your interest in returning to finish?	
Asked of students who dropped out	
	Statewide
	(n= 23)
Yes	20.3%
No	79.7%

Take - Did Respondent take the hotline telephone number or Web address?	
	Statewide
	(n= 552)
Yes, Hotline Only	9.1%
Yes, Web Page Only	5.6%
Yes, Both	20.8%
No	64.5%

Exit - Exit Reason	
	Statewide
	(n= 552)
Graduate With Diploma	86.8%
Certificate of Completion	0.9%
Reached Maximum Age	0.9%
Dropped Out	11.4%

Ell - English Language Learner	
	Statewide
	(n= 552)
Yes	1.1%
No	98.9%

Discode - Disability Code	
	Statewide
	(n= 552)
Intellectual Disability	11.5%
Specific Learning Disability	45.9%
Emotional Disturbance	4.7%
Autism	9.6%
Speech-Language Impairments	3.6%
Hearing Impairments	1.8%
Multiple Impairments	1.2%
Traumatic Brain Injury	1.6%
Visual Impairments	0.9%
Other Health Impairments	18.5%
Orthopedic Impairments	0.9%

Ethnicity - Race/Ethnicity	
	Statewide
	(n= 552)
American Indian or Alaska Native	1.0%
Asian	1.6%
Black or African American	7.5%
Hispanic	19.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	67.5%
Two or more races	2.7%

Gender - Gender of Student	
	Statewide
	(n= 552)
Male	64.4%
Female	35.6%

Target A. Percent enrolled in higher education	
	Statewide
	(n= 552)
Meets Target A	33.1%
Does Not Meet Target A	66.9%

Target B. Percent enrolled in higher education or competitively employed	
	Statewide (n= 552)
Meets Target B	61.4%
Does Not Meet Target B	38.6%

Target C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	
	Statewide (n= 552)
Meets Target C	81.0%
Does Not Meet Target C	19.0%

Appendix E:

Pre-notification letter

Matthew L. Blomstedt, Ed.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

NEBRASKA
DEPARTMENT OF
EDUCATION

301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Tel: (402) 471-2295
Fax: (402) 471-0117
Web: www.education.ne.gov

August 10, 2016

«pin»
«FIRSTNAME» «LASTNAME»
«ADDRESS»
«CITY», «STATE» «ZIP»

Dear «FIRSTNAME»,

In the next couple of weeks you will receive a telephone call asking you to participate in the Post-School Outcomes Project Survey. This is an important study being completed for the last public high school you attended or received services from and other schools in the state of Nebraska. You are being asked to participate because your answers will help us evaluate and improve services to students.

This telephone survey will take 15 to 20 minutes to complete. 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. The interview will be conducted by a telephone interviewer from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

We are giving this information to you before our phone call to encourage you to participate. You may wish to inform others in your household that you have been asked to participate in this survey and that you are expecting a call from an interviewer in the next couple of weeks.

If you have any questions or concerns about this interview, you can discuss them with the interviewer when you are called or you can contact us at 1-800-480-4549 before the call. More information about the Post-School Outcomes Project can be found on the back of this letter.

We look forward to talking to you and hope that you will agree to participate in the Post-School Outcomes Project Survey. Your responses are important and will help improve services to students in Nebraska schools.

Cordially,

Lindsey Witt-Swanson

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

**Pre-notification letter
(reverse side)**

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 2014-15 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.

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

Transition 2016
Interviewer Guide

In Voxco:
   Practice – TRANS PRAC
   Real study – TRANSITION

On your timesheet:
   Transition

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

A survey of students who had used special services &
left a Nebraska high school in the 2014-15 school year.

Survey period:
July 2016 to October 2016

IMPORTANT PHONE NUMBERS
Bureau of Sociological Research: 472-3672 (1-800-480-4549)
Hotline for Disability Services: 471-0801 (1-800-742-7594)
Nebraska Department of Education: 471-2471

07.11.16

Nebraska Post-School Outcomes Project Survey (NPSOPS)

AT-A-GLANCE

The Nebraska Post-School Outcomes Project Survey (NPSOPS), known around BOSR as Transition, is intended to interview a population of about 3,000 students who exited, or left, a Nebraska high school during the 2014-15 school year by (1) graduating with a diploma, (2) graduating with a Certificate of Completion, (3) dropping out, or (4) aging out—that is, turning 21 during the school year. New 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.

