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# Post School Outcomes Survey 2022 Methodology Report

Prepared: January 2023



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

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## Introduction

This report presents a detailed account of the fielding of the 2022 Post School Outcomes Survey commissioned by the Nebraska Department of Education. Users of the 2022 Post School Outcomes Survey data will find it an important reference source for answers to questions about methodology.

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

## Sampling Design

The sampling frame for this study consisted of the population of all special education students who exited a Nebraska high school during the 2020-21 school year. The Nebraska Department of Education elected to do a census rather than a probability-based or non-probability-based sampling procedure. The sample was pulled from the Nebraska Student and Staff Record System (NSSRS). The names and contact information of special education students who exited a Nebraska high school in 2020-2021 were provided to BOSR. A total of 2,679 names were provided to BOSR.

Data in the sample file associated with each student included first name (or initial), last name, mailing address, telephone number(s), alternative contact information for the student or a proxy, gender, date of birth, ethnicity, disability type, and exit reason. This list was then cleaned by BOSR. Cases were removed where an individual's date of birth indicated they were too young to have exited high school in the appropriate time frame. Additionally, cases were removed where both phone number and mailing address were missing. In total, contact was attempted on 2,662 individuals for the survey.

Each school district in the state was required to report the names and exit reasons of all special education students to the Office of Special Education in July of 2022. As part of this project, the schools were later asked to provide contact information for this same list of students. Two hundred and eleven school districts that have special education programs returned this information to the Office of Special Education. A list of participating school districts can be found in Appendix A. Users of the Post School Outcomes data should keep in mind that districts may not be included in this list for one of two reasons: 1) they did not have an exiting special education student during this school year, or 2) they failed to comply and submit this information.

## Questionnaire Design

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

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

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

## Data Collection Process

All respondents started in the mail mode. An initial survey mailing was sent to the entire sample on June 14, 2022, containing a cover letter, questionnaire, and business reply envelope. The cover letter also had a link and QR code to access the web survey. A reminder postcard was sent to all non-responders one week after the first mailing. A final survey mailing again containing a cover letter, questionnaire, and business reply envelope was sent to all non-responders on July 6, 2022. Copies of the cover letters for each mailing and the postcard can be found in Appendix D. All mail communications were conducted in English. All materials were branded using the NDE logo. Each mailing was prepared by BOSR and mailed out using NDE postage.

On September 1, 2022, BOSR began calling any respondents who did not reply to the mail questionnaire in order to complete the questionnaire over the phone. To increase the response rate, multiple calls were made to numbers for which there was no answer. Additional calls were made at different times of the day and different days of the week, including the weekend, to increase the potential that a call would reach the respondent during an available time.

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

The proximity of interviewer workstations, as well as the use of telephone monitoring equipment, provided opportunities for careful supervision as the data was collected. The study director and others on the BOSR staff were always accessible so that questions from the interviewers could be handled immediately and, if necessary, the respondent could be called back. Further, supervisors regularly

monitored interviews while they were being conducted. This helped to identify interviewing problems and difficulties. Interviews were very carefully reviewed by the BOSR staff. This was done on a daily basis so that errors could immediately be brought to the attention of the interviewers and corrected.

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

Data collection concluded on Dec 6, 2022 for all modes.

## Data Processing

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

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

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

## Data Cleaning

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

For the data from the mail mode, the first step in data cleaning was to assign variable and value labels to each item from the questionnaire. The second step was to run frequency distributions on each of the variables in the survey and check for out-of-range values on all survey items for possible data-entry errors. Recoding was done to correct for the most obvious errors or inconsistencies in the data. It should

be noted that due to the nature of mail surveys, respondents do not always follow the instructions for skip patterns within the survey. Minor inconsistencies, which are common in mail surveys, will still exist in the data. Finally, the open-ended data were edited to remove identifying information.

For the data from the web mode, respondents entered their responses directly into a computerized instrument and therefore needed no data cleaning.

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

After the three datasets were cleaned, variables were recoded and renamed, and responses codes were reassigned if needed so that they could be combined. Then, cases were de-duplicated across modes and the more complete response was taken. If both web and mail responses matched in amount complete, then the response that was received first was kept. No other validity checks were done. In the final step, the combined data were stored in an SPSS system file.

## Weighting

The Post School Outcomes Survey data has been weighted to account for differences between the overall population (NSSRS data) and the group of students interviewed as part of this research (completed interviews). As seen in Table 1, a higher proportion of interviews were completed with students who graduated with a regular high school diploma (81.8%) than the proportion contained in the NSSRS database (78.5%). The proportions of students who reached maximum age is similar between the two groups. A higher percentage of students dropped out in the NSSRS database (11.9%) than students who completed interviews and dropped out (6.9%). On the other hand, a lower percentage of students received a certificate of completion in the survey data (8.6%) than in the NSSRS database (10.2%).

