
State Performance Plan
Indicator 14: Extended Postsecondary
Follow-Up Survey (2010–2011)
Final Statewide Report

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Table of Contents

Executive Summary	i
SPP Indicator 14	ii
Summary of Responses	1
Appendix A: Data Collection and Survey Methods	6
Data Collection	6
Sample Management	8
Interviewer Training	9
Confidentiality of Data	9
Quality Control	9
Data Cleaning and Final Preparation	10

List of Tables and Figures

Table 1: Data Collection Summary	i
Table 2: Indicator 14 Measurement	ii
Table 3: Indicator Percentage	ii
Q1: At any time since leaving high school, have you ever been enrolled in any school, job training, or education program?	1
Q2: Did you complete an entire term?	1
Q3: Describe the kind of school or job training program in which you were enrolled.	1
Q4: At any time since leaving high school, have you ever worked?	2
Q5: Since leaving high school, have you worked for at least 3 months (about 90 days)?	2
Q6: Did you work an average of 20 or more hours per week (or about half time of a 40-hour week)?	2
Q7: Were you paid at least minimum wage?	2
Q8: Describe the job you have or have had.	3
Q9: Did you contact the Office of Disability Services at the 2- or 4-year college for support?	3
Q10: What supports or accommodations have you received through the Office of Disability Services?	4
Q11: Have you contacted any of the following adult service agencies for support or information since leaving high school?	5
Table A1: Final Call Dispositions	7
Table A2: Call Attempts by Complete	8

Executive Summary

The 2010–2011 Indicator 14: Extended Postsecondary Follow-Up Study is a statewide survey that was administered during the summer of 2011 by PTV NuStats. Sponsored by the Texas Education Agency, the purpose of the survey is to follow-up with persons previously enrolled in high schools within the state of Texas to collect data on their post-high school activities. Eligible respondents either graduated or dropped out during the 2009–2010 school year. The survey included a total of eleven questions: eight questions needed for the SPP Indicator 14 reporting and three questions to address statewide and district high school program improvement.

A total of 4,141 surveys were completed statewide.

Table 1: Data Collection Summary

Summary	N
Available Sample Records to Contact	12,481
Completed Surveys	4,141
Completion Rate	33%
Average Call Attempts per Record	7.53

Since leaving high school, 46 percent of respondents reported they have been enrolled in school, job training, or an education program. Of those, 75 percent have completed an entire term, and 62 percent were enrolled in a two- or four-year college or university.

Sixty-four percent of respondents reported being employed since they left high school. Of those who reported being employed, 83 percent worked at least three months, which may or may not have been continuous; 79 percent worked an average of 20 hours per week; and 90 percent earned at least minimum wage. The majority of those employed (81 percent) reported working for a company, business, or service that employed persons with and without disabilities.

Of those students enrolled in a two- or four-year college or university, 35 percent reported contacting the Office of Disability Services. Thirty-six percent of those received “additional time for assignments,” 34 percent received “test accommodations,” and 26 percent received “tutoring.” Since leaving high school, 60 percent of respondents reported not contacting any of the adult service agencies for support. Seventeen percent reported contacting the Department of Assistive and Rehabilitative Services, and 13 percent reported contacting the Social Security Administration.

SPP Indicator 14

Tables 2 and 3 display the SPP Indicator 14 measurements for the state of Texas. Table 2 provides the five categories into which each student was classified based on answers provided in the survey.

Table 2: Indicator 14 Measurement

Number	Category	N	Percent
1	Higher Education	939	23%
2	Competitively Employed	1,340	32%
3	Some Other Postsecondary Education or Training Program	271	7%
4	Some Other Employment	317	8%
5	Not Engaged in 1-4 Above	1,274	30%
Total		4,141	100%

Measurements A, B, and C in Table 3 are derived by adding the percentage data from Table 2 for the following categories:

- **Measurement A** = (1, Higher Education)
- **Measurement B** = (1, Higher Education) + (2, Competitively Employed)
- **Measurement C** = (1, Higher Education) + (2, Competitively Employed) + (3, Some Other Postsecondary Education or Training Program) + (4, Some Other Employment)

Using the calculations outlined above, Table 3 indicates the percent of youth classified as Measurement A, B, or C. NOTE: All youth were no longer in postsecondary school and had Individualized Education Programs (IEPs) in effect at the time they left school.

