



FOLLOW-UP OF HIGH SCHOOL GRADUATES

**Class of 2016 &
Longitudinal Sample of
2013 Graduates**



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INTRODUCTION

The motto of Omaha Public Schools states, “Every Student. Every Day. Prepared for Success.” In order to understand how effectively Omaha Public Schools prepares students for success, the district follows up on graduates’ adjustment to life after high school. Specifically, students provide information regarding their transition into the workforce, enrollment in post-secondary education, factors influencing these decisions, and long-term goals. The assessment is conducted in the form of a graduate follow-up survey.

Some of the information collected in the report is required by Nebraska State Law; however, additional data is gathered because of its value to staff members and other interested agencies. The 2016 *Follow-up of High School Graduates* is the 62nd such survey administered by OPS.

The content of the report remains largely consistent over the years, though small changes are made to improve the quality of the survey and help obtain information to improve educational decision making. This year additional information was obtained regarding participation in remedial college courses, self-assessment of ability/skill levels, and areas in which students needed more preparation in high school.

Section 1 presents graduation rates and demographic characteristics by school and over time. Federally mandated adjusted cohort graduation rates are reported.

Section 2 details graduates’ current employment and education statuses, as well as goals for the future. The report describes differences among select demographic groups in their post-graduation decisions. It also explores graduates’ motivations in reaching these decisions.

Section 3 presents results from the longitudinal study. A representative sample of OPS graduates from the 2013 class were asked a series of questions regarding college attendance, educational attainment, employment status, and career goals. Graduates’ responses to these questions in 2016 are compared to responses from 2013.

Section 4 includes survey items for both the 2013 (longitudinal) and 2016 class questionnaires, an occupational code sheet outlining the 16 career clusters, and references referred to throughout this report.

PROCEDURES

All students graduating from Benson, Bryan, Burke, Central, North, Northwest, and South in 2016 (2,845 total) were included in this study. In the spring semester of their graduating year, students provided the research department with their email address and phone number, as well as phone numbers of friends or family with whom they are close. The district contacted these individuals to obtain updated student information when records on file were no longer valid.

Approximately five to six months after graduation, the Research Department emailed students with a questionnaire regarding their current life experiences. A total of 517 students completed the survey using Qualtrics online survey software.

The remaining students were contacted by phone to complete the survey, resulting in an additional 1,693 respondents. In total, 2,210 (78.0%) graduating seniors responded to the survey; a minimum response rate of 75% was obtained from each of the seven high schools. The response rate for the survey is exceptionally high, surpassing typical response rates of email and phone administered surveys.

The goal of this report is to clearly present data and illustrate findings related to graduate outcomes. The Research Division can be contacted to clarify information contained in the report. Requests for additional information regarding the study can be made to the Division of Research, Omaha Public Schools, 3215 Cuming Street, Omaha, Nebraska, 68131-2024. Please direct emails to Mackenzie Harms at Mackenzie.harms@ops.org.

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GRADUATION RATE

Beginning with the 2010-11 school year, the Department of Education adopted the adjusted cohort graduation rate formula. Previously, districts used varying methods to report graduation rates, hindering the ability to make meaningful comparisons among them.

The adjusted cohort rate provides greater uniformity and transparency in graduation rate calculation, and more accurately accounts for students who drop out or do not earn a regular diploma. This allows for parents, educators, and community members to more accurately assess their school's performance and to make comparisons among schools from other districts and states.¹ Below are the formulas for calculating the four, five and six-year adjusted cohort graduation rates.

(1) The **Four-Year Adjusted Cohort Graduation Rate** is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, immigrate to another country, or die.

