



Post School Outcomes Survey 2023

Methodology Report

Prepared: December 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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Post School Outcomes Survey 2023 Methodology Report

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Table of Contents

Introduction	3
Sampling Design	3
Questionnaire Design	3
Data Collection Process	4
Data Processing	5
Data Cleaning	5
Weighting	6
Response Rate	8
Selected Findings	8
Employment	9
Post-Secondary Education	9
Federal Reporting Targets	9
Limitations	10
Questions	10
Appendices	11
Appendix A: List of Participating School Districts	11
Appendix B: Variable List	15
Appendix C: Survey Instruments	17
Mail Version	17
Web Version	19
Phone Version	24
Appendix D: Communications	26
Initial Letter	26
Postcard	28
Final Letter	29
Appendix E: Interviewer Guide	31
Appendix F: Interviewer Quick Reference FAQ	33
Appendix G: Frequency Tables (Unweighted)	34
Appendix H: AAPOR Transparency Initiative Immediate Disclosure Items	38

Introduction

This report presents a detailed account of the fielding of the 2023 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 2021-2022 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 2021-2022 were provided to BOSR. A total of 2,848 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.

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. 215 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 May 9, 2023, 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 May 30, 2023. 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 July 10, 2023, 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 Nov 10, 2023 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 representativeness of the survey responses was assessed by examining the demographic discrepancies between the completed interviews and NSSRS population. As shown in Tables 1, 2, and 3, nonresponse bias was identified in sex, race, and exit reason. For the district and ESU reports, a weighting method was applied to these three areas in an effort to eliminate nonresponse bias and achieve robust statewide representativeness.

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 (82.3%) than the proportion contained in the NSSRS database (76.3%). 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 (13.0%) than students who completed interviews and dropped out (6.5%). Moreover, a higher percentage of students received a certificate of completion in the survey data (9.3%) than in the NSSRS database (8.5%). A similar situation occurs with the distribution of sex and race (see Tables 2 and 3).

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 1.12, which represents the loss in statistical efficiency that results from unequal weights¹.

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

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

(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.

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

Exit Reason	Completed Interviews		NSSRS population		Discrepancy
	Count	%	Count	%	%
Graduated with a regular high school diploma	585	82.3%	2,174	76.3%	+6.0%
Received a certificate of completion	66	9.3%	241	8.5%	+0.8%
Reached maximum age	5	0.7%	23	0.8%	-0.1%
Non-completer	6	0.8%	22	0.8%	0.0%
Dropped out	46	6.5%	369	13.0%	-6.5%
Withdrawal from Mandatory Attendance	3	0.4%	19	0.7%	-0.3%
Total Interviews Completed	711	100%	2,848	100%	

Table 2. Completed Interviews by Sex Compared to NSSRS population.

Sex	Completed Interviews		NSSRS population		Discrepancy
	Count	%	Count	%	%
Female	254	35.7%	1,037	36.4%	-0.7%
Male	457	64.3%	1,811	63.6%	+0.7%
Total Interviews Completed	711	100%	2,848	100%	

Table 3. Completed Interviews by Race Compared to NSSRS population.

Race	Completed Interviews		NSSRS population		Discrepancy
	Count	%	Count	%	%
American Indian or Alaska Native	13	1.8%	56	2.0%	-0.2%
Asian	15	2.1%	43	1.5%	+0.6%
Black or African American	47	6.6%	297	10.4%	-3.8%
Hispanic	117	16.5%	618	21.7%	-5.2%
Native Hawaiian or Other Pacific Islanders	0	0.0%	0	0.0%	0.0%
Two or More Races	32	4.5%	130	4.6%	-0.1%
White	487	68.5%	1,704	59.8%	+8.7%
Total Interviews Completed	711	100%	2,848	100%	

Response Rate

Mixed-mode survey and case-specific tracking were employed to increase the response rate. Two rounds of mailings plus one reminder postcard, flexible web options, and multiple attempts at phone calls were used to reach as many potential responders as possible.

Of the 2,848 students sampled, 711 (25.0%) interviews were completed. Of the completed interviews, 34.3% were completed via mail, 25.5% 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 12.5%, as seen in Table 4. The “No Eligible Respondent” category (10.5%) 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” (19.2%). Table 4 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 35.6%. The following table (Table 4) provides the outcomes of surveys completed from the sample.

Table 4. Response Outcomes of Sample Records.