Weighting is a statistical procedure that compensates for these differences to make results of the survey more generalizable to the overall group being examined. It may be helpful to keep in mind that when using weighted data, it is best to look at proportions (percentages) rather than the number of cases reported because the weights adjust the raw numbers. Weighting adjusts the number of people doing “X” in order to create the representative proportion based on the population. In other words, the actual number of people is adjusted in order to make the percentage more closely resemble a true census. Sampling errors and statistical tests were adjusted to account for design effects due to weighting. The design effect due to weighting adjustments for this study is 1.08, which represents the loss in statistical efficiency that results from unequal weights<sup>1</sup>.

A variable that allows the dataset to be weighted to more closely reflect the overall population is included in the Post School Outcomes dataset. The variable “weight” contains a poststratification adjustment for the exit reason (diploma, certificate of completion, aged out, dropped out), sex (male/female), and racial (white, people of color) differences found between the overall population of students and the final compilation of students who are represented in the completed survey data.

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

**Table 1. Completed Interviews by Exit Reason Compared to NSSRS population.**

Exit Reason	Completed Interviews		Survey Sample	
	count	%	count	%
Graduated with a regular high school diploma	617	81.8%	2,103	78.5%
Received a certificate of completion	77	10.2%	231	8.6%
Reached maximum age	8	1.1%	25	0.9%
Dropped out	52	6.9%	320	11.9%
Total Interviews Completed	754	100%	2,679	100%

## Response Rate

Of the 2,679 students sampled, 754 (28.1%) interviews were completed. Of the completed interviews, 35.4% were completed via mail, 24.4% were completed via web, and 40.2% were completed via phone. The refusal rate, calculated as the percent of all records that refused to complete the survey at all, was 11.2%, as seen in Table 2. The “No Eligible Respondent” category (22.0%) includes students who were enrolled in high schools during the 2021-2022 school year, deceased, in jail, or deported. Despite tracking efforts, cases for which no viable address or telephone number where the student or a proxy could be reached to complete the interview were placed in the category of “Not Trackable” (32.8%). Table 2 provides the outcomes of all telephone numbers selected in the sample. Adjusting for those who were ineligible to complete the survey and those who never had a chance to complete it, the response rate was 45.9%. The following table (Table 2) provides the outcomes of surveys completed from the sample.

**Table 2. Response Outcomes of Sample Records.**

Response Category	Count	%
Completed questionnaire	754	28.1%
<i>Mail</i>	267	(35.4%)
<i>Web</i>	184	(24.4%)
<i>Phone</i>	303	(40.2%)
Refusal	299	11.2%
No resolution by end of study period	589	22.0%
Unable to complete and no proxy available (including language barriers)	34	1.3%
No eligible respondent	124	4.6%
Not trackable	879	32.8%
Total Numbers Sampled	2,679	100.0%

## Selected Findings

The data from the 2022 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2020-2021 academic year. This section contains a brief snapshot of selected findings from the data. Weighted percentages are

presented below, as weighting adjusts the raw numbers within the dataset so that the proportion being reported is more representative to the population as a whole. The unweighted frequencies of responses can be found in the table in Appendix G.

As previously mentioned, 40.2% of surveys were completed via phone as opposed to mail (35.4%) and web (24.4%, n=754). 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). Two-third of the students (67.3%, the valid sample size “n” =746) indicated that they were currently employed. Of those not currently employed (49.6%, n=208) reported that they had had a period of employment since exiting high school. Combined, 76.3% (n=754) of the students were currently employed or had worked since leaving high school.

Of the students who were currently or previously employed, the three most common employment areas were fast food/food services (24.2%), retail or grocery store (19.6%), and human services, healthcare, daycare (11.4%, n=584). Nearly half (44.8%, n=589) worked 35 hours or more a week. Nebraska minimum wage is \$9.00 an hour, yet 1.7% (n=563) reported making less than this amount.

## Post-Secondary Education

Post-secondary education was a prevalent activity for these students since exiting high school. Nearly half (44.4%, n=740) of respondents have enrolled in a school, training, or other education program since leaving high. Most students who were currently or previously enrolled in some type of school, training, or education program indicated attending a community or technical college (50.2%) followed by a college or university (25.8%, n=329). Additionally, more than four-fifths (81.4%, n=341) of these students completed at least a full term.

## Federal Reporting Targets

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

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

The terms above are defined as follows:

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

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

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

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

Nebraska’s goals for meeting each target are as follows: Target A-30.73%, Target B-34.78%, Target C-44.51%. In accordance with federal reporting standards, percentages here are unweighted. In Appendix G, weighted percentages of the targets are presented, along with all question items. The percentage of Nebraska students meeting each target for 2022 are:

- Meets Target A – **31.7%**
- Meets Target B – **59.5%**
- Meets Target C – **74.9%**

## Limitations

All surveys contain errors that cannot be directly measured. These errors may arise when response rates are less than 100%, when weights do not fully account for potential differences in the representation of the respondents to the target population, or when respondents do not understand or cannot answer all of the questions that are asked in the survey. This survey was only offered in English and excludes those who do not understand English.

Web-only surveys exclude those who do not have a computer or other internet-enabled device, easy internet access, or may not know how to use a computer. This study provided a paper survey. By providing a paper survey, lack of internet access was not a limitation of this study. Telephone calls sometimes are perceived as telemarketing calls and thus negatively received by potential respondents. Because this is a final follow-up to multiple contacts in other modes, other contact methods have been attempted. This was a short survey so conducting the interview over the phone would not cause significant burden on the respondent’s time.