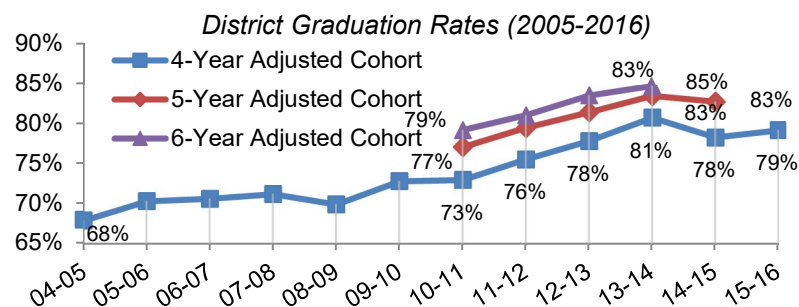
$$\frac{\# \text{ Students in Adjusted Cohort Graduating High School in 4}^{\text{th}} \text{ Year}}{\text{Adjusted Cohort (of Freshman Class 4 Years Previous)}}$$

(2) The **Five-Year Adjusted Cohort Graduation Rate** is calculated by dividing the number of students earning a high school diploma in four or five years by the adjusted cohort from the previous year.

$$\frac{\# \text{ Students in Adjusted Cohort Graduating in 4}^{\text{th}} \text{ or 5}^{\text{th}} \text{ Year}}{\text{Adjusted Cohort (of Freshman Class 5 Years Previous)}}$$

(3) The **Six-Year Adjusted Cohort Graduation Rate** is calculated by dividing the number of students earning a high school diploma in four to six years by the adjusted cohort from two years previous.

$$\frac{\# \text{ Students in Adjusted Cohort Graduating in 4}^{\text{th}}, \text{ 5}^{\text{th}}, \text{ or 6}^{\text{th}} \text{ Year}}{\text{Adjusted Cohort (of Freshman Class 6 Years Previous)}}$$



In 2015, the high school graduation rate of Omaha Public Schools students decreased for the first time since the graduating class of 2008-09. The graduation rate for 2016 increased slightly (+1%) from '14-15. It is important to note that '13-14 marked a record-setting peak for both OPS, state, and national graduation rates. National data on 2015-16 graduation rates have yet to be released.

4-Year Adjusted Cohort Graduation Rates by School

	2013	2014	2015	2016
Benson High Magnet	73.45	72.24	70.96	71.68
Bryan Sr. High	74.73	77.38	74.60	77.75
Burke High	86.30	89.94	87.62	87.08
Central High	81.05	81.71	78.73	81.76
North High Magnet	79.79	82.35	78.83	76.98
Northwest High Magnet	72.45	74.84	73.86	76.01
South High Magnet	72.50	76.36	77.63	76.97
District Average	77.83	80.74	78.24	79.14
State Average	88.49	89.66	88.89	89.27

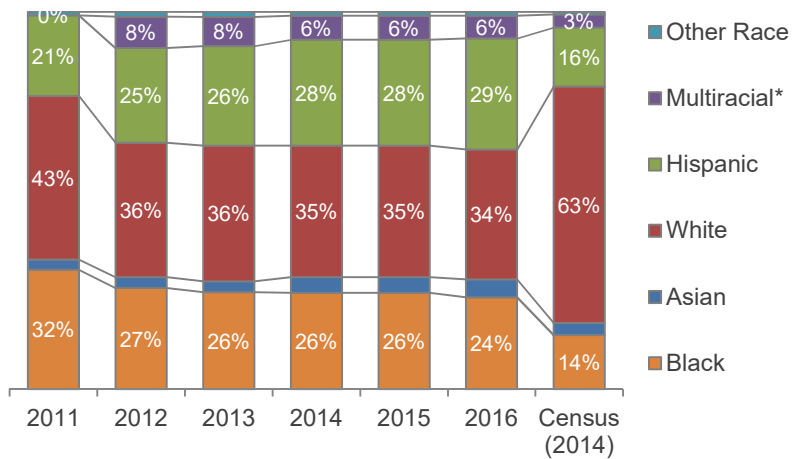
4-year adjusted graduation rates vary by high school, with Burke High typically graduating the largest percentage of students. Graduation rates for all schools have increased in the past year except for South (-.66%) and North (-1.85%).

GRADUATE CHARACTERISTICS

Of the graduates contacted, slightly more women (1110) participated in this survey than men (1010). Most of the students (59.4%) were enrolled in the free or reduced lunch programs.

The graph below compares racial/ethnic characteristics of the last five graduating classes with 2014 census estimates of the 15-19-year-old population of Douglas County, NE.² OPS high school graduates exhibit greater racial diversity than the city as a whole, with a growing Hispanic population.