Table 3: Indicator Percentage

SPP Indicator 14		Percent
Measurement	Description	
A	Enrolled in higher education within one year of leaving high school.	23%
B	Enrolled in higher education or competitively employed within one year of leaving high school.	55%
C	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	70%

Summary of Responses

Since leaving high school, 46 percent of respondents reported they have been enrolled in school, job training, or an education program, while 54 percent reported having not been enrolled in any postsecondary schooling or training.

Q1: At any time since leaving high school, have you ever been enrolled in any school, job training, or education program?

	N	Percent
No	2,224	54%
Yes	1,904	46%
Don't know	13	0%
Total	4,141	100%

Of the respondents who answered “Yes” or “Don't know” to the previous question, 76 percent reported they have completed an entire term, while 24 percent reported they have not completed an entire term.

Q2: Did you complete an entire term?

	N	Percent
No	454	24%
Yes	1,430	75%
Don't know	33	1%
Total	1,917	100%

Of the respondents who answered “Yes” or “Don't know” to Question 1, 62 percent reported being enrolled in a two- or four-year college or university; 20 percent reported being enrolled in vocational, technical, or trade school; and 10 percent reported being enrolled in a short-term education or employment training program.

Q3: Describe the kind of school or job training program in which you were enrolled.

	N	Percent
Two or Four-Year College or University	1,189	62%
Vocational, Technical, Trade School	391	20%
Short-Term Education or Employment Training Program (e.g., WIA, Job Corps)	189	10%
High School Completion Program (e.g., Adult Basic Education, GED)	37	2%
Religious or Church Sponsored Mission	8	0%
Other (Specify)	49	3%
Don't know/Refused	54	3%
Total	1,917	100%

Sixty-four percent of respondents reported they have worked since leaving high school.

Q4: At any time since leaving high school, have you ever worked?

	N	Percent
No	1,491	36%
Yes	2,644	64%
Don't know	6	0%
Total	4,141	100%

Of the respondents who work or have worked or reported “Don’t know,” 83 percent reported they have worked for at least three months since leaving high school, while 16 percent reported they have not worked for at least three months since leaving high school.

Q5: Since leaving high school, have you worked for at least 3 months (about 90 days)?

	N	Percent
No	417	16%
Yes	2,202	83%
Don't know	31	1%
Total	2,650	100%

Of the respondents who work or have worked or reported “Don’t know,” 79 percent reported working an average of 20 hours per week, while 17 percent reported they did not work an average of 20 hours per week.

Q6: Did you work an average of 20 or more hours per week (or about half time of a 40-hour week)?

	N	Percent
No	441	17%
Yes	2,095	79%
Don't know/Refused	114	4%
Total	2,650	100%

Of the respondents who work or have worked or reported “Don’t know,” 90 percent reported being paid at least minimum wage.

Q7: Were you paid at least minimum wage?

	N	Percent
No	188	7%
Yes	2,377	90%
Don't know	85	3%
Total	2,650	100%

Of the respondents who work or have worked or reported “Don’t know,” 81 percent described their job as “in a company, business, or service with people with and without disabilities,” while 8 percent described their job as “in supported employment (paid work with services and wage support to the employer).”

Q8: Describe the job you have or have had.