## Questions

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

Any questions regarding this report or the data collected can be directed to either the Office of Special Education, or the Bureau of Sociological Research at the University of Nebraska-Lincoln at (402) 472-3672 or bosr@unl.edu.

## Appendices

### Appendix A: List of Participating School Districts

ADAMS CENTRAL PUBLIC SCHOOLS  
AINSWORTH COMMUNITY SCHOOLS  
ALLEN CONSOLIDATED SCHOOLS  
ALLIANCE PUBLIC SCHOOLS  
ALMA PUBLIC SCHOOLS  
AMHERST PUBLIC SCHOOLS  
ANSELMO-MERNA PUBLIC SCHOOLS  
ANSLEY PUBLIC SCHOOLS  
ARAPAHOE PUBLIC SCHOOLS  
ARCADIA PUBLIC SCHOOLS  
ARLINGTON PUBLIC SCHOOLS  
ARNOLD PUBLIC SCHOOLS  
ASHLAND-GREENWOOD PUBLIC SCHS  
AUBURN PUBLIC SCHOOLS  
AURORA PUBLIC SCHOOLS  
AXTELL COMMUNITY SCHOOLS  
BANNER COUNTY PUBLIC SCHOOLS  
BATTLE CREEK PUBLIC SCHOOLS  
BAYARD PUBLIC SCHOOLS  
BEATRICE PUBLIC SCHOOLS  
BELLEVUE PUBLIC SCHOOLS  
BENNINGTON PUBLIC SCHOOLS  
BERTRAND PUBLIC SCHOOLS  
BLAIR COMMUNITY SCHOOLS  
BLOOMFIELD COMMUNITY SCHOOLS  
BLUE HILL COMMUNITY SCHOOLS  
BOONE CENTRAL SCHOOLS  
BRADY PUBLIC SCHOOLS  
BRIDGEPORT PUBLIC SCHOOLS  
BROKEN BOW PUBLIC SCHOOLS  
BRUNING-DAVENPORT UNIFIED SYS  
BURWELL PUBLIC SCHOOLS  
CAMBRIDGE PUBLIC SCHOOLS  
CEDAR BLUFFS PUBLIC SCHOOLS  
CENTENNIAL PUBLIC SCHOOLS  
CENTRAL CITY PUBLIC SCHOOLS  
CENTRAL VALLEY PUBLIC SCHOOLS  
CENTURA PUBLIC SCHOOLS  
CHADRON PUBLIC SCHOOLS  
CHASE COUNTY SCHOOLS  
COLUMBUS PUBLIC SCHOOLS  
CONESTOGA PUBLIC SCHOOLS  
COZAD COMMUNITY SCHOOLS  
CRAWFORD PUBLIC SCHOOLS  
CREEK VALLEY SCHOOLS  
CREIGHTON COMMUNITY PUBLIC SCHOOLS  
CRETE PUBLIC SCHOOLS  
CROSS COUNTY COMMUNITY SCHOOLS  
DAVID CITY PUBLIC SCHOOLS  
DESHLER PUBLIC SCHOOLS  
DILLER-ODELL PUBLIC SCHOOLS  
DONIPHAN-TRUMBULL PUBLIC SCHS  
DORCHESTER PUBLIC SCHOOL  
DOUGLAS CO WEST COMMUNITY SCHS  
DUNDY CO STRATTON PUBLIC SCHS  
EAST BUTLER PUBLIC SCHOOLS  
ELBA PUBLIC SCHOOLS  
ELKHORN PUBLIC SCHOOLS  
ELKHORN VALLEY SCHOOLS  
ELMWOOD-MURDOCK PUBLIC SCHOOLS  
ELWOOD PUBLIC SCHOOLS  
EMERSON-HUBBARD PUBLIC SCHOOLS  
EXETER-MILLIGAN PUBLIC SCHOOLS  
FAIRBURY PUBLIC SCHOOLS  
FALLS CITY PUBLIC SCHOOLS  
FILLMORE CENTRAL PUBLIC SCHS  
FORT CALHOUN COMMUNITY SCHS  
FRANKLIN PUBLIC SCHOOLS  
FREEMAN PUBLIC SCHOOLS  
FREMONT PUBLIC SCHOOLS  
FRIEND PUBLIC SCHOOLS  
FULLERTON PUBLIC SCHOOLS  
GARDEN COUNTY SCHOOLS  
GERING PUBLIC SCHOOLS  
GIBBON PUBLIC SCHOOLS  
GILTNER PUBLIC SCHOOLS  
GORDON-RUSHVILLE PUBLIC SCHS  
GOTHENBURG PUBLIC SCHOOLS  
GRAND ISLAND PUBLIC SCHOOLS  
GRETNA PUBLIC SCHOOLS