Racial Distribution over Time (2011-2016)

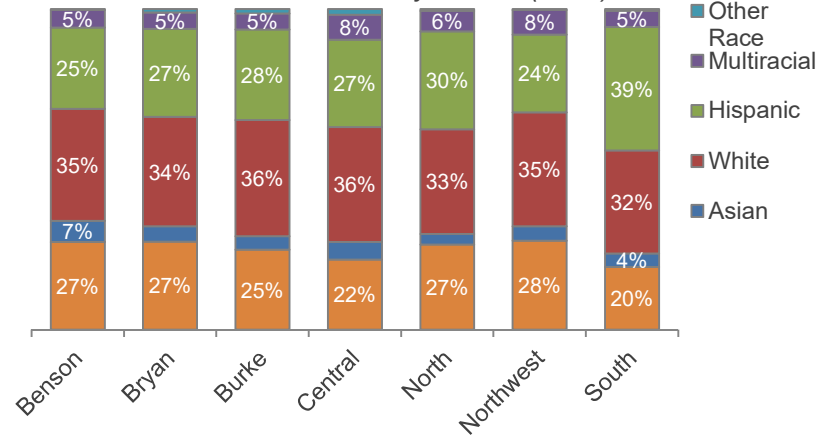


Note: New federal racial designations, namely the inclusion of the "Multiracial" category, were not implemented in this report until 2012. "Other" includes graduates identifying as Native American, Alaskan, Hawaiian, or Pacific Islander.

Racial composition within the Omaha Public Schools district varies from school-to-school. Most South graduates are Hispanic (39%), whereas Burke (36%) and Central (36%) graduates the largest proportion of White, Benson the largest proportion of Asian (7%), Central the largest proportion of Multiracial (8%), and Northwest the highest percentage of Black (28%) students. Benson (35%) and Northwest (35%) graduate the second and third highest proportions of White students.

Racial composition of graduates from each school is displayed by proportion in the graph below. The table at the bottom of the page lists the total number of graduates from each school by race and gender.

Racial Distribution by School (2016)



Racial and Gender Characteristics by High School Attended

	Black		Asian		White		Hispanic		Multiracial		Other		Total by Gender		Total
	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	Femal e	Male	
Benson	42	38	9	10	52	50	34	40	9	7	1	0	147	145	292
Bryan	62	36	10	7	58	64	42	56	8	10	1	3	181	176	357
Burke	58	66	17	4	102	78	72	68	15	10	3	4	267	230	497
Central	58	65	15	16	98	103	80	73	31	13	4	6	286	276	562
North	41	46	5	6	53	54	52	48	10	11	1	1	162	166	328
Northwest	31	49	5	8	54	48	37	33	14	8	1	0	142	146	288
South	57	45	15	7	76	91	99	102	18	8	1	2	266	255	521
District	349	345	76	58	493	488	416	420	105	67	12	16	1,451	1,394	2,845

Employment and Employment Goals

Approximately 62.9% of graduates reported that they were employed when contacted during the winter of 2016 and spring of 2017 (21.8% full-time, 39.7% part-time, and 1.4% armed forces.) Of the 37.1% not working, 13.7% were actively searching for employment and 23.4% were not looking for employment. Full-time workers spent an average of 39 hours per week on the job, while part-time workers spent 12 hours. Full-time workers were paid more per hour (\$8.28) than part-time workers (\$7.08).

The *Employment Status by Group Membership* table on p. 5 provides a breakdown of employment status across several demographic groups.

- Benson (41.7%) and North (41.6%) had the highest rate of overall employment among schools, with Bryan (27.1%) and Benson (21.8%) graduating the highest proportion of full-time workers.
- Men (37.8%) had a slightly higher rate of overall employment than women (36.5%). Women were more likely to work part-time (+2.1%) and men were slightly more likely to work full-time (+.4%).
- Graduates from the free/reduced lunch program were less likely to be employed (-1.6%) but are slightly more likely to work full-time (+1.8%) than self-pay graduates.
- Graduates from the English Language Learners program were slightly less likely to be employed (-1.3%) but were nearly as likely to work full-time (-0.4%) as non-ELL graduates.
- Hispanic graduates and the group comprised of Native Americans, Alaskans, Hawaiians, and Pacific Islanders had the highest rates of employment (39.1% and 38.9%, respectively). Asian graduates had the highest rates of full-time employment (25%).