	N	Percent
In a company, business, or service with people with and without disabilities	2,137	81%
In supported employment (paid work with services and wage support to the employer)	207	8%
In your family's business (e.g., farm, store, fishing, ranching, catering)	144	5%
Self-employed	66	3%
In the military	39	1%
In sheltered employment (where most workers have disabilities)	14	1%
Other (Specify)	6	0%
Don't know/Refused	37	1%
Total	2,650	100%

Of those students enrolled in a two- or four-year college or university, 35 percent reported contacting the Office of Disability Services, 63 percent reported not contacting the Office of Disability Services, and 2 percent reported “Don’t know.”

Q9: Did you contact the Office of Disability Services at the 2- or 4-year college for support?

	N	Percent
No	754	63%
Yes	415	35%
Don't know	20	2%
Total	1,189	100%

Of those students enrolled in a two- or four-year college or university who contacted the Office of Disability Services or reported “Don’t know,” the most common accommodation, at 36 percent, was “additional time for assignments.” Another 34 percent received “test accommodations (oral tests, extended time to complete test),” while 26 percent received “tutoring.”

Q10: What supports or accommodations have you received through the Office of Disability Services?

	N	Percent
Additional time for assignments	155	36%
Test accommodations (oral tests, extended time to complete test)	146	34%
Tutoring	113	26%
Alternative testing	94	22%
None	88	20%
Support for registration/scheduling; accessing services; finding a personal assistant	72	17%
Scribe or note taker	63	14%
Preferential seating (location)	60	14%
Tape recording lectures	58	13%
Printed materials in alternative formats	49	11%
Assistive Technology	39	9%
Taped textbooks	33	8%
Adaptive equipment	33	8%
Special seating (tables/chairs)	30	7%
Orientation and Mobility services	30	7%
Large print or Braille	21	5%
Sign language interpreter	16	4%
Other	9	2%
Don't know/Refused	77	18%
Total Cases	435	100%

Select all that apply.

Figures may not add up to totals due to multiple responses per record.

Since leaving high school, 60 percent of respondents reported not contacting any of the adult service agencies for support. Seventeen percent reported contacting the Department of Assistive and Rehabilitative Services, and 13 percent reported contacting the Social Security Administration.

Q11: Have you contacted any of the following adult service agencies for support or information since leaving high school?

	N	Percent
None	2,470	60%
Department of Assistive and Rehabilitative Services	694	17%
Social Security Administration	544	13%
Texas Workforce Commission	443	11%
Health Services	340	8%
Mental Health Services	223	5%
Mental Retardation Services	160	4%
Rehabilitation Services	132	3%
Community Care Services	70	2%
Blind and Visually Impaired Services	51	1%
Deaf and hard of Hearing Services	43	1%
Adult Protective Services	31	1%
Other (Specify)	42	1%
Don't Know/Refused	164	4%
Total Cases	4,141	100%

Select all that apply.

Figures may not add up to totals due to multiple responses per record.

Appendix A: Data Collection and Survey Methods

Data Collection

Data collection, using the VOXCO Computer Assisted Telephone Interviewing (CATI) software program, began on June 27, 2011 and ended on August 19, 2011. A total of 4,141 completed cases were collected: 3,966 English cases and 175 Spanish cases.

Call attempts were made each day of the week (Monday through Sunday). Calls on weekdays were primarily made in the evening from 6:00 p.m. to 9:00 p.m. to increase the likelihood of finding the target respondent at home. After the sample received several call attempts during the evening, daytime coverage, which started at 11:00 a.m., was added to focus efforts on those cases for which contact could not be made in the evening. Throughout most of the duration of the fielding effort, sample was covered from 11:00 a.m. until 9:00 p.m. On weekends, the calling window was primarily from 3:00 p.m. to 7:00 p.m., although a few shifts from 11:00 a.m. were scheduled to maximize sample performance. If a respondent requested or suggested a call back at a time outside of this range, arrangements were made to accommodate the request within the hours of 8:00 a.m. to 9:00 p.m. Central Standard Time.