Response Category	Count	%
Completed questionnaire	711	25.0%
<i>mail</i>	244	(34.3%)
<i>web</i>	181	(25.5%)
<i>Phone</i>	286	(40.2%)
Refusal	357	12.5%
No resolution by end of study period	843	29.6%
Unable to complete and no proxy available (including language barriers)	89	3.1%
No eligible respondent	300	10.5%
Not trackable	548	19.2%
Total Numbers Sampled	2,848	100.0%

Selected Findings

The data from the 2023 Post School Outcomes Survey contains useful information about the activities of students with disabilities since leaving a Nebraska high school in the 2021-2022 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.

It may be helpful to make note in reading the following weighted 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). Nearly two-thirds of the students (63.8%, the valid sample size “n” =702) indicated that they were currently employed. Of those not currently employed (50.4%, n=278) reported that they had had a period of employment since exiting high school. Combined, 79.3% (n=711) 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 (20.9%), retail or grocery store (23.1%), and human services, healthcare, daycare (12.8%, n=541). Above one third (38.2%, n=542) worked 35 hours or more a week. Nebraska minimum wage was \$9.00 an hour, yet 1.5% (n=525) 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 (42.7%, n=689) of respondents have enrolled in a school, training, or other education program since leaving high school. Most students who were currently or previously enrolled in some type of school, training, or education program indicated attending a community or technical college (46.8%) followed by a college or university (24.9%, n=293). Additionally, more than four-fifths (83.8%, n=308) 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 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-31.23%, Target B-35.28%, Target C-45.01%. In accordance with federal reporting standards, percentages here are unweighted. In Appendix G, unweighted percentages of the targets are presented, along with all question items. The percentage of Nebraska students meeting each target for 2023 are:

- Meets Target A – **28.8%**
- Meets Target B – **55.6%**
- Meets Target C – **73.8%**

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	BURWELL PUBLIC SCHOOLS
AINSWORTH COMMUNITY SCHOOLS	CALLAWAY PUBLIC SCHOOLS
ALLEN CONSOLIDATED SCHOOLS	CAMBRIDGE PUBLIC SCHOOLS
ALLIANCE PUBLIC SCHOOLS	CEDAR BLUFFS PUBLIC SCHOOLS
ALMA PUBLIC SCHOOLS	CENTRAL CITY PUBLIC SCHOOLS
AMHERST PUBLIC SCHOOLS	CENTRAL VALLEY PUBLIC SCHOOLS
ANSELMO-MERNA PUBLIC SCHOOLS	CENTURA PUBLIC SCHOOLS
ARAPAHOE PUBLIC SCHOOLS	CHADRON PUBLIC SCHOOLS
ARLINGTON PUBLIC SCHOOLS	CHAMBERS PUBLIC SCHOOLS
ARNOLD PUBLIC SCHOOLS	CHASE COUNTY SCHOOLS
ARTHUR COUNTY SCHOOLS	CODY-KILGORE PUBLIC SCHS
ASHLAND-GREENWOOD PUBLIC SCHS	COLUMBUS PUBLIC SCHOOLS
AUBURN PUBLIC SCHOOLS	CONESTOGA PUBLIC SCHOOLS
AURORA PUBLIC SCHOOLS	COZAD COMMUNITY SCHOOLS
AXTELL COMMUNITY SCHOOLS	CRAWFORD PUBLIC SCHOOLS
BANCROFT-ROSALIE COMM SCHOOLS	CREEK VALLEY SCHOOLS
BATTLE CREEK PUBLIC SCHOOLS	CREIGHTON COMMUNITY PUBLIC SCHOOLS
BAYARD PUBLIC SCHOOLS	CRETE PUBLIC SCHOOLS
BEATRICE PUBLIC SCHOOLS	CROFTON COMMUNITY SCHOOLS
BELLEVUE PUBLIC SCHOOLS	CROSS COUNTY COMMUNITY SCHOOLS
BENNINGTON PUBLIC SCHOOLS	DAVID CITY PUBLIC SCHOOLS
BLAIR COMMUNITY SCHOOLS	DESHLER PUBLIC SCHOOLS
BLOOMFIELD COMMUNITY SCHOOLS	DILLER-ODELL PUBLIC SCHOOLS
BOYD COUNTY SCHOOLS	DONIPHAN-TRUMBULL PUBLIC SCHS
BRADY PUBLIC SCHOOLS	DORCHESTER PUBLIC SCHOOL
BRIDGEPORT PUBLIC SCHOOLS	DOUGLAS CO WEST COMMUNITY SCHS
BROKEN BOW PUBLIC SCHOOLS	DUNDY CO STRATTON PUBLIC SCHS