APPROX. TIME TO COMPLETE / CALLING TIMELINE

The interview may take 15 to 20 minutes to complete. Data will be collected from July 2016 to October 2016, as needed to complete interviews with as many of the nearly 2,500 students in the sample. With this many interviews to complete in about two months, it will be a busy summer of calling!

Who is your 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 2014-15. 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. Many of these students will be able to complete the survey with you. Others may not be able to complete a survey over the phone with you or they may choose to have someone else, like a parent, complete the survey for them. *(More about this process below.)*

There are four main ways students may have left their high school:
1. Graduated with a diploma
2. Graduated with a Certificate of Completion
3. Dropped out
4. Aged out (turned 21 years old)

The majority of your students will have graduated with a diploma. There will be specific questions for students who have dropped out.

THE INTERVIEW

This study uses a pre-selected respondent population (*a.k.a.* a listed sample). Each record has the name of a specific student as the respondent. The telephone numbers we are dialing were obtained by the Nebraska Department of Education (client) through the last high school the student attended, along with the student's address so we could send the pre-notification letters.

Since the respondent has been pre-determined, we will not use any random-selection processes to select an R. We will, however, use a proxy (a parent, guardian or other person) to answer for the

(student) respondent if necessary to complete the interview. The following protocol should be utilized in determining the need for a proxy respondent:

(1) Student is mentally or physically unable to complete the interview.
Some of the students in this sample will not be able to complete a telephone survey. Sometimes you will determine this by speaking to another member of the household you call. Other times you may determine that you need to speak to a proxy for the student once you are in the survey itself.

(2) Student is not available during the study period.
Just like with other projects we have worked on, there are times when the designated respondent just isn't reachable for a certain period of time. If the respondent will not be available by mid-August, the survey should be completed with a proxy.

(3) Student has not been reached by phone after 5 attempts at various times.
Younger adults are busy people. Between jobs, school and social activities, they can be extremely difficult to catch for a telephone survey, especially in the summer months. After calling a record five times with no luck in reaching the respondent, the survey may be completed with a proxy. Please make sure you are examining previous work done on a record closely before you dial so that you know what the appropriate "next steps" are if your call is answered—that means taking time to note the total number of attempts before yours and reviewing any attempt messages left previously!

Attempt Messages

The process of determining who we should speak with may be extremely complicated for some cases. It is imperative that you read all of the attempt messages carefully before dialing. Especially with this project, we would rather you be thorough and take a bit longer to dial than to dial without knowing the specifics for the respondent you are calling. In many cases, the only way to know who you need to interview will be by reading the attempt messages left by other interviewers. This also means that you will need to be very thorough and make sure you are including detailed attempt messages anytime you talk to a person at a phone number.

Monitoring

As you can tell by reading through the study guide, there are many new and tricky elements to this project. Just like with other complicated projects that we have worked on in the past, we will be closely monitoring the work you are doing. We realize that this is not a survey that every interviewer will be comfortable with. In order for us to collect the highest quality data, you may be asked not to work on this project. Your skill set may not be best suited for this project, and we will try to have you work on other projects when available. At the same time, if you are not comfortable working on this survey, please let us know.

Feedback

We need your help! To help us make sure we are creating a positive experience for our respondents and collecting good data for our client, please make notes about situations and issues that are particularly challenging for your respondents and/or for you as an interviewer. We'd also like to hear input from you on how can improve on the survey, any problems associated with determining who to speak with, and any issues the client needs to be made aware of.

In a nutshell...

This should be a unique, interesting, and challenging survey for us to complete. It will require you to be on your toes as you dial to make sure you know who you will need to speak with and as you administer the survey. Some respondents may need extra time to answer questions. Others may need you to speak

more clearly or to have questions repeated. We expect that you will maintain uniformity and neutrality and be professional at all times.

Keep in mind that the BOSR interviewer position is structured so that you are paid by the hour, not by the completed interview. For this study especially, it is extremely important that you take the time to read all attempt messages and for you to provide a survey environment where your respondents are comfortable. It is your job to make sure that the respondents have the opportunity to select their own answer choices and voice their opinions about their high school experiences.