HAMPTON PUBLIC SCHOOL  
HARTINGTON NEWCASTLE PUBLIC SCHOOLS  
HARVARD PUBLIC SCHOOLS  
HASTINGS PUBLIC SCHOOLS  
HAY SPRINGS PUBLIC SCHOOLS  
HEARTLAND COMMUNITY SCHOOLS  
HEMINGFORD PUBLIC SCHOOLS  
HERSHEY PUBLIC SCHOOLS  
HIGH PLAINS COMMUNITY SCHOOLS  
HITCHCOCK CO SCH SYSTEM  
HOLDREGE PUBLIC SCHOOLS  
HOMER COMMUNITY SCHOOLS  
HOWELLS-DODGE CONSOLIDATED SCHOOLS  
HUMBOLDT TABLE ROCK STEINAUER  
HUMPHREY PUBLIC SCHOOLS  
HYANNIS AREA SCHOOLS  
ISANTI COMMUNITY SCHOOL  
JOHNSON CO CENTRAL PUBLIC SCHS  
JOHNSON-BROCK PUBLIC SCHOOLS  
KEARNEY PUBLIC SCHOOLS  
KENESAW PUBLIC SCHOOLS  
KEYA PAHA COUNTY SCHOOLS  
KIMBALL PUBLIC SCHOOLS  
LAKEVIEW COMMUNITY SCHOOLS  
LAUREL-CONCORD-COLERIDGE SCHOOL  
LEIGH COMMUNITY SCHOOLS  
LEWISTON CONSOLIDATED SCHOOLS  
LEXINGTON PUBLIC SCHOOLS  
LEYTON PUBLIC SCHOOLS  
LINCOLN PUBLIC SCHOOLS  
LOGAN VIEW PUBLIC SCHOOLS  
LOUISVILLE PUBLIC SCHOOLS  
LOUP CITY PUBLIC SCHOOLS  
LOUP COUNTY PUBLIC SCHOOLS  
LYONS-DECATUR NORTHEAST SCHS  
MADISON PUBLIC SCHOOLS  
MAXWELL PUBLIC SCHOOLS  
MC COOK PUBLIC SCHOOLS  
MC COOL JUNCTION PUBLIC SCHS  
MC PHERSON COUNTY SCHOOLS  
MEDICINE VALLEY PUBLIC SCHOOLS  
MERIDIAN PUBLIC SCHOOLS  
MILFORD PUBLIC SCHOOLS

MILLARD PUBLIC SCHOOLS  
MINATARE PUBLIC SCHOOLS  
MINDEN PUBLIC SCHOOLS  
MITCHELL PUBLIC SCHOOLS  
MORRILL PUBLIC SCHOOLS  
NEBRASKA CITY PUBLIC SCHOOLS  
NELIGH-OAKDALE SCHOOLS  
NIOBRARA PUBLIC SCHOOLS  
NORFOLK PUBLIC SCHOOLS  
NORRIS SCHOOL DIST 160  
NORTH BEND CENTRAL PUBLIC SCHS  
NORTH PLATTE PUBLIC SCHOOLS  
NORTHWEST PUBLIC SCHOOLS  
O'NEILL PUBLIC SCHOOLS  
OAKLAND CRAIG PUBLIC SCHOOLS  
OGALLALA PUBLIC SCHOOLS  
OMAHA PUBLIC SCHOOLS  
ORD PUBLIC SCHOOLS  
OSMOND COMMUNITY SCHOOLS  
PALMER PUBLIC SCHOOLS  
PALMYRA DISTRICT O R 1  
PAPILLION LA VISTA COMMUNITY SCHOOLS  
PAWNEE CITY PUBLIC SCHOOLS  
PAXTON CONSOLIDATED SCHOOLS  
PERKINS COUNTY SCHOOLS  
PIERCE PUBLIC SCHOOLS  
PLAINVIEW PUBLIC SCHOOLS  
PLATTSMOUTH COMMUNITY SCHOOLS  
PLEASANTON PUBLIC SCHOOLS  
PONCA PUBLIC SCHOOLS  
POTTER-DIX PUBLIC SCHOOLS  
RALSTON PUBLIC SCHOOLS  
RANDOLPH PUBLIC SCHOOLS  
RAVENNA PUBLIC SCHOOLS  
RAYMOND CENTRAL PUBLIC SCHOOLS  
RED CLOUD COMMUNITY SCHOOLS  
SCHUYLER COMMUNITY SCHOOLS  
SCOTTSBLUFF PUBLIC SCHOOLS  
SCRIBNER-SNYDER COMMUNITY SCHS  
SEWARD PUBLIC SCHOOLS  
SHELBY - RISING CITY PUBLIC SCHOOLS  
SHELTON PUBLIC SCHOOLS  
SIDNEY PUBLIC SCHOOLS