EAST BUTLER PUBLIC SCHOOLS
ELGIN PUBLIC SCHOOLS
ELKHORN PUBLIC SCHOOLS
ELKHORN VALLEY SCHOOLS
ELM CREEK PUBLIC SCHOOLS
ELMWOOD-MURDOCK PUBLIC SCHOOLS
ELWOOD PUBLIC SCHOOLS
EMERSON-HUBBARD PUBLIC SCHOOLS
EUSTIS-FARNAM PUBLIC SCHOOLS
EXETER-MILLIGAN PUBLIC SCHOOLS
FAIRBURY PUBLIC SCHOOLS
FALLS CITY PUBLIC SCHOOLS
FILLMORE CENTRAL PUBLIC SCHS
FORT CALHOUN COMMUNITY SCHS
FREEMAN PUBLIC SCHOOLS
FREMONT 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

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
ISANTI COMMUNITY SCHOOL
JOHNSON CO CENTRAL PUBLIC SCHS
KEARNEY PUBLIC SCHOOLS
KENESAW PUBLIC SCHOOLS
KIMBALL PUBLIC SCHOOLS
LAKEVIEW COMMUNITY SCHOOLS
LAUREL-CONCORD-COLERIDGE SCHOOL
LEWISTON CONSOLIDATED SCHOOLS
LEXINGTON PUBLIC SCHOOLS
LEYTON PUBLIC SCHOOLS
LINCOLN PUBLIC SCHOOLS
LOGAN VIEW PUBLIC SCHOOLS
LOOMIS PUBLIC SCHOOLS
LOUISVILLE PUBLIC SCHOOLS
LOUP CITY PUBLIC SCHOOLS
LOUP COUNTY PUBLIC SCHOOLS
LYONS-DECATUR NORTHEAST SCHS
MADISON PUBLIC SCHOOLS
MALCOLM PUBLIC SCHOOLS

MAXWELL PUBLIC SCHOOLS
MAYWOOD PUBLIC SCHOOLS
MC COOK PUBLIC SCHOOLS
MC COOL JUNCTION PUBLIC SCHS
MEAD PUBLIC SCHOOLS
MERIDIAN PUBLIC SCHOOLS
MILFORD PUBLIC SCHOOLS
MILLARD PUBLIC SCHOOLS
MINATARE PUBLIC SCHOOLS
MINDEN PUBLIC SCHOOLS
MITCHELL PUBLIC SCHOOLS
MORRILL PUBLIC SCHOOLS
MULLEN PUBLIC SCHOOLS
NEBRASKA CITY PUBLIC SCHOOLS
NELIGH-OAKDALE SCHOOLS
NEWMAN GROVE PUBLIC SCHOOLS
NIOBRARA PUBLIC SCHOOLS
NORFOLK PUBLIC SCHOOLS
NORRIS SCHOOL DIST 160
NORTH BEND CENTRAL PUBLIC SCHS
NORTH PLATTE PUBLIC SCHOOLS
NORTHWEST PUBLIC SCHOOLS
O'NEILL PUBLIC SCHOOLS
OAKLAND CRAIG PUBLIC SCHOOLS
OGALLALA PUBLIC SCHOOLS
OMAHA PUBLIC SCHOOLS
ORD PUBLIC SCHOOLS
OSMOND COMMUNITY SCHOOLS
OVERTON PUBLIC SCHOOLS

PALMER PUBLIC SCHOOLS
PALMYRA DISTRICT O R 1
PAPILLION LA VISTA COMMUNITY SCHOOLS
PAWNEE CITY PUBLIC SCHOOLS
PAXTON CONSOLIDATED SCHOOLS
PENDER PUBLIC SCHOOLS
PERKINS COUNTY SCHOOLS
PIERCE PUBLIC SCHOOLS
PLAINVIEW PUBLIC SCHOOLS
PLATTSMOUTH COMMUNITY SCHOOLS
PLEASANTON PUBLIC SCHOOLS
PONCA PUBLIC SCHOOLS
RALSTON PUBLIC SCHOOLS
RANDOLPH PUBLIC SCHOOLS
RAVENNA PUBLIC SCHOOLS
RAYMOND CENTRAL PUBLIC SCHOOLS
RED CLOUD COMMUNITY SCHOOLS
RIVERSIDE PUBLIC SCHOOLS
ROCK COUNTY PUBLIC SCHOOLS
SANDHILLS PUBLIC SCHOOLS
SARGENT PUBLIC SCHOOLS
SCHUYLER COMMUNITY SCHOOLS
SCOTTSBLUFF PUBLIC SCHOOLS
SCRIBNER-SNYDER COMMUNITY SCHS
SEWARD PUBLIC SCHOOLS
SHELBY - RISING CITY PUBLIC SCHOOLS
SHELTON PUBLIC SCHOOLS
SIDNEY PUBLIC SCHOOLS
SILVER LAKE PUBLIC SCHOOLS