Most working graduates are employed in retail sales and service (33.6%) or hospitality and tourism (25.0%). Retail sales include jobs such as cashiers, supermarket clerks, and telemarketing. Hospitality and tourism include jobs such as cooks, waiters, bartenders, hosts and hostesses.

There was no significant difference in the choice of employment for graduates by gender. The three most prominent job categories (retail sales/service, hospitality/ tourism and education/training) were the same for either gender. Education and training include jobs such as teachers, coaches, trainers, priest/preacher/missionaries, tutoring, child care and counselors.

It is not surprising that a majority of employed graduates are working in industries that are low skill, low paying or cash-in-hand, and high in flexibility. Graduates either have yet to develop the skill sets necessary for higher paying positions or are attending school and need the flexibility that the service and hospitality industries provide.

When asking graduates about long term career goals, the four most prominent career clusters were: 1) health science, 2) education services, 3) arts, technology and communications, 4) law and public safety (see Appendix C for more information on the career clusters). Careers goals reflect, to some degree, national trends with growing markets in healthcare and business and professional services.³ See the *Current Job, Major, & Occupational Goal by Career Cluster* figure on p. 13 for a detailed illustration of these selections.

Top Five Occupational Goals According to Gender

Women		Men	
Health Services	16.06%	Health Services	14.56%
Education & Training	6.55%	Education & Training	7.96%
Arts, Audio-Visual, & Communications	5.79%	Arts, Audio-Visual, & Communications	6.10%
Law, Public Safety, and Security	4.96%	Law, Public Safety, and Security	4.73%
Scientific Research & Engineering	4.41%	Business & Administrative Services	4.02%

Career goals differ somewhat by gender, though health science and arts/ communications are both included in women and men's top five. The table above lists the top five career or occupational goals for males and females and the percent of graduates indicating interest in that field.

Of the graduates interested in a career in health science, 56.6% are female. Similarly, 55.6% of those interested in human services are female. Conversely, the majority graduates interested in a manufacturing (62.5%) and information technology (57.1%) are male. Finally, a slightly higher percentage of women (52.9%) than men (47.1%) were undecided on their occupational goal.

Employment Status by Group Membership

Group Membership	Employment Status						
	Employed Full-Time	Employed Part-Time	Armed Forces	Total Employed	Unemployed Searching	Unemployed Not Looking	Total Unemployed
All Graduates	21.8	39.7	1.4	62.9	13.7	23.4	37.1
Average Hours Worked/Week	13.1	12.7	-	-	-	-	-
Average Hourly Wage	8.27	7.08	-	-	-	-	-
Post-Secondary Enrollment							
Enrolled Full-Time	6.0	49.0	-	55.1	9.7	35.2	44.9
Enrolled Part-Time	29.7	45.0	-	74.8	11.9	13.4	25.2
Not Enrolled	41.7	27.2	-	69.0	20.2	10.8	31.0
High School Attended							
Benson High Magnet	21.8	35.9	0.5	58.3	14.1	27.7	41.7
Bryan Sr. High	27.1	35.4	1.4	63.9	12.6	23.5	36.1
Burke High	20.1	45.9	2.1	68.0	10.1	21.9	32.0
Central High	19.7	40.8	1.0	61.4	13.7	24.9	38.6
North High Magnet	18.5	37.4	2.5	58.4	16.5	25.1	41.6
Northwest High Magnet	23.3	37.7	0.5	61.4	18.1	20.5	38.6
South High Magnet	23.1	40.1	1.3	64.5	13.6	21.9	35.5
Gender							
Female	21.6	40.7	1.2	63.5	13.2	23.3	36.5
Male	22.0	38.6	1.6	62.2	14.3	23.6	37.8
Lunch Status							
Free/Reduced	22.5	39.8	1.5	63.8	14.4	21.7	36.2
Self-Pay	20.7	39.6	1.2	61.5	12.6	26.0	38.5
ELL Participation							
ELL Participant	23.5	38.4	1.4	63.3	14.2	22.5	36.7
Not ELL Participant	21.5	39.9	1.4	62.8	13.6	23.6	37.2
Racial Category							
Black	23.0	40.0	1.0	64.0	16.2	19.8	36.0
Asian	25.0	45.8	1.0	71.9	10.4	17.7	28.1
White	20.7	40.5	1.3	62.5	13.2	24.2	37.5
Hispanic	21.7	37.7	1.6	60.9	13.6	25.5	39.1
Multiracial	21.8	40.3	1.6	63.7	10.5	25.8	36.3
Other*	22.2	33.3	5.6	61.1	5.6	33.3	38.9