SILVER LAKE PUBLIC SCHOOLS  
SO SIOUX CITY COMMUNITY SCHS  
SOUTH CENTRAL NEBRASKA UNIFIED 5  
SOUTHERN SCHOOL DISTRICT 1  
SOUTHERN VALLEY SCHOOLS  
SOUTHWEST PUBLIC SCHOOLS  
SPRINGFIELD PLATTEVIEW COMMUNITY  
SCHOOLS  
ST PAUL PUBLIC SCHOOLS  
STANTON COMMUNITY SCHOOLS  
STAPLETON PUBLIC SCHOOLS  
STERLING PUBLIC SCHOOLS  
SUMMERLAND PUBLIC SCHOOLS  
SUPERIOR PUBLIC SCHOOLS  
SUTTON PUBLIC SCHOOLS  
SYRACUSE-DUNBAR-AVOCA SCHOOLS  
TEKAMAH-HERMAN COMMUNITY SCHS  
THAYER CENTRAL COMMUNITY SCHS  
THEDFORD PUBLIC SCHOOLS  
TRI COUNTY PUBLIC SCHOOLS  
TWIN RIVER PUBLIC SCHOOLS  
UMO N HO N NATION PUBLIC SCHS  
VALENTINE COMMUNITY SCHOOLS

VERDIGRE PUBLIC SCHOOLS  
WAHOO PUBLIC SCHOOLS  
WAKEFIELD PUBLIC SCHOOLS  
WALLACE PUBLIC SCH DIST 65 R  
WALTHILL PUBLIC SCHOOLS  
WAUNETA-PALISADE PUBLIC SCHS  
WAUSA PUBLIC SCHOOLS  
WAVERLY SCHOOL DISTRICT 145  
WAYNE COMMUNITY SCHOOLS  
WEEPING WATER PUBLIC SCHOOLS  
WEST HOLT PUBLIC SCHOOLS  
WEST KEARNEY HIGH SCHOOL  
WEST POINT PUBLIC SCHOOLS  
WESTSIDE COMMUNITY SCHOOLS  
WHEELER CENTRAL SCHOOLS  
WILBER-CLATONIA PUBLIC SCHOOLS  
WINNEBAGO PUBLIC SCHOOLS DISTRICT 17  
WINSIDE PUBLIC SCHOOLS  
WISNER-PILGER PUBLIC SCHOOLS  
WOOD RIVER RURAL SCHOOLS  
WYNOT PUBLIC SCHOOLS  
YORK PUBLIC SCHOOLS  
YUTAN PUBLIC SCHOOLS

## Appendix B: Variable List

Variable	Label
ID	External Data Reference
Q1	Are you currently taking classes at any high school?
Q2	Do you currently have a job?
Q2a	At any time since leaving high school, have you ever had a job?
Q3	Which of the following best describes your current/previous job?
Q3a	Where do/did you work?
Q3a_7_TEXT	Where do/did you work? Other specify
Q4	Have you worked/did you work at your job for at least a total of 90 days (3
Q5	How many hours per week do/did you work at your job?
Q6	What is/was your hourly wage rate?
Q6_5_TEXT	What is/was your hourly wage rate? Other, please specify:
Q7	At any time since leaving high school, have you ever taken classes through any
Q8	In what type of school, training, or education program are/were you enrolled?
Q8_8_TEXT	In what type of school, training, or education program are/were you enrolled?
Q9	Did you complete at least a full term (semester or quarter)?
Q10	Do you have any suggestions for your high school which would help students
Gender2	Gender - Use for Early Deliverables
Ethnicity2	Ethnicity - Use for Early Deliverables
Ethnicity3	Ethnicity - Use for Weighting
Disability	Disability - Use for Early Deliverables
ExitReason	Exit Reason - Use for Early Deliverables
ExitCode	Exit Code from sample file
jobtype	Works in a competitive employment setting
wrk90	Has worked at least 90 days since leaving HS
wrk20hrs	Work 20 hours or more a week
minwg	Made at least minimum wag
othemp	Meets other employment status
compemp	Competitive Employment
nonhied	Enrolled in non-higher education institution
enrolled	Enrolled in higher education
highered	Meets higher education
everemp	having/had a job
othered	Other education not seen as higher education
a	Target A
b	Target B
c	Target C
wtcat01	Used for weighting - male white diploma
wtcat02	Used for weighting - male white certificate
wtcat03	Used for weighting - male white ageout
wtcat04	Used for weighting - male white dropout
wtcat05	Used for weighting - male people of color diploma
wtcat06	Used for weighting - male people of color certificate

wtcat07	Used for weighting - male people of color ageout
wtcat08	Used for weighting - male people of color dropout
wtcat09	Used for weighting - female white diploma
wtcat10	Used for weighting - female white certificate
wtcat11	Used for weighting - female white ageout
wtcat12	Used for weighting - female white dropout
wtcat13	Used for weighting - female people of color diploma
wtcat14	Used for weighting - female people of color certificate
wtcat15	Used for weighting - female people of color ageout
wtcat16	Used for weighting - female people of color dropout
Weight	weight variable
districtname	From sample file
distid	District ID
ESU	ESU ID
SchoolName	From sample file
SchoolAgencyID	School Agency ID
Mode	Mode of survey

Appendix C: Survey Instruments

Mail Version

**2022 Nebraska Post School Outcomes Project Survey**

1. Are you *currently* taking classes at any high school?  
 Yes → Please stop and return survey  
 No

**Employment**

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

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

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

→ Go to question 4

→ 3a. Where do/did you work?  
 In a company, business or service in your community with people with and without disabilities  
 At home (e.g., in your family's business, self-employed)  
 In the military  
 In a jail or prison  
 In sheltered employment (where most workers have disabilities)  
 In supported employment (paid work in community with support services)  
 Other, please specify:

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

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

6. What is/was your hourly wage rate?

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

### Post-Secondary Education

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

- Yes
- No → Go to question 10

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

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

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

- Yes
- No

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

### Thank you!

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

Questions or requests from this survey can be directed to:

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

Web Version

Thank you for taking the Transition 2022 survey. Please enter the Unique Identification number (found in the letter) below to begin.

