



2014 Post School Outcomes Survey

Methodology Report

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

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Post School Outcomes Survey 2014

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Introduction

This report presents a detailed account of the fielding of the 2014 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2014 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 2012-13 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 2,475 special education students exited high school in 2012-13. Students exited high school for one of the four reasons listed in Table 1 below:

TABLE 1. Exit Reason Among NSSRS Total Population 2012-13 and Sample Used for Survey.

<u>Exit Reason</u>	<u>NSSRS (Population)</u>		<u>Survey Sample</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Graduated with a regular high school diploma	2134	86.2%	2103	85.1%
Received a certificate of completion	3	0.1%	9	0.4%
Reached maximum age	31	1.3%	33	1.3%
Dropped out	307	12.4%	326	13.2%
TOTAL	2475	100%	2471	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 2013. As part of this project, the schools were later asked to provide contact information for this same list of students. Approximately 225 out of 245 school districts that have special education programs returned this information to the Office of Special Education. This list totaled 2,471 students, or about 99.8% of the 2,475 students identified within NSSRS. It may be helpful to emphasize that the 2,471 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 2,475 students who, according to NSSRS, exited a Nebraska high school in the 2012-13 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 2,471 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 2012-13 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 2,471 students for whom some contact information was available, 1,004 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 (65.1% 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 34.9% of completed interviews, the survey was completed with a proxy such as: a parent (86.0% of proxy interviews), a guardian (5.7% of proxy interviews), or some other adult such as: a grandparent, older sibling, foster parent, etc. (8.3% 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 12 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 7, 2014, and 1,004 interviews were completed by the end of the evening on October 15, 2014. 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 1,163 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 no additional telephone number was available in the sample file, a search by BOSR project staff was conducted on three different search engines on the Internet. The search was conducted on each engine in a variety of ways using a variety of information (i.e. full first and last name, last name only, reverse address matches, etc). The first likely match found in a search was noted in the respondent database and then attempted by an interviewer. If the match proved unsuccessful, the next available match was used until all matches were exhausted. In cases where the BOSR tracked a possible current address but no additional telephone number for a respondent, a copy of the pre-notification letter was sent to the new address with an additional note informing the respondent that we did not have a telephone number and requesting that he/she call us with a way to contact him/her. The text for this additional note is included in Appendix H. 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.

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 2,471 students sampled, 1,004 (40.6%) interviews were completed. The refusal rate, calculated as the percent of all usable telephone numbers that refused to complete the survey at all, was 14.3%. The "No

Eligible Respondent” category includes students who had re-entered high school, students who indicated they did not exit a Nebraska high school during the 2012-13 school year, and deceased students (1.7%). 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” (22.5%). 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	1004	40.6%
<i>Graduated with diploma</i>	914	
<i>Received a certificate of completion</i>	4	
<i>Aged out/Reached maximum age</i>	24	
<i>Dropped out</i>	62	
Refusal	354	14.3%
No Resolution by End of Study Period	513	20.8%
<i>Answering Machine or Answering Service</i>	369	
<i>No Answer</i>	138	
<i>Callback</i>	5	
<i>Busy</i>	1	
Unable to Complete and No Proxy Available (including language barriers)	2	0.1%
No Eligible Respondent	41	1.7%
Not Trackable	557	22.5%
TOTAL NUMBERS SAMPLED	2471	100%

TABLE 3. Completed Interviews by Exit Reason Compared to NSSRS population.

<u>Exit Reason</u>	<u>Completed Interviews</u>		<u>NSSRS (Population)</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Graduated with a regular high school diploma	914	91.0%	2134	86.2%
Received a certificate of completion	4	0.4%	3	0.1%
Reached maximum age	24	2.4%	31	1.3%
Dropped out	62	6.2%	307	12.4%
Total Interviews Completed	1004	100%	2475	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 (91.0%) than the proportion contained in the NSSRS database (86.2%). While the proportions of students who received a certificate of completion or reached maximum age is similar between the two groups, there are fewer students, proportionally, who dropped out in the survey data (6.2%) than in the NSSRS database (12.4%). Weighting is a statistical procedure that compensates for these differences to make results of the survey more generalizable to the overall group being examined. It may be helpful to keep in mind that when using weighted data it is best to look at proportions (percentages) rather than the number of cases reported because the weights adjust the raw numbers. Weighting adjusts the number of people doing “X” in order to create the representative proportion based on the population. In other words, the actual number of people is adjusted in order to make the percentage more closely resemble a true census. Sampling errors and statistical tests were adjusted to account for design effects due to weighting. The design effect due to weighting adjustments for this study was 1.09.