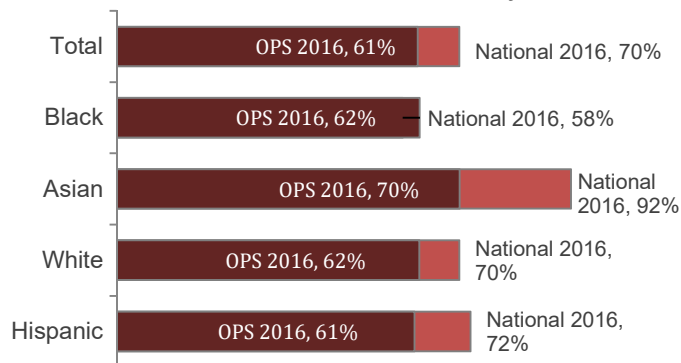
Note: "Other" includes graduates identifying as Native American, Alaskan, Hawaiian, or Pacific Islander.

EDUCATION

Most of the graduates contacted (2,210; 61.3%) chose to pursue post-secondary education the semester following graduation. Most (84.4%) enrolled full-time, similar to national (91.6%) trends.⁴ In this report, post-secondary education options include four-year colleges and universities (38.1%), with students attending public (32.9%), religiously-affiliated (3.5%), and private (1.7%) schools; two-year colleges (22.1%), including community colleges (22.1%) and technical, career, and trade schools (1%); and other options (0.2%) including seminars, workshops, apprenticeships, etc.

The 2016 enrollment rate (61.3%) is lower than the previous year's graduating class (63.6%) and lower than the 2016 national rate (69.7%) of recent graduates enrolled in two and four-year colleges. Post-secondary enrollment rates of OPS graduates vary according to ethnicity. Asian graduates pursue post-secondary education at the highest rate (69.8%), but decreased from 2015 (77.7%). Hispanic graduates enrolled at the lowest rate (60.6%), however it has significantly improved over the last 2 years (50.8% in 2014 and 55.2% in 2015).

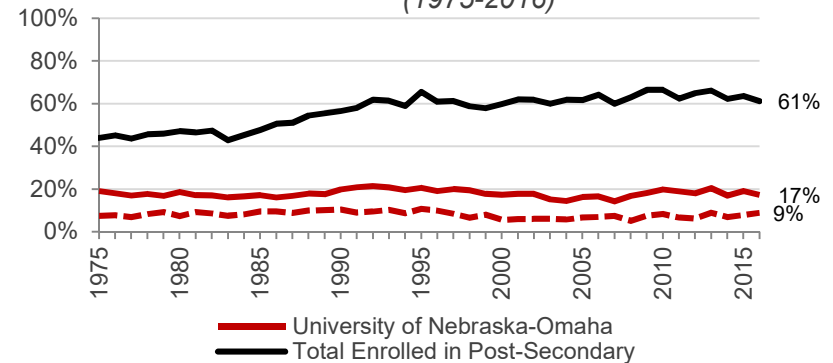
OPS & National Enrollment Rates by Race*



Note: Race categories exclude persons of Hispanic ethnicity except where otherwise noted. Total includes persons of other racial/ethnic groups not separately shown. White, Black, and Asian data exclude persons identifying themselves as two or more races.