Unique Identification  
Number



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

Yes

No



\*If the respondent answered yes

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



Do you *currently* have a job?

- Yes
- No



Which of the following *best* describes your current job?

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



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

Where do you work?

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



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

- Yes
- No

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

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



What is your hourly wage rate?

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

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

- Yes
- No



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

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



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

Yes

No

Were you enrolled full-time?

Yes

No



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

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

## Phone Version

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

Yes→ Please stop and return survey

No

### **Current Employment**

**2. Do you currently have a job?**

Yes→ Q3

No→ Q2a

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

Yes

No→ Q7

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

Fast food/food services

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

Domestic janitorial (including hotel or motel)

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

Production work (factory work)

Building construction trades (carpenter, welder, roofer)

Technical/mechanical trades (automotive, machinist, electronic)

Office work (computer operator, filing)

Human services, Healthcare, Daycare

Military

Piecework in a sheltered workshop→ Q3a

Other→ Q3a

**3a. Where do/did you work?**

In a company, business or service in your community with people with and without disabilities

At home (e.g., in your family's business, self-employed)

In the military

In a jail or prison

In sheltered employment (where most workers have disabilities)

In supported employment (paid work in community with support services)

Other, please specify:

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

Yes  
No

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

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

**6. What is/was your hourly wage rate?**

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

**Post-Secondary Education**

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

Yes  
No

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

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

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

Yes  
No

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

## Appendix D: Communications

### Initial Letter

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER

TEL 402.471.2295  
FAX 402.471.0117

P.O. Box 94987  
Lincoln, NE 68509-4987

education.ne.gov



[Date]

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

Dear «firstname»,

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

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

1. Go to the survey link listed below on a computer or smartphone and enter your unique identification number.

**Survey Link:** <https://go.unl.edu/transition2022>

**Unique Identification Number:** [BOSRID]

2. Use the camera on your smartphone to **scan the QR code** to the right to go to the survey. Enter your unique identification number and complete the survey on your smartphone.

**Unique Identification Number:** [BOSRID]

3. If you do not want to do the survey online, you may instead complete the enclosed paper questionnaire and return it in the postage-paid return envelope.



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

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

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

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

Cordially,

*Lindsay Witt-Swanson*

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

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

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

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2020-21 school year. This project helps the State to fulfill a federal requirement. You also may recall seeing a flyer or receiving a postcard about this project when you were exiting high school.

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

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

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

The survey questions ask about your experiences since leaving high school which include work, training, and education.

### **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.

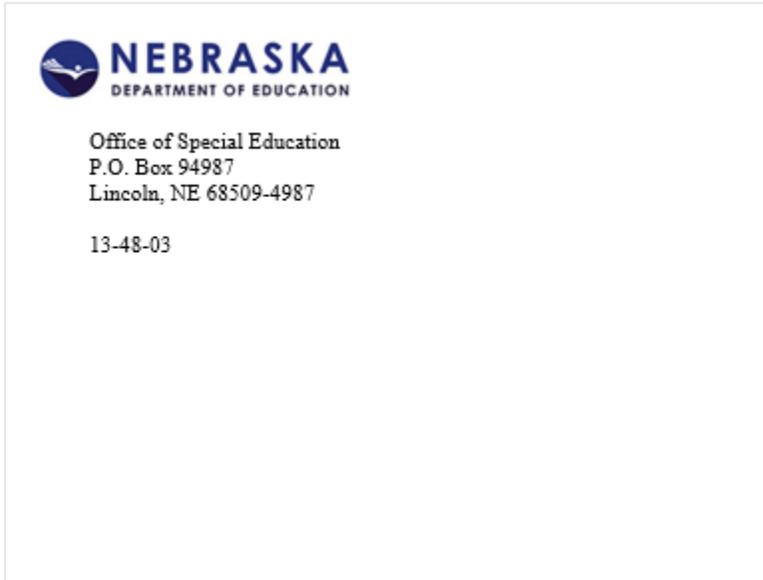
### **Why should I participate?**

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. Kristen Olson and associate director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to [bosr@unl.edu](mailto:bosr@unl.edu). You may also want to visit the Web site at <http://bosr.unl.edu> to find out more about the Bureau and more about this study.





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

To access the survey online, please go to the link listed below or scan the QR code below and enter your unique identification number:

**Survey Link:** <https://go.unl.edu/transition>  
**Unique Identification Number:** [ID]



If you prefer to respond by mail, please complete and return the questionnaire we sent your household.