For a variety of reasons, some people are reluctant to participate in surveys. For example, when contacted by an interviewer, potential respondents may tell the interviewer that they are too busy, not interested, suspicious of the call, or think the call is taking too long. When a respondent refused, these cases were coded as first refusals, or soft refusals, and were re-contacted after several days to a week had passed, since many people are willing to participate in a survey if they are called again at a time more convenient for them. Attempts to contact a potential respondent were discontinued if the potential respondent gave two soft refusals. More strongly worded refusals—for example, refusals in which the respondent asked to be taken off the list, yelled, made threats, or used profanity—were coded as hard refusals and were not re-contacted.

This year, 31 percent of respondents could not be found, as compared to the 15.6 percent from last year. Refusal rates (4 percent) and invalid number rates (14 percent) were consistent with previous years. However, the percentage of respondents who could not be found in 2011 doubled from 2010, in part because of the larger sample provided for the 2011 survey. As a result, data collection yielded a completion rate of 33 percent, as opposed to the 40.5 percent obtained in 2010 and the 33.9 percent obtained in 2009.

Table A1 shows final call dispositions for the study.

Table A1: Final Call Dispositions

Disposition	Frequency	Percent
English completes	3,966	32%
Spanish completes	175	1%
Disconnect	1,771	14%
Respondent not found	3,918	31%
Answering machine	1,226	10%
No answer*	436	3%
Final refusal	221	2%
First refusal	90	1%
Not Qualified**	50	0%
Fax/Modem	56	0%
Hang up	97	1%
Business/Government	355	3%
Busy	102	1%
Spanish no answer	9	0%
Partial refusal	3	0%
Spanish answering machine	0	0%
Caller ID	0	0%
Language barrier, Deaf/TTY	6	0%
Total	12,481	100%

**The “No answer” count includes a few callbacks where a qualified respondent could not be reached.*

***The “Not Qualified” disposition includes students claiming to be currently enrolled in high school.*

Sample Management

A total of 12,481 sample records were received to conduct this year’s study, and 93,997 calls were made to find qualified respondents. Calls were made at varying times of day and days of the week to maximize the chance to make contact. The average number of call attempts to all sampled records was 7.53 calls. After various call attempts were made to the different possible phone numbers available, PTV NuStats made contact with 3,819 students, or 31 percent of the cases, compared to 2010 when 16 percent of students were contacted.

After the initial sample release, subsequent “waves” of dialing included refusal conversion to non-final refusal records to maximize the chances of finding the target population, as well as re-dialing all non-working numbers prior to closing the fielding effort. Some of the sample were also “rested” for two weeks in mid-to-late July and re-attempted later in August to allow for more contacts to be made with those returning from summer break. This effort was successful. As shown in Table A2, for telephone numbers that eventually resulted in a completed interview, a maximum of 29 call attempts were made to convert the initial non-final disposition (such as no answer, busy, or answering machine) to a completed interview. Final dispositions are permanent and close the record from further dialing.

Table A2: Call Attempts by Complete

# of Attempts	Completes	Total Records
1	751	18%
2	549	13%
3	419	10%
4	362	9%
5	336	8%
6	319	8%
7	256	6%
8	230	6%
9	185	4%
10	136	3%
11	140	3%
12	90	2%
13	79	2%
14	78	2%
15	46	1%
16	28	1%
17	37	1%
18+	100	2%
Total	4,141	100%

Interviewer Training

All interviewers assigned to this survey were trained, experienced interviewers. Prior to beginning work on the survey, interviewers went through a detailed project briefing, which included the following:

- Summary of project purpose and its importance;
- Answers to anticipated “frequently asked questions” (FAQs);
- Question-by-question review of intent of question, acceptable responses, and special instructions for each question;
- Practice in conducting the interview; and
- Intensive monitoring of all initial interviews until each interviewer performed flawlessly.