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

VALENTINE COMMUNITY SCHOOLS
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
WEST HOLT PUBLIC SCHOOLS
WEST KEARNEY HIGH SCHOOL
WEST POINT PUBLIC SCHOOLS
WESTSIDE COMMUNITY SCHOOLS
WILBER-CLATONIA PUBLIC SCHOOLS
WILCOX-HILDRETH PUBLIC SCHOOLS
WINNEBAGO PUBLIC SCHOOLS DISTRICT 17
WINSIDE PUBLIC SCHOOLS
WISNER-PILGER PUBLIC SCHOOLS
WOOD RIVER RURAL SCHOOLS
WYNOT PUBLIC SCHOOLS
YORK PUBLIC SCHOOLS
YUTAN PUBLIC SCHOOLS

Appendix B: Variable List

Variable	Label
ID	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?
Q3aOTH	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 months)?
Q5	How many hours per week do/did you work at your job?
Q6	What is/was your hourly wage rate?
Q6OTH	What is/was your hourly wage rate? Other, please specify:
Q7	At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?
Q8	In what type of school, training, or education program are/were you enrolled? - Selected Choice
Q8OTH	In what type of school, training, or education program are/were you enrolled? - Other, please specify: - Text
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 be better prepared for life after high school?
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 wage
otheremp	Meets other employment status
otheremp2	Meets other employment status but not seen as higher education, competitive employment or other employment
compemp	Meets competitive employment status
Compemp2	Meets competitive employment status but not included in higher education
nonhied	Enrolled in non-higher education institution
enrolled	Enrolled in higher education
highered	Meets higher education
everemp2	Ever having/had a job
othered	Other education not seen as higher education

othered2	Other education not seen as higher education or competitive employment
a	Met Target A
b	Met Target B
c	Met Target C
wtc01	Used for weighting - male white diploma
wtc02	Used for weighting - male white certificate
wtc03	Used for weighting - male white ageout
wtc04	Used for weighting - male white dropout
wtc05	Used for weighting - male people of color diploma
wtc06	Used for weighting - male people of color certificate
wtc07	Used for weighting - male people of color ageout
wtc08	Used for weighting - male people of color dropout
wtc09	Used for weighting - female white diploma
wtc10	Used for weighting - female white certificate
wtc11	Used for weighting - female white ageout
wtc12	Used for weighting - female white dropout
wtc13	Used for weighting - female people of color diploma
wtc14	Used for weighting - female people of color certificate
wtc15	Used for weighting - female people of color ageout
wtc16	Used for weighting - female people of color dropout
Weight	Final weight to use
Access	Mode of survey
ESU	ESU ID
SchoolName	School Name
districtID	School District ID
Districtname	District Name

Appendix C: Survey Instruments

Mail Version

2023 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 2023 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.

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




TEL 402.471.2295
FAX 402.471.0117



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



education.ne.gov



<Date>


<firstname><lastname>
<Addy1><Addy2>
<City><State><Zip5><Zip4>

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/transition2023>
Unique Identification Number: [ID]
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: [ID]
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.

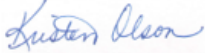


Please fill out this 5-10 minute survey. The survey questions were written to give us an idea of your experiences since leaving high school. For example, we will be asking about any training or education you have received or any jobs you have held since leaving high school. This survey is being conducted 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 bostr@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,



Kristen Olson
Director
Bureau of Sociological Research
University of Nebraska-Lincoln



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

Frequently Asked Questions about the Post-School Outcomes Project Survey

How was I selected?

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2021-2022 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 bsr@unl.edu. You may also want to visit the Web site at <http://bsr.unl.edu> to find out more about the Bureau and more about this study.



Postcard



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

13-48-03

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/transition2023>

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,
Kristen Olson, Director
Bureau of Sociological Research
University of Nebraska-Lincoln

Final Letter



<Date>

<firstname><lastname>
<Addy1><Addy2>
<City><State><Zip5><Zip4>

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/transition2023>

Unique Identification Number: [ID]

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: [ID]



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 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,

Kristen Olson
Director
Bureau of Sociological Research
University of Nebraska-Lincoln

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

Frequently Asked Questions about the Post-School Outcomes Project Survey

How was I selected?