A variable that allows the dataset to be weighted to more closely reflect the overall population is included in the Post School Outcomes dataset. The variable “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 2014 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2012-13 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 (65.1%) 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). 64.9% of the students indicated that they were currently employed. Of those not currently employed, 58.0% reported that they had had a period of employment since exiting high school. Combined, 85.3% 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 laborer (21.3%), retail or grocery store (19.0%), and food service (18.5%). Over half (52.7%) worked 35 hours or more a week, nearly half obtained their current job on their own (49.5%). The majority worked for higher than minimum wage (\$7.26 per hour or more; 71.5%).

For the students who were not currently working, most reported that they were in a school training or education program (23.2%) or in the process of looking for a job, could not find a job, or were between jobs (22.6%). Other reasons that students were not currently working included that they did not have the skills/ability to work (6.3%), they had medical or physical issues (14.7%), childcare or pregnancy (7.7%), they were not looking/not interested in working (4.8%), they were incarcerated or in jail (1.6%), 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 (3.3%), or for some other reason (6.9%).

Post Secondary Education

Post secondary education was also a very prevalent activity for these students since exiting high school. Around half (49.9%) of respondents who had taken classes since high school were currently enrolled in some type of school, training or education program. 40.1% indicated that they were planning on enrolling for the fall of 2014. Finally, 50.8% 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 2014 Post School Outcomes Survey, a total of 60.2% reported either being currently enrolled or enrolled for the fall of 2014, 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 (58.8%) followed by a college or university (28.3%). Additionally, more than three-fourths of these students were enrolled in school full-time (81.4%).

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, 85.7% 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 2014 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:

- 33.1% - School personnel who helped and cared about me.
- 23.2% - Regular education program.
- 21.4% - Special education program.
- 18.4% - Preparation for employment.
- 17.5% - Social life, friends or extracurricular activities.
- 12.9% - Preparation for independent living after school.
- 9.9% - None, there were no good things about my high school experience.
- 9.8% - Preparation for post secondary education.
- 5.6% - Other, something else.
- 5.4% - 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:

- 32.7% - None, my high school program was good.
- 16.8% - Regular education program.

- 13.4% - Preparation for independent living after school.
- 13.3% - School personnel who helped and cared about me.
- 10.1% - Don't know.
- 9.9% - Other, something else.
- 9.5% - Preparation for employment.
- 9.3% - Preparation for post secondary education.
- 9.0% - Special education program.
- 7.5% - Social life, friends or extracurricular activities.

IEP Meetings

Overall, the majority (67.2%) 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 67.9% of students who graduated with a diploma, 66.7% of students who graduated with a certificate of completion, 91.7% of students who reached maximum age, and 59.5% 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, 38.5% of the students were very involved in their high school IEP meetings. A smaller proportion of students who dropped out (28.6%), students who reached a maximum age (36.4%), or graduated with a certificate of completion (0.0%), reported they were very involved compared to students who graduated with a diploma (40.1%).

Drop-outs

Sixty-two students who dropped out of high school during the 2012-13 school year were interviewed as part of this survey. The main reasons for dropping out include:

- 21.7% - Got behind in classes and had poor grades.
- 19.1% - Some other reason.
- 14.7% - Didn't like school/school wasn't relevant to student.
- 14.7% - Were not getting enough help/support from teachers.
- 10.6% - Were in trouble in school for behavior.
- 8.1% - Wanted to work and make money.
- 6.2% - Had medical/physical/mental health problems.
- 2.7% - Were not getting along with other students; didn't have friends.

The following are examples of the "other" reasons that students gave for dropping out that were noted by the respondents during the interview:

- ▶ "family issues"
- ▶ "incarcerated"

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

- 57.3% - Having more encouragement and support from school personnel.
- 32.7% - Other, something else.
- 8.0% - Having more encouragement and support from my family.
- 1.9% - Having more classes that were relevant to me.

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

- ▶ *“Identifying the severity of his disability sooner.”*
- ▶ *“A smaller learning environment to help the student.”*

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, 50.7% took this information with 11.0% taking the hotline telephone number only, 11.3% taking the Web page only, and 28.4% 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 than a 2-year program).

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

Nebraska's goals for meeting each target are as follows: Target A-40.9%, Target B-66.2%, Target C-84.6%. Below are tables indicating the percentage of Nebraska students meeting each target for 2013:

Target A. Percent enrolled in higher education	
	Statewide (n=1004)
Meets Target A	36.8%
Does Not Meet Target A	63.2%

Target B. Percent enrolled in higher education or competitively employed	
	Statewide (n=1004)
Meets Target B	66.9%
Does Not Meet Target B	33.1%

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=1004)
Meets Target C	82.9%
Does Not Meet Target C	17.1%

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	Creek Valley Schools
Ainsworth Community Schools	Creighton Community Public Schools
Alliance Public Schools	Crete Public Schools
Alma Public Schools	Cross County Community Schools
Amherst Public Schools	Dodge-Howells Unified School District
Anselmo-Merna Public Schools	Doniphan-Trumbull Public Schools
Arlington Public Schools	Dorchester Public Schools
Arnold Public Schools	Douglas Co West Community Schools
Arthur County Schools	Dundy Co Stratton Public Schools
Ashland-Greenwood Public Schools	East Butler Public Schools
Auburn Public Schools	Elkhorn Public Schools
Aurora Public Schools	Elkhorn Valley Schools
Axtell Community Schools	Elmwood-Murdock Public Schools
Battle Creek Public Schools	Elwood Public Schools
Bayard Public Schools	Emerson-Hubbard Public Schools
Beatrice Public Schools	Eustis-Farnam Public Schools
Bellevue Public Schools	Ewing Public Schools
Bennington Public Schools	Fairbury Public Schools
Bertrand Public Schools	Falls City Public Schools
Blair Community Schools	Fillmore Central Public Schools
Bloomfield Community Schools	Fort Calhoun Community Schools
Blue Hill Public Schools	Franklin Public Schools
Boone Central Schools	Fremont Public Schools
Brady Public Schools	Gering Public Schools
Bridgeport Public Schools	Gibbon Public Schools
Broken Bow Public Schools	Giltner Public Schools
Burwell Public Schools	Gordon-Rushville Public Schools
Callaway Public Schools	Gothenburg Public Schools
Cedar Bluffs Public Schools	Grand Island Public Schools
Cedar Rapids Public Schools	Greeley-Wolbach Public Schools
Centennial Public Schools	Gretna Public Schools
Central City Public Schools	Hampton Public Schools
Chadron Public Schools	Hartington Public Schools
Columbus Public Schools	Hastings Public Schools
Cozad Community Schools	Hayes Center Public Schools
Crawford Public Schools	Heartland Community Schools

Hemingford Public Schools
Hershey Public Schools
Holdrege Public Schools
Homer Community Schools
Humboldt Table Rock Steinauer
Humphrey Public Schools
Johnson Co Central Public Schools
Johnson-Brock Public Schools
Kearney Public Schools
Keya Paha County Schools
Kimball Public Schools
Lakeview Community Schools
Lewiston Consolidated Schools
Lexington Public Schools
Lincoln Public Schools
Logan View Public Schools
Louisville Public Schools
Loup City Public Schools
Loup County Public Schools
Lynch Public Schools
Lyons-Decatur Northeast Schools
Madison Public Schools
Malcolm Public Schools
Maywood Public Schools
Mc Cook Public Schools
Mc Cool Junction Public Schools
Mead Public Schools
Medicine Valley Public Schools
Meridian Public Schools
Milford Public Schools
Millard Public Schools
Minden Public Schools
Mitchell Public Schools
Morrill Public Schools
Mullen Public Schools
Nebraska City Public Schools
Nebraska Unified District 1
Neligh-Oakdale Schools
Newcastle Public Schools
Newman Grove Public Schools
Norfolk Public Schools

Norris School Dist 160
North Bend Central Public Schools
North Loup Scotia Public Schools
North Platte Public Schools
Northwest Public Schools
Oakland Craig Public Schools
Ogallala Public Schools
Omaha Public Schools
O'Neill Public Schools
Ord Public Schools
Overton Public Schools
Palmer Public Schools
Palmyra District O R 1
Papillion-La Vista Public Schools
Pawnee City Public Schools
Paxton Consolidated Schools
Pender Public Schools
Pierce Public Schools
Plattsmouth Community Schools
Potter-Dix Public Schools
Ralston Public Schools
Randolph Public Schools
Ravenna Public Schools
Raymond Central Public Schools
Red Cloud Community Schools
Rock County Public Schools
Schuyler Community Schools
Scottsbluff Public Schools
Scribner-Snyder Community Schools
Seward Public Schools
Shelby - Rising City Public Schools
Shelton Public Schools
Sidney Public Schools
Silver Lake Public Schools
So Central NE Unified System 5
So Sioux City Community Schools
South Sarpy Dist 46
Southern Valley Schools
Southwest Public Schools
Spalding Public Schools
St Edward Public Schools

St Paul Public Schools
Stanton Community Schools
Stapleton Public Schools
Superior Public Schools
Sutherland Public Schools
Sutton Public Schools
Syracuse-Dunbar-Avoca Schools
Tekamah-Herman Community Schools
Thayer Central Community Schools
Thedford Public Schools
Tri County Public Schools
Twin River Public Schools
Umo N Ho N Nation Public Schools
Wahoo Public Schools
Wakefield Public Schools

Walthill Public Schools
Waverly School District 145
Wayne Community Schools
Weeping Water Public Schools
West Boyd School District
West Holt Public Schools
West Point Public Schools
Westside Community Schools
Wheeler Central Schools
Wilber-Clatonia Public Schools
Winnebago Public Schools
Winside Public Schools
Wisner-Pilger 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
wknow	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
noagency	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
edufft2	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 2014 to October 2014
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 2009-2010 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 2009-2010 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 2009-2010 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 NoAgency

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

NoAgency

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

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

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**

**2014 Post School Outcomes Survey
Statewide Results**

Wrknow - Do you currently have a job?	
	Statewide (n=1001)
Yes	64.9%
No	35.1%

Wknow_90 – Have you worked at your current job for a total of at least 90 days?	
<i>Asked of students who are currently working</i>	
	Statewide (n=655)
Yes	79.6%
No	20.4%

Wkany_90 – Have you worked any job for a total of at least 90 days since leaving high school?	
<i>Asked of students who are currently working AND haven't work at current job for a total of at least 90 days</i>	
	Statewide (n=133)
Yes	69.3%
No	30.7%

Hours - How many hours per week do you work at your current job?	
<i>Asked of students who are currently working</i>	
	Statewide (n=636)
1 to 10	8.4%
11 to 19	8.1%
20 to 29	17.9%
30 to 34	13.0%
35 hours or more	52.7%

Jobtyp - What type of job do you have?	
<i>Asked of students who are currently working</i>	
	Statewide (n=655)
Fast Food/Food Service	18.5%
Retail or Grocery Store	19.0%
Domestic Janitorial	4.3%
Laborer	21.3%
Production Work	3.2%
Building Construction Trades	4.9%
Technical/Mechanical Trades	7.2%
Office Work	3.9%
Piecework in Sheltered Workshop	1.0%
Human Services, Healthcare, Daycare	12.6%
Military	1.5%
Other-Specify	2.5%

Getjob - How did you get your current job?	
<i>Asked of students who are currently working</i>	
	Statewide (n=649)
On Own	49.5%
Through High School	2.9%
Through Vocational Rehabilitation/Other Agency	11.5%
Through Family Member or Friend	36.1%

Fambiz – Is your current job at a business owned by you or someone in your family?	
<i>Asked of students who are currently working</i>	
	Statewide (n=659)
Yes	7.1%
No	92.9%

Train - Who trained you to do this job?	
<i>Asked of students who are currently working</i>	
	Statewide (n=657)
Supervisor	51.1%
Coworker	35.5%
Job Coach	6.4%
Don't Know	7.0%

Pay - What is your hourly wage rate?	
<i>Asked of students who are currently working</i>	
	Statewide (n=655)
Less Than Minimum Wage	3.7%
Minimum Wage	15.3%
\$7.26 to \$9.00	28.2%
\$9.01 to \$10.00	16.5%
\$10.01 or more	26.8%
Other-Specify	3.3%
Don't Know	6.2%

Benehi - Does your current job provide you with health insurance?	
<i>Asked of students who are currently working</i>	
	Statewide (n=657)
Yes	32.3%
No	61.1%
Don't Know	6.6%

Benerb - Does your current job provide you with retirement benefits?	
<i>Asked of students who are currently working</i>	
	Statewide (n=658)
Yes	28.6%
No	58.3%
Don't Know	13.0%

Benepv - Does your current job provide you with paid vacation?	
<i>Asked of students who are currently working</i>	
	Statewide (n=659)
Yes	36.2%
No	51.7%
Don't Know	12.2%

Benesl - Does your current job provide you with paid sick leave?	
<i>Asked of students who are currently working</i>	
	Statewide (n=659)
Yes	26.5%
No	60.7%
Don't Know	12.8%

Unemp - Have there been times since high school that you haven't had a job?	
<i>Asked of students who are currently working</i>	
	Statewide (n=657)
Yes	48.5%
No	51.5%

Wunemp - Why do you not currently have a job?	
<i>Asked of students who are NOT currently working</i>	
	Statewide (n=334)
Looking/Cannot Find/Between Jobs	22.6%
In School, Training, or Education Program	23.2%
Quit Job	3.3%
Fired/Let Go	3.8%
Do Not Have Skills/Ability to Work	6.3%
Not Looking/Not Interested in Working	4.8%
Other-Something Else	6.9%
Childcare or Pregnancy	7.7%
Getting Ready to Move	1.8%
Will Be Going to College or Joining Military	3.3%
Incarcerated or in Jail	1.6%
Medical Issues/Mental, Physical, Accident	14.7%

Evrwrk - At any time since leaving high school, have you ever had a job?	
<i>Asked of students who are NOT currently working</i>	
	Statewide (n=343)
Yes	58.0%
No	42.0%

Frm_90 – Did you work at your former job for at least a total of 90 days?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=194)
Yes	71.1%
No	28.9%

Fmrhrs - How many hours per week did you work at your former job?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=197)
1 to 10	13.6%
11 to 19	11.8%
20 to 29	22.3%
30 to 34	13.0%
35 hours or more	33.2%
Don't know	6.1%

Jobdesc - What type of job did you have?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=197)
Fast Food/Food Service	23.9%
Retail or Grocery Store	25.9%
Domestic Janitorial	6.0%
Laborer	19.5%
Production Work	4.0%
Building Construction Trades	5.5%
Technical/Mechanical Trades	2.4%
Office Work	0.9%
Piecework in Sheltered Workshop	0.9%
Human Services, Healthcare, Daycare	9.7%
Military	0.0%
Other-Specify	1.3%

Howget - How did you get that job?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=196)
On Own	46.9%
Through High School	5.7%
Through Vocational Rehabilitation/Other Agency	12.3%
Through Family Member or Friend	35.1%

Ffambiz – Was your former job at a business owned by you or someone in your family?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=197)
Yes	9.8%
No	90.2%

Trained - Who trained you to do your previous job?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=196)
Supervisor	55.6%
Coworker	31.3%
Job Coach	6.7%
Don't Know	6.3%

Frmpay - What was your hourly wage rate for that job?	
<i>Asked of students who are NOT currently working AND who have had a job since leaving high school</i>	
	Statewide (n=187)
Less Than Minimum Wage	8.1%
Minimum Wage	33.1%
\$7.26 to \$9.00	30.8%
\$9.01 to \$10.00	12.3%
\$10.01 or more	12.9%
Other-Specify	2.8%

Nojob - What is the main reason you have never had a job?	
<i>Asked of students who have NEVER had a job</i>	
	Statewide (n=149)
Looking/Cannot Find/Between Jobs	12.0%
In School, Training, or Education Program	16.4%
Do Not Have Skills/Ability to Work	23.7%
Not Looking/Not Interested in Working	9.6%
Childcare or Pregnancy	4.3%
Will Be Going to College/Joining Military	2.5%
Incarcerated/In Jail	1.1%
Getting Ready to Move	0.0%
Medical Issues/Mental, Physical, Accident	17.1%
Other-Specify	7.9%
Don't know	5.4%

Agnnow - Do you currently receive services from any adult agency?	
	Statewide (n=985)
Yes	17.6%
No	82.4%

Agency - Have you ever received services from any adult agency?	
<i>Asked of students who are NOT currently receiving services</i>	
	Statewide (n=797)
Yes	21.6%
No	78.4%

Wagency - From which agency or agencies have you received services? <i>Select all that apply.</i>	
<i>Asked of students who are currently OR ever used an adult agency</i>	
	Statewide (n=395)
Vocational Rehabilitation	62.3%
HHS Development Disability Services	9.7%
DoL Workforce Investment (formerly JTPA)	3.0%
Community Mental Health	0.5%
Other-Specify	24.4%

Vrserv - Did you complete services through Vocational Rehabilitation?	
<i>Asked of students who received services through Vocational Rehabilitation</i>	
	Statewide (n=240)
Yes	57.1%
No	36.3%
Don't Know	6.5%

Noagency - Why haven't you received services from an adult agency?	
<i>Asked of students who have never received adult agency services</i>	
	Statewide (n=640)
Never Referred to Any Agency	24.9%
Referred, Did Not Apply	6.3%
Applied, Not Eligible	1.7%
Applied, On Waiting List	0.9%
Services Not Needed or Not Requested	57.0%
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=1000)
Yes	50.8%
No	49.2%

Pedtyp - In what type of school, training, or education program were you enrolled?	
<i>Asked of students who had enrolled since high school</i>	
	Statewide (n=517)
High School Completion Program	4.7%
Short-term Education or Employment Training	7.2%
Vocational or Technical School	7.8%
Community or Technical College	54.2%
College or University	22.2%
Enrolled in Studies While Incarcerated	0.0%
Military	1.1%
Other-Something Else	2.7%

Term – Have you completed at least a full term?	
<i>Asked of students who had enrolled since high school</i>	
	Statewide (n=514)
Yes	83.2%
No	16.8%

Pedft - Were you enrolled full time?	
<i>Asked of students who had enrolled since high school</i>	
	Statewide (n=511)
Yes	77.4%
No	22.6%

Edunow - Are you currently enrolled in any type of school, training, or education program?	
<i>Asked of students who had enrolled since high school</i>	
	Statewide (n=516)
Yes	49.9%
No	50.1%

Edutypn - In what type of school, training, or education program are you currently enrolled?	
<i>Asked of students who are currently enrolled</i>	
	Statewide (n=264)
High School Completion Program	1.1%
Short-term Education or Employment Training	4.2%
Vocational or Technical School	6.9%
Community or Technical College	58.8%
College or University	28.3%
Enrolled in Studies While Incarcerated	0.0%
Military	0.4%
Other-Something Else	0.4%

Eduft - Are you currently enrolled full time?	
<i>Asked of students who are currently enrolled</i>	
	Statewide (n=263)
Yes	81.4%
No	18.6%

Eduasst - Have you received tutoring, extended time on tests, note-takers, or other assistance with schoolwork since leaving high school?	
<i>Asked of students who had enrolled since high school</i>	
	Statewide (n=509)
Yes	38.8%
No	61.2%

Edufall2- Are you planning on enrolling in any type of school, training or education program for the next term?	
	Statewide (n=965)
Yes	40.2%
No	59.8%

Edutypf2 - In what type of school, training, or education program are you planning on enrolling for the next term?	
<i>Asked of students who are enrolled for the next term</i>	
	Statewide (n=387)
High School Completion Program	3.8%
Short-term Education or Employment Training	4.3%
Vocational or Technical School	5.5%
Community or Technical College	56.8%
College or University	26.5%
Military	1.0%
Other-Something Else	2.1%

Edufff2 – Are you planning on enrolling full time next term?	
<i>Asked of students who are enrolled for the next term</i>	
	Statewide (n=375)
Yes	80.4%
No	19.6%

Wnoedu - Why are you NOT currently enrolled in any school, training, or education program?	
<i>Asked of students who are NOT currently enrolled</i>	
	Statewide (n=701)
Completed	1.7%
School is Out of Session	7.9%
Voluntarily Dropped Out	1.1%
Terminated From Institution	0.5%
Too Expensive/Can't Afford	15.5%
Would Rather Work/Not Good at School	27.4%
Medical Reasons	8.7%
Incarcerated	0.6%
Childcare or Pregnancy Related Issue	4.0%
Military	1.8%
Deciding on Future/Not Sure What to Study/Taking Time Off	14.7%
Can't Find Post-Secondary Needed/No Referral/No Help Applying	1.2%
Other-Specify	14.9%

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=1001)
School Personnel Who Helped/Cared	33.2%
Special Education Program	21.5%
Regular Education Program	23.2%
Preparation for Employment	18.5%
Preparation for Post Secondary Education	9.8%
Preparation for Independent Living After School	13.0%
Social Life, Friends, or Extracurricular Activities	17.5%
None, There Were No Good Things About My High School Program	10.0%
Other-Specify	5.6%
Don't Know	5.4%

Hsimpr - What parts of your high school program could have been improved to help you better prepare for life after high school? *Select all that apply.*

	Statewide (n=1002)
School Personnel Who Helped/Cared	13.4%
Special Education Program	9.0%
Regular Education Program	16.8%
Preparation for Employment	9.5%
Preparation for Post Secondary Education	9.3%
Preparation for Independent Living After School	13.4%
Social Life, Friends, or Extracurricular Activities	7.5%
None, High School Program Was Good	32.8%
Other-Specify	9.9%
Don't Know	10.2%

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=1002)
None	16.6%
One	13.1%
Two	16.1%
Three	10.7%
More Than Three	24.6%
More Than Three in a Specific Area	10.9%
Don't Know	8.0%

lepatt - How often did you attend your high school IEP meetings?	
	Statewide (n=979)
Always	67.2%
Sometimes	18.4%
Rarely	6.3%
Never	8.2%

lepinv - How involved were you in your high school IEP meetings?	
	Statewide (n=985)
Very Involved	38.5%
Somewhat Involved	32.5%
A Little Involved	15.5%
Not At All Interested	13.5%

leptel – Thinking back to your IEP meetings how often did you tell others what would help you?	
	Statewide (n=983)
Almost always	30.5%
Most of the time	24.7%
Some of the time	23.3%
Almost never	21.5%

Affects – How much of an understanding do you have of how your disability affects you?	
	Statewide (n=620)
Understand a lot	58.8%
Understand some of it	30.1%
Don't understand it at all	11.0%

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=996)
Once a Month or Less	26.1%
Two or Three Times a Month	22.2%
Four or More Times a Month	51.7%

Living - Do you currently live...	
	Statewide (n=1003)
With Parents	63.7%
With Another Family Member	8.3%
With Spouse or Roommate	18.5%
Alone	6.1%
With Someone or Somewhere Else	0.9%
In Military Housing/Barracks	0.6%
In Institutional Residence	0.6%
In Supervised Living	1.3%

Wdrop - What is the main reason why you dropped out of high school?	
<i>Asked of students who dropped out</i>	
	Statewide (n=59)
Didn't Like School, It Wasn't Relevant	14.7%
Was in Trouble in School for Misbehavior	10.6%
Wanted to Work & Make Money	8.1%
Got Behind in Classes & Had Poor Grades	21.7%
Wasn't Getting Enough Help/Support	14.7%
Wasn't Getting Along With Other Students	2.7%
Childcare or Pregnancy	2.1%
Medical Problems/Physical or Mental Health	6.2%
Other-Something Else	19.1%

Wdrop2 - Is there another reason why you dropped out of high school?	
<i>Asked of students who dropped out</i>	
	Statewide (n=57)
Yes	35.9%
No	64.1%

Wdrop3 - What would that reason be?	
<i>Asked of students who dropped out</i>	
	Statewide (n=21)
Didn't Like School, It Wasn't Relevant	8.0%
Was in Trouble in School for Misbehavior	4.0%
Wanted to Work & Make Money	4.0%
Got Behind in Classes & Had Poor Grades	4.0%
Wasn't Getting Enough Help/Support	30.7%
Wasn't Getting Along With Other Students	17.1%
Medical Problems/Physical or Mental Health	15.9%
Childcare or Pregnancy	4.0%
Other-Something Else	12.3%

Stay1 - Was there anything that would have helped you stay in school and graduate?	
<i>Asked of students who dropped out</i>	
	Statewide (n=61)
Yes	74.8%
No	11.7%
Don't Know	13.5%

Stay2 - What would have helped you stay in school and graduate?	
<i>Asked of students who dropped out</i>	
	Statewide (n=43)
Having More Classes Relevant to Student	1.9%
Having More Friends/Better Social Life	0.0%
Feeling More a Part of the School	0.0%
More Encouragement/Support from School Personnel	57.3%
More Encouragement/Support from Family	8.0%
Other-Specify	32.8%

Stay3 - Was there anything else that would have helped you stay in school and graduate?	
<i>Asked of students who dropped out</i>	
	Statewide (n=45)
Yes	23.3%
No	76.7%

Stay4 - What else would have helped you stay in school and graduate?	
<i>Asked of students who dropped out</i>	
	Statewide (n=10)
Having More Classes Relevant to Student	15.2%
Having More Friends/Better Social Life	9.9%
Feeling More a Part of the School	0.0%
More Encouragement/Support from School Personnel	53.5%
More Encouragement/Support from Family	0.0%
Other-Something Else	9.9%
Don't Know	11.4%

Loseint – Grade when you first started to lose interest in school?	
<i>Asked of students who dropped out</i>	Statewide (n=60)
Kindergarten	3.1%
1 st Grade	0.0%
2 nd Grade	1.3%
3 rd Grade	1.3%
4 th Grade	1.8%
5 th Grade	2.0%
6 th Grade	0.0%
7 th Grade	6.6%
8 th Grade	2.7%
9 th Grade	14.3%
10 th Grade	19.6%
11 th Grade	21.9%
12 th Grade	13.5%
Don't Know	11.8%

Excurr – Did you participate in extracurricular activities?	
<i>Asked of students who dropped out</i>	Statewide (n=58)
Yes	43.0%
No	57.0%

Doover – If you could do it over, would you leave school early or stay and graduate?	
<i>Asked of students who dropped out</i>	Statewide (n=61)
Stay and graduate	65.7%
Leave early	22.3%
Don't Know	12.0%

Lack – Does your lack of a diploma keep you from getting the kind of work you want?	
<i>Asked of students who dropped out</i>	Statewide (n=60)
Yes	50.5%
No	41.2%
Don't Know	8.4%

Contact – Have you been contacted by the school about your interest in returning to finish?	
<i>Asked of students who dropped out</i>	
	Statewide (n=61)
Yes	14.6%
No	74.5%
Don't Know	10.9%

Take - Did Respondent take the hotline telephone number or Web address?	
	Statewide (n=1004)
Yes, Hotline Only	11.0%
Yes, Web Page Only	11.3%
Yes, Both	28.4%
No	49.3%

Exit - Exit Reason	
	Statewide (n=1004)
Graduate With Diploma	86.1%
Certificate of Completion	0.3%
Reached Maximum Age	1.2%
Dropped Out	12.4%

ELL - English Language Learner	
	Statewide (n=1004)
Yes	0.8%
No	99.2%

Discode - Disability Code	
	Statewide (n=1004)
Mental Handicap	11.9%
Specific Learning Disorder	22.2%
Behavioral Disorder	5.6%
Autism	7.3%
Speech-Language Impairments	30.2%
Hearing Impairments	2.0%
Multiple Impairments	0.8%
Traumatic Brain Injury	1.4%
Visual Impairments	0.9%
Other Health Impairments	16.9%
Orthopedic Impairments	0.7%

Ethnicity - Race/Ethnicity	
	Statewide (n=1004)
White	70.7%
African American	7.4%
Hispanic	13.1%
Asian	1.6%
American Indian	3.2%
Native Hawaiian or Other Pacific Islander	0.0%
Two or more races	4.0%

Gender - Gender of Student	
	Statewide (n=1004)
Male	64.4%
Female	35.6%

Target A. Percent enrolled in higher education	
	Statewide (n=1004)
Meets Target A	36.8%
Does Not Meet Target A	63.2%

Target B. Percent enrolled in higher education or competitively employed	
	Statewide (n=1004)
Meets Target B	66.9%
Does Not Meet Target B	33.1%

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=1004)
Meets Target C	82.9%
Does Not Meet Target C	17.1%

Appendix E:

Pre-notification letter



Roger D. Breed, Ed.D., Commissioner
Scott Swisher, Ed.D., Deputy Commissioner

301 Centennial Mall South Tel: (402) 471-2295
PO Box 94987 Fax: (402) 471-0117
Lincoln, NE 68509-4987 Web: www.education.ne.gov

Date

ID#

FName LName

Address

City, State Zip

Dear FName,

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,

A handwritten signature in blue ink that reads "Amanda Richardson".

Amanda Richardson
Assistant Director
Bureau of Sociological Research
University of Nebraska-Lincoln

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

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 2011-2012 school year. This project helps the State to fulfill a federal requirement.

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 Amanda Richardson. 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.

Appendix F: Interviewer Guide



Transition 2014 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 2011-12 school year.

Survey period:
July 2014 to October 2014

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

07.07.14

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 2011-12 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 2014 to October 2014, 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 2012-13. 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.

Included with this letter is a form where you can indicate your current phone number. Please take a few moments to fill it out and return it in the provided postage paid envelope.

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,

Amanda Richardson
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 2011-12 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. <u>Select carefully and appropriately.</u> 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		
WkNox	Do you (the student) currently have a job?	Note that "yes" and "no" should be read!
WkNow_90WkAny_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 / Em(Hrs)	How many hours per week do (does) / did you (the student) work at your (the student's) current / former job?	Responsee 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 - <i>On Own (By Myself/Himself/Herself)</i> , use the appropriate clarifier in parentheses to correspond with who you is completing the interview and, if a proxy, the student's gender.
FamBiz/FamBiz	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 / EmrPay	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 value, "\$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.
EverWork	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		
AggNow / 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
NoAgency	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!
EduAssst	Have you (the student) received tutoring, extended time on tests, notetaking , or other assistance?	This question is specifically asking about <u>assistance with school received</u> during educational programs that have been taken <u>since leaving high school</u> (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, an 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:
Additional Note on Pre-notification Letter Requesting Telephone Number**

Please take a moment to fill out this card with your current phone number so that we can more easily reach you. Once you are done, please use the postage-paid return envelope to send the card back to us.

If you have any questions, please give us a call at 1-800-480-4549.

Your phone number:

- -

Thank you for your help!

Bureau of Sociological Research
University of Nebraska-Lincoln
Department of Sociology

301 Benton Hall 402-472-3672
Lincoln, NE 68588-6102 800-480-4549
<http://bosr.unl.edu> bosr@unl.edu