Confidentiality of Data

PTV NuStats recognizes that education-related surveys require specific measures to ensure respondent confidentiality, and is committed to adhering to and enforcing appropriate confidentiality measures. This relates to all staff members who were involved with project efforts, as well as technology-based security of all data. The project’s programs required dual password settings to prevent access of any non-project team members. In addition, PTV NuStats abides by the Marketing Research Association’s (MRA) recommended industry-wide practices to protect both client and respondent confidentiality.

All PTV NuStats employees working on the project were required to sign Non-Disclosure agreements, which were sent to ESC Region 11 for verification and filing.

Quality Control

PTV NuStats used a multi-stage Quality Control (QC) process throughout the duration of the study, including:

- A comprehensive interviewer-training (specifically focused on understanding and proper delivery of the CATI questionnaire);
- Expert program design input, and detailed and repetitive program testing;
- Dedicated, permanent team of managers, trainers, supervisors, and interviewers;
- On-site and off-site monitoring of interviewers’ efforts by project-specific QC leaders;
- Ongoing, constant dual data reviews conducted by data collection leaders and by PTV NuStats’ data cleaning team throughout the entire data collection period;
- Electronic tracking of interviewers’ performance—dialing statistics, completed interviews, refusals, non-contacts, and average interview lengths;
- Electronic tracking of survey progress—sample dispositions, quotas, and frequencies; and
- Electronic sample management—up-to-date status of each piece of sample along with customized and flexible dialing algorithms.

Live monitoring of CATI interviews, led by project-dedicated QC managers and supervisors, served as the cornerstone of the QC process. With CATI, a full monitoring session—where a conversation between an interviewer and a respondent is not only heard but also viewed through remote visual monitoring—is the most efficient and reliable method for ensuring that interviewers are reading scripts verbatim and accurately recording all data provided by respondents.

In addition, dual project data reviews were also a key part of the overall QC process. On a shift-by-shift basis, the PTV NuStats QC team actively checked data within the dialing program to identify any potential outlier data and to conduct immediate plausibility checks. This dual system not only helped to ensure that the QC team was able to quickly correct any potential data issues, but it also helped to administer immediate remedial training for specific interviewers.

ESC Region 11 2011 Study Proxy Rules

PTV NuStats attempted to complete an interview with the target respondent using the contact numbers that were provided. When contact was not made, PTV NuStats called back at an alternate time and day that was most likely to yield a contact so that the survey could be administered with the target respondent. PTV NuStats managed several callbacks and tried several contact numbers to find the target respondent. PTV NuStats also used any contact numbers provided by a guardian or parent or other relative.

A valid proxy interview was conducted with a qualified proxy only after one of the following conditions was met: (1) a guardian or parent refused access to the student and was willing to compete the interview for the student, (2) a guardian or parent (or other relative) notified the interviewer that the student was not able to complete the survey on the phone (disabled, unavailable, etc.), or (3) enough unsuccessful call attempts were made to locate the student at various numbers and a qualified proxy was willing to complete the interview for the student.

A qualified proxy is someone who is an adult (at least 18 years old) and is aware of the activities the student participated in after high school. An ideal proxy is a parent or a guardian.

Data Cleaning and Final Preparation

PTV NuStats conducted data tabulation and performed several Quality Assurance/Quality Control (QA/QC) checks on the raw data to verify that there were no missing essential data items, inconsistencies, or duplicates. PTV NuStats continued to run frequencies with the raw data in SPSS to provide an independent verification of the quality of the data.

If the raw data passed this QA/QC test, PTV NuStats would run the tabulations and conduct a series of documented and proven QA/QC checks. At any point where numbers did not seem to be in sync, the QA/QC manager sent the data back to the statistical analyst who would return to the raw data, checking again for potential issues. The QA/QC manager also carefully reviewed each table and performed a thorough QA/QC check for missing data items, missing codes, totals not adding up, and any unusual formatting items.

Upon completion of the data cleaning and analysis, final data sets were developed in SPSS format.