A NOTE ABOUT CALLING CELL PHONES & ALTERNATE NUMBERS
Because this is a listed sample, we can speak to the respondent (or the designated proxy) at any telephone number we are given. If the student has a cell phone number that they would prefer to use to complete the interview, we can call it. If the proxy we need to speak with is at another number, we can call that number. If the respondent has moved and we are given their new number – yep you guessed it – we can call them at the new number. Remember, unlike other studies, we already know who we need to speak with when we call.

VOCABULARY – WORDS/ACRONYMS USED IN SURVEY & BY RESEARCHERS/RESPONDENTS

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.

PRE-NOTIFICATION LETTER

Letters will be sent to all students in the sample. Additional information about the survey will be posted on the BOSR Web site – http://bosr.unl.edu (no www). Please refer those respondents who want more information about the study before agreeing to participate to the Web site or provide them with any of the contact numbers listed on the following pages.

Sample letter...

Dear <STUDENT NAME>,

In the next couple of weeks you will receive a call asking you to participate in the Post-School Outcomes Project Survey. This is an important study being completed for the high school you attended and other schools in the state of Nebraska. You are being asked to participate because your responses will help us evaluate and improve services to students.

You will be called and asked to respond to a telephone survey that will take 15 to 20 minutes to complete. 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. The interview will be conducted by a telephone interviewer from the Bureau of Sociological Research at the University of Nebraska-Lincoln.

We are providing this information to you before our phone call to encourage you to participate. You may wish to inform others in your household that you have been asked to participate in this survey and that you are expecting a call from an interviewer in the next couple of weeks.

If you have any questions or concerns about this interview, you can discuss them with the interviewer when you are called or you can contact us at 1-800-480-4549 before the call. More information about the Post-School Outcomes Project can be found on the back of this letter.

We look forward to talking to you and hope that you will agree to participate in the Post-School Outcomes Project Survey. Your responses are important and will help improve services to students in Nebraska schools.

Cordially,

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

FREQUENTLY ASKED QUESTIONS

How was I selected?
Your name was given to us by your high school. We are speaking to students like you who took classes in an Individualized Education Program (IEP) and left high school during the 2014-15 school year.

What are the questions about?
The survey questions ask about your work experience and the training or education you may have received since leaving high school.

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 may refuse 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. The Bureau is led by director Dr. Jolene Smyth and assistant director Amanda Richardson. You may contact Dr. Smyth directly at 402-472-0662 or via e-mail to jsmyth2@unl.edu. 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.

What about my rights as a research subject?
Your name and telephone number will not be linked to your responses. Survey results will be reported in summary form so no individual data will be released. You also have the right to refuse to answer any question you wish and to ask questions about the survey before you decide to participate.