While participation is voluntary, you can help us by taking a few minutes to share your experiences. A parent or guardian can complete the survey for you if needed, but we prefer that you, the student, complete it yourself. If you did not receive a survey or if it was misplaced, please call 1-800-480-4549 and we will send another one immediately. Again, we appreciate your help and look forward to receiving your survey.

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

## Final Letter

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER



TEL 402.471.2295  
FAX 402.471.0117



P.O. Box 94987  
Lincoln, NE 68509-4987



education.ne.gov



[Date]

«firstname» «lastname»

«Student Address»

«Student\_City», «Student\_State» «Student\_Zipcode»

Dear «firstname»,

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

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

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

1. Go to the survey link listed below on a computer or smartphone and enter your unique identification number.

**Survey Link:** <https://go.unl.edu/transition2022>

**Unique Identification Number:** [BOSRID]

2. Use the camera on your smartphone to **scan the QR code** to the right to go to the survey.  
Enter your unique identification number and complete the survey on your smartphone.

**Unique Identification Number:** [BOSRID]

3. If you do not want to do the survey online, you may instead complete the enclosed paper questionnaire and return it in the postage-paid return envelope.



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

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

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

Cordially,

*Lindsay Witt-Swanson*

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

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

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

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2020-21 school year. This project helps the State to fulfill a federal requirement. You also may recall seeing a flyer or receiving a postcard about this project when you were exiting high school.

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

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

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

The survey questions ask about your experiences since leaving high school which include work, training, and education.

### **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. Kristen Olson and associate director Lindsey Witt-Swanson. You can reach the Bureau toll-free at 1-800-480-4549 or via e-mail to [bosr@unl.edu](mailto:bosr@unl.edu). You may also want to visit the Web site at <http://bosr.unl.edu> to find out more about the Bureau and more about this study.



## Appendix E: Interviewer Guide

### **Transition 2022 Study Guide**

A survey for the Nebraska Department of Education of students who had an individualized education program (IEP) in high school and exited (graduated, dropped out, or aged out) in the 2020-21 school year. We call people who left high school a few years ago to see what their life was like since they exited high school.

#### WinCati:

*Real study* – CATI.TRANSITION

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

#### Timesheet:

*Transition*

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

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

The Nebraska Post-School Outcomes Project Survey (NPSOPS), known around BOSR as Transition, is intended to survey a population of about 2,500 students who exited, or left, a Nebraska high school during the 2018-19 school year. Federal requirements mandate each state to survey students who used Individualized Educational Programs (IEPs) while they were in high school.

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

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

You will be talking to all types of students who used some type of special education service and left a Nebraska high school for some reason in 2019-20. The services these students used may have helped them with anything from a learning disability to more specialized educational needs for students with traumatic brain injuries. You will talk to a wide variety of students. There are four ways students may have left their high school: 1) graduated with a diploma, 2) graduated with a certificate of completion, 3) dropped out, or 4) aged out (turned 21 years old). The majority of students will have graduated with a diploma.

Unlike most other surveys we do, for this one **we can use a proxy respondent to complete the interview**. This would be a person, usually a parent or guardian, who is able to answer the survey questions on the respondent’s behalf. Proxy respondent can be used in cases where the former student is mentally or physically unable to answer the questions, is unavailable during the field period, or we have had trouble reaching the former student, but a proxy is readily available.

### **Alternate Phone Numbers**

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

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

### **Privacy Managers - PM**

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

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

### **Vocabulary**

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

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

**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.)

## **Transition Frequently Asked Questions**

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

People in this sample were chosen because they both had an IEP (Individualized Education Program) in high school and exited (graduated, dropped out, aged out) in the 2019-2020 school year. Federal requirements mandate students who used an IEP while in school be surveyed.

### **Can I have a paper survey?**

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

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

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

### **What is the data used for?**

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

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

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

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

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

## Appendix G: Frequency Tables (Unweighted)

1. Are you currently taking any classes at any high school?	(n=756)
Yes → Please stop and return survey	0.3%
No	99.7%

2. Do you currently have a job?	(n=746)
Yes → Q3	67.3%
No → Q2a	32.7%

2a. At any time since leaving high school, have you ever had a job?	(n=211)
Yes	49.3%
No → Q7	50.7%

3. Which of the following best describes your current/ previous job?	(n=578)
Fast Food/ food services	23.7%
Retail or grocery store (sales, clerking, stocking, telemarketing)	20.1%
Domestic janitorial, including hotel or motel	3.5%
Laborer (material handler, hwy construction, lawn care, warehouse)	10.2%
Production work (factory work)	4.2%
Building construction trades (carpenter, welder, roofer)	5.9%
Technical/mechanical trade (automotive, machinist, electronic)	4.3%
Office work (computer operator, filing)	1.6%
Human Services, Healthcare, Daycare	11.8%
Military	1.2%
Piecework in a sheltered workshop → Q3a	0.5%
Other → Q3a	13.1%