The Nebraska Department of Education requested that your name be given to us by the last high school you attended or received services from. We are speaking to students like you who had an Individualized Education Program (IEP) and left high school during the 2021-2022 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 bsr@unl.edu. You may also want to visit the Web site at <http://bsr.unl.edu> to find out more about the Bureau and more about this study.



Appendix E: Interviewer Guide

Transition 2023 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 2021-22 school year. We call people who left high school one year 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

	<u>Phone</u>	<u>Toll Free</u>	<u>Website</u>
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 2,848 students who exited, or left, a Nebraska high school during the 2021-22 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 2021-22. 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 2021-2022 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=713)
Yes → Please stop and return survey	0.3%
No	99.7%

2. Do you currently have a job?	(n=711)
Yes → Q3	63.8%
No → Q2a	36.2%

2a. At any time since leaving high school, have you ever had a job?	(n=278)
Yes	50.4%
No → Q7	49.6%

3. Which of the following best describes your current/ previous job?	(n=541)
Fast Food/ food services	20.9%
Retail or grocery store (sales, clerking, stocking, telemarketing)	23.1%
Domestic janitorial, including hotel or motel	2.4%
Laborer (material handler, hwy construction, lawn care, warehouse)	10.9%
Production work (factory work)	3.7%
Building construction trades (carpenter, welder, roofer)	5.0%
Technical/mechanical trade (automotive, machinist, electronic)	6.3%
Office work (computer operator, filing)	0.9%
Human Services, Healthcare, Daycare	12.8%
Military	2.0%
Piecework in a sheltered workshop → Q3a	0.0%
Other → Q3a	12.0%

3a. Where do/ did you work?		(n=171)
In a company, business or service in your community with people with and without disabilities		66.7%
At home (e.g., in your family's business, self-employed)		5.3%
In the military		0.6%
In a jail or prison		1.2%
In sheltered employment (where most workers have disabilities)		0.0%
In supported employment (paid work in community with support services)		2.3%
Other, please specify		24.0%

4. Have you worked/ did you work for a job for at least a total of 90 days (3 months)?		(n=564)
Yes		80.0%
No		20.0%

5. How many hours per week do/ did you work at your job?		(n=542)
1-10		13.8%
11-19		14.0%
20-29		21.0%
30-34		12.9%
35 hours or more		38.2%

6. What is/was your hourly wage rate?		(n=525)
Less than \$9.00 per hour		1.5%
\$9.00 per hour		3.2%
\$9.01-\$10.00		5.7%
\$10.01 or more per hour		71.2%
Other, please specify		18.3%

7. At any time since leaving high school, have you ever taken classes through any type of school, training, or education program?		(n=689)
Yes		42.7%
No → Q10		57.3%

8. In what type of school, training, or education program were you enrolled? (n=293)		
High school completion program (Adult Basic Education, GED)		4.4%
Short-term education or employment training (WIA, Job Corps)		6.1%
Vocational or Technical School (less than a 2-year program including certificate programs)		7.2%
Community or Technical College (2-year college)		46.8%
College or University (4-year college)		24.9%
Military		2.4%
Enrolled in studies while incarcerated		0.0%
Other		8.2%

9. Did you complete at least a full term (semester or quarter)? (n=308)		
Yes		83.8%
No		16.2%

10.		

Disability	Count	%
Autism	109	15.3%
Deaf-Blindness	1	0.1%
Emotional Disturbance	59	8.3%
Hearing Impaired	16	2.3%
Intellectual Disability	73	10.3%
Multiple Impairment	17	2.4%
No Verified Disability	1	0.1%
Orthopedic Impairment	2	0.3%
Other Health Impairment	134	18.8%
Specific Learning Disability	271	38.1%
Speech Language Impairment	20	2.8%
Traumatic Brain Injury	4	0.6%
Visual Impairment	4	0.6%
Total Interviews Completed	711	100%

Exit Reason	Count	%
Graduated with a regular high school diploma	585	82.3%
Received a certificate of completion	66	9.3%
Reached maximum age	5	0.7%
Dropped out	46	6.5%
Non-completer	6	0.8%
Withdrawal from mandatory attendance	3	0.4%
Total Interviews Completed	711	100%

Ethnicity	Count	%
American Indian or Alaska Native	13	1.8%
Asian	15	2.1%
Black or African American	47	6.6%
Hispanic	117	16.5%
Native Hawaiian or Other Pacific Islanders	0	0.0%
Two or More Races	32	4.5%
White	487	68.5%
Total Interviews Completed	711	100%

Gender	Count	%
Female	254	35.7%
Male	457	64.3%
Total Interviews Completed	711	100%

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