The OPS class of 2016 enrolled in post-secondary education at a lower rate than national averages of students overall and from each racial group averages aside from Black graduates (61.6%). The national enrollment rate among Black graduates increased in the last year (54.6% in 2015 to 58.2% in 2016).⁵

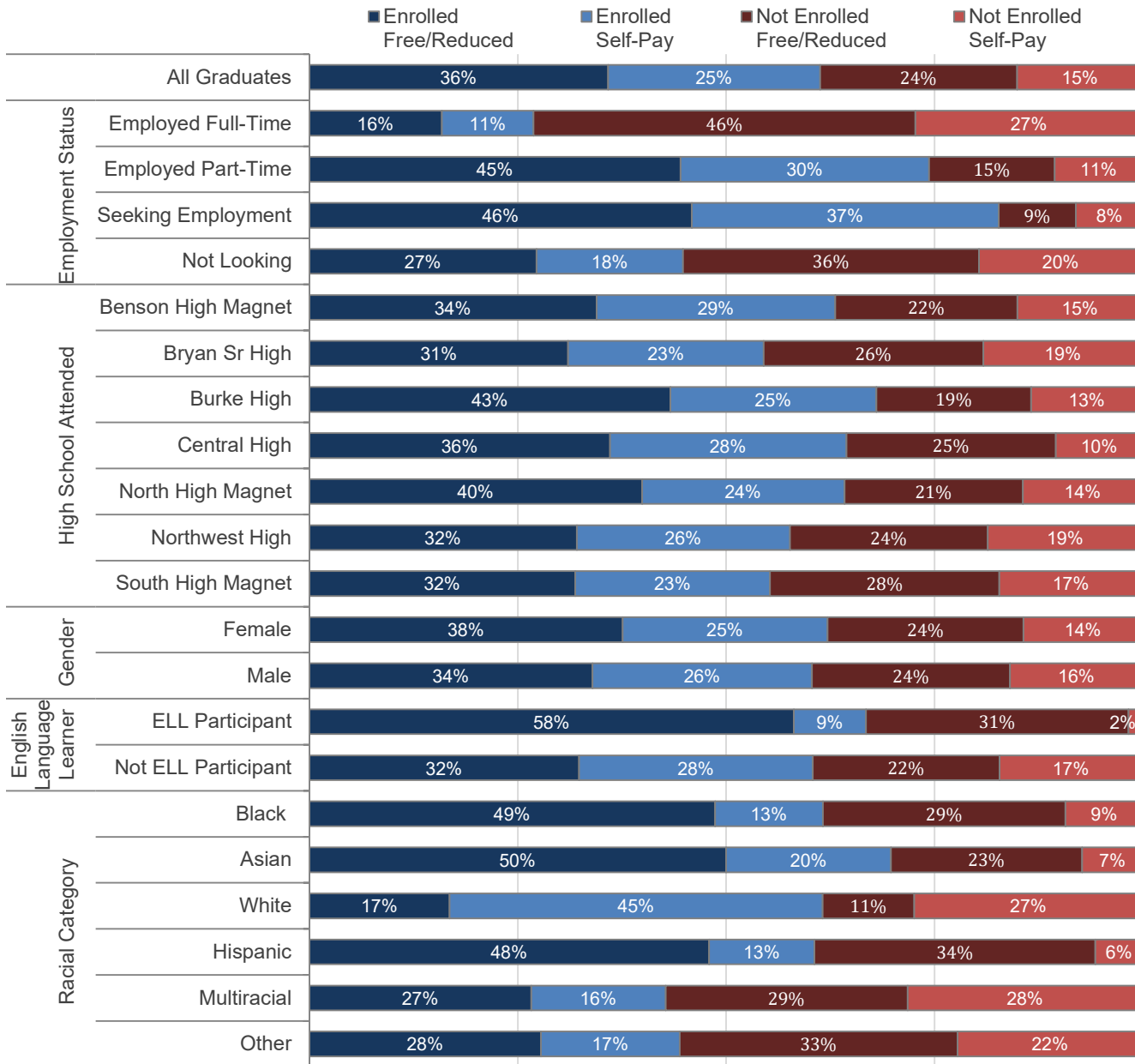
OPS Graduates' Post-Secondary Enrollment Trend (1975-2016)



As illustrated in the figure above, post-secondary enrollment has generally increased over time, peaking at 66.5% in 2009 and 2010. Trends in enrollment at the Universities of Nebraska at Lincoln and Omaha tend to fluctuate with overall