STUDY QUESTIONS – ADDITIONAL NOTES OF CLARIFICATION

Q Label	Question	Notes
INT03	We are calling for the Nebraska Post-School Outcomes Project Survey being conducted for the Nebraska Department of Education. _____'s name and telephone number were given to us as a student who left high school during the 2009-2010 school year. May I speak to _____ or would it be better to talk to you or someone else on _____'s behalf?	You have 4 options here for selecting the R. _Select carefully and appropriately_. Options 1 and 3 pertain to the __STUDENT__ acting as the respondent for the interview -- either now or when called back. Options 2 and 4 pertain to a __PROXY__ acting as the respondent for the interview -- either now or when called back.
INT04	Your name was given to us by your high school because their records indicated that you left high school during the 2009-2010 school year…	READ IN FULL. Based on the answer given on the last screen (student or proxy), the computer will fill in the appropriate fields. Also, if you are talking to someone new at this point, the computer will prompt you to introduce yourself.
NAMER	Will you please tell me your first name only?	Only asked of a proxy respondent. Be sure to ask R for spelling or read it back to R to confirm your spelling.
RELATN	What is your relationship to _(student's name here)_ ?	UNREAD OPTIONS
SCHSTAT	Are you (the student) currently taking classes at any high school?	Note that "yes" and "no" should be read! *** If "yes" the respondent will not proceed into the survey, but will likely be contacted in future years for participation when the student has in deed "left high school."
EMPLOYMENT SECTION		
WrkNow	Do you (the student) currently have a job?	Note that "yes" and "no" should be read!
WkNow_90/WkAny_90	Have you (the student) worked at this(any) job for at least 90 days since leaving high school?	Please note this is trying to get at total days, not consecutive (it doesn't have to be all in a row).
Hours / FmrHrs	How many hours per week do (does) / did you (the student) work at your (the student's) current / former job?	Responses are listed as "1-10" but should be read as "1 to 10," etc.
JobTyp / JobDesc	What type of job do / did you (the student) have? Please describe your (the student's) current / former position and duties.	Acquaint yourself with the response choices. Probe for details in order to choose __ONLY ONE__ option that __MOST CLOSELY__ matches the R's description. *** For example, if the R states "I'm a cashier at McDonald's," that fits nicely into 1-Fast food/food services; however, if the R states "I assemble parts" or "I work on a computer" then you'll need to ask additional questions, like "What do you assemble and where (boxes at home (perhaps, 9-piecework), gaskets in a factory (5-Productin work), help build houses (6-Building construction trades)? or "Where do you work on a computer and what do you use it to do (rebuild or disassemble computers, data entry, writing letters, etc) -- this could be 7-Technical/mechanical trades 8-Office work?"
GetJob / HowGet	How did you (the student) get your (the student's) current / former job? Would you say…	Read choices 1-4. For option 1 - On Own (By Myself/Himself/Herself), use the appropriate clarifier in parentheses to correspond with who you is completing the interview and, if a proxy, the student's gender.
FamBiz/FFamBiz	Is your job at a business owned by you or someone in your family?	Is the respondent self-employed or just working for a family member?
WhereWk / WhrWork	Where do / did you (the student) work?	Open-entry field. Get as much detail as possible!
Pay / FmrPay	What is your (the student's) hourly wage rate? Would you say it is…	To clarify, go ahead and read the information in parentheses () on options 1 and 2; "<" should be read as "less than." For the dollar values, "$6.56-$7.25" should be read as "six dollars and fifty-six cents to seven dollars and twenty-five" or "six-fifty-six to seven-twenty-five."

BeneHI / BeneRB BenePV / BeneSL	Does your (the student's) current job provide ... Health Insurance / Retirement Benefits / Paid Vacation / Paid Sick Leave?	These "Bene" questions are asking about benefits that apply specifically to the R rather than what the overall business may offer. Please provide this information as a point of clarification if necessary. Note also that "yes" and "no" should be read!
FOR STUDENTS WHO ARE CURRENTLY WORKING		
Unemp	Have there been times since high school that you (the student) haven't (hasn't) had a job?	Note that "yes" and "no" should be read!
WUnemp	Why do (does) you (the student) not currently have a job?	Get as much detail as possible to fit response choices! Probe for details in order to choose the option that MOST CLOSELY matches the R's description.
EvrWrk	At any time since leaving high school, have you ever had a job?	Note that "yes" and "no" should be read!
NoJob	What is the main reason you (the student) have never had a job?	Note the GAP IN NUMERIC INPUT. Options are 1, 2, 5, 6, 7, 88, 99. Entries of any other numbers will show an error message on your screen and not let you advance until you correct the entry!
ADULT AGENCY SECTION		
AgnNow / Agency	Do / Have you (the student) currently / ever receive / d services from any adult agency?	Note that "yes" and "no" should be read!
WAgency	From which agency or agencies have you received services?	**CHECK ALL THAT APPLY**
NoAgncy	Why haven't you (the student) received services from any adult agency?	Read all 5 choices. You may need to probe to fit the R's response to one of the choices. Leave a note if you have comments or questions about coding.
POST-HIGH SCHOOL EDUCATION SECTION NEW ORDER OF QUESTIONS THIS YEAR		
AnyPEd	At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?	Note that "yes" and "no" should be read!
Term	Did you (the student) complete at least a full term (semester or quarter)? If attended a training or vocational program will show (semester or quarter or finish the program).	Please mark yes if they went to school for a semester, quarter, or finished a program since leaving high school. Student needs to have FINISHED one—does not count if R is just currently enrolled and hasn't previously completed a term.
EduNow / EduFall	Are you (the student) currently enrolled in any type of school, training, or education program?	Note that "yes" and "no" should be read!
EduTypN / EduTypF / PEdTyp	In what type of school, training, or education program are you (the student) currently enrolled? Is it a...	Be careful. Read all choices and make sure you know the distinctions.
EduFT / EduFTF / PEdFT	(Are / Will / Were) you (currently / in the next term) /__) enrolled full time?	Note that "yes" and "no" should be read!
EduAsst	Have you (the student) received tutoring, extended time on tests, notetakers, or other assistance?	This question is specifically asking about assistance with school received during educational programs that have been taken since leaving high school (i.e. post-secondary education). Note that "yes" and "no" should be read!
WNoEdu	Why are you NOT isn't (the student) currently enrolled in any school, training, or education program?	Note the GAP IN NUMERIC INPUT. Options are 1-5, 7-11, 88, 99. THERE IS NO OPTION 6. If you accidentally enter 6, answer will "freeze" on your screen and not let you advance until you correct the entry!
HIGH SCHOOL EXPERIENCES SECTION		
HSProg	What parts of your (the student's) high school program were most helpful in preparing you (the student) for life after high school?	**CHECK ALL THAT APPLY**
HSImpr	What parts of your (the student's) high school program could have been improved to help you (the student) better prepare for life after high school?	**CHECK ALL THAT APPLY**