3a. Where do/ did you work?		(n=189)
In a company, business or service in your community with people with and without disabilities	61.9%	
At home (e.g., in your family's business, self-employed)	7.9%	
In the military	1.1%	
In a jail or prison	0.0%	
In sheltered employment (where most workers have disabilities)	1.6%	
In supported employment (paid work in community with support services)	3.2%	
Other, please specify	24.3%	

4. Have you worked/ did you work for a job for at least a total of 90 days (3 months)?		(n=617)
Yes	77.6%	
No	22.4%	

5. How many hours per week do/ did you work at your job?		(n=586)
1-10	13.7%	
11-19	11.6%	
20-29	16.6%	
30-34	14.3%	
35 hours or more	43.9%	

6. What is/was your hourly wage rate?		(n=561)
Less than \$9.00 per hour	1.8%	
\$9.00 per hour	6.6%	
\$9.01-\$10.00	7.7%	
\$10.01 or more per hour	64.5%	
Other, please specify	19.4%	

7. At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?		(n=739)
Yes	46.7%	
No → Q10	53.3%	

8. In what type of school, training, or education program were you enrolled?		(n=342)
High school completion program (Adult Basic Education, GED)		3.8%
Short-term education or employment training (WIA, Job Corps)		6.1%
Vocational or Technical School (less than a 2-year program including certificate programs)		6.7%
Community or Technical College (2-year college)		50.9%
College or University (4-year college)		26.3%
Military		1.2%
Enrolled in studies while incarcerated		0.0%
Other		5.0%

9. Did you complete at least a full term (semester or quarter)?		(n=356)
Yes		82.0%
No		18.0%

10. Do you have any suggestion for your high school which would help students be better prepared for life after high school?		(n=754)
Yes		54.8%
No		45.2%

## Appendix H: AAPOR Transparency Initiative Immediate Disclosure Items

1. Describe the data collection strategies employed (e.g. surveys, focus groups, content analyses).

### **Data Collection Process**

2. Name the sponsor of the research and the party(ies) who conducted it. If the original source of funding is different than the sponsor, this source will also be disclosed.

### **Introduction**

3. The exact wording and presentation of any measurement tool from which results are reported as well as any preceding contextual information that might reasonably be expected to influence responses to the reported results and instructions to respondents or interviewers should be included.

### **Appendices C, E, and F**

4. A definition of the population under study, including location, age, other social or demographic characteristics (e.g., persons who access the internet), time (e.g., immigrants entering the US between 2015 and 2019).

### **Sampling Design**

5. Dates of data collection.

### **Data Collection Process**

6. Explicitly state whether the sample comes from a frame selected using a probability-based methodology (meaning selecting potential participants with a known non-zero probability from a known frame) or if the sample was selected using non-probability methods (potential participants from opt-in, volunteer, or other sources).

### **Sampling Design**

7. Probability-based sample specification should include a description of the sampling frame(s), list(s), or method(s). If a frame, list, or panel is used, the description should include the name of the supplier of the sample or list and nature of the list (e.g., registered voters in the state of Texas in 2018, pre-recruited panel or pool). If a frame, list, or panel is used, the description should include the coverage of the population, including describing any segment of the target population that is not covered by the design.

### **Sampling Design**

8. Provide a clear indication of the method(s) by which participants were contacted, selected, recruited, intercepted, or otherwise contacted or encountered, along with any eligibility requirements and/or oversampling. Describe any use of quotas.

### **Data Collection Process**

9. Provide details of any strategies used to help gain cooperation (e.g., advance contact, letters and scripts, compensation or incentives, refusal conversion contacts) whether for participation in a survey, group, panel, or for participation in a particular research project. Describe any compensation/incentives provided to research subjects and the method of delivery (debit card, gift card, cash).

### **Data Collection Process**

10. A description of all mode(s) used to contact participants or collect data or information (e.g., CATI, CAPI, ACASI, IVR, mail survey, web survey) and the language(s) offered or included.

### **Questionnaire Design; Data Collection Process**

11. Sample sizes (by sampling frame if more than one was used) and (if applicable) a discussion of the precision of the results. Provide sample sizes for each mode of data collection (for surveys include sample sizes for each frame, list, or panel used). For probability samples, report estimates of sampling error (often described as “the margin of error”), and discuss whether or not the reported sampling error or statistical analyses have been adjusted for the design effect due to weighting, clustering, or other factors. Reports of non-probability sample surveys will only provide measures of precision if they are defined and accompanied by a detailed description of how the underlying model was specified, its assumptions validated, and the measure(s) calculated.

### **Sampling Design, Weighting**

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

### **Weighting**

13. Describe validity checks, where applicable, including but not limited to whether the researcher added attention checks, logic checks, or excluded respondents who straight-lined or completed the survey under a certain time constraint, any screening of content for evidence that it originated from bots or fabricated profiles, re-contacts to confirm that the interview occurred or to verify respondent’s identity or both, and measures to prevent respondents from completing the survey more than once. Any data imputation or other data exclusions or replacement will also be discussed.

### **Data Cleaning**

14. Contact for obtaining more information about the study.

### **Questions**

15. A general statement acknowledging the limitations of the design and data collection.

### **Limitations**