HSCours	*How many Career and Technical Education classes in agriculture, business, technology, woods, drafting, mechanics, automotive, welding, or family and consumer sciences did you (the student) complete during high school?*	Note that option 6 is a variation of 5, so be sure to read all choices carefully and completely before R responds. "6-More than three in a specific area."
IEPAtt	*How often did you (the student) attend your (the student's) high school IEP (Individualized Education Program) meetings? Would you say…*	Read all 4 choices. If R responds with something else, be sure to probe to fit the choices.
IEPInv	*How involved were you (the student) in your (the student's) high school IEP (Individualized Education Program) meetings? Would you say you were…*	Read all 4 choices. If R responds with something else, be sure to probe to fit the choices.
Social	*How often do you (the student) currently participate in social activities like going to movies, concerts, sporting events or doing anything else you (the student) enjoy? Would you say…*	Social activities could include a vast variety of other things that we have not listed, so be sure to listen to R and count all of R's current "social" activities before selecting a response.
Living	*Do you (the student) currently live…*	Note that first 4 choices are in mixed case (READ) while the latter 6 are CAPS (UNREAD). Options 5, 6, 7, and 8 are there in case R specifies one of these living arrangements. Probe for details when necessary. Use DK (88) and REF (99) only when absolutely necessary and you cannot obtain more information.
THIS SECTION ONLY FOR FORMER STUDENTS WHO DROPPED OUT		
WDrop / WDrop3	*What is the main reason why you (the student) dropped out of high school?*	RESPONSES ARE IN CAPS AND AS SUCH SHOULD NOT BE READ!
WDrop2	*Is there another reason why you (the student) dropped out of high school?*	Note that "yes" and "no" should be read!
Stay1 / Stay3	*Was there anything (else) that would have helped you (the student) stay in school and graduate?*	Note that "yes" and "no" should be read!
Stay2 / Stay4	*What (else) would have helped you (the student) stay in school and graduate?*	RESPONSES ARE IN CAPS AND AS SUCH SHOULD NOT BE READ!
END OF INTERVIEW - THANKS AND INTERVIEW END-CODING		
THANK	*That completes the questions I have for you. I can provide a phone number …*	Please read this screen COMPLETELY! It is very important to the researchers that they provide reference information to participants and that we at BOSR record how often we are doing so and by what means.
TAKE	*INTERVIEWER - DID R TAKE THE HOTLINE # OR WEB ADDRESS?*	1 Yes - Hotline # ONLY; 2 Yes - Web page ONLY; 3 Yes - BOTH Hotline and Web; 4 No

Appendix G:
Example Tracking Log

Transition Tracking Form

Your Initials _____   Record No. _____

Date of Phone Call _____

Student Name_____

Student Phone Number _____

Result of Phone Call:

_____

_____

_____

New Phone Number for Student (if available):

_____

Was interview completed by calling new number given?

/__/ Yes   /__/ No

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. **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 D**
5. A definition of the population under study and its geographic location. **The Population**
6. Dates of data collection. **The Interview 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. **The Population**
8. The name of the sample supplier, if the sampling frame and/or the sample itself was provided by a third party. **The Population**
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. **The Population**
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. **The Survey Instrument**
12. Sample sizes (by sampling frame if more than on 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. **The Population, 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. **N/A**
15. Contact for obtaining more information about the study. **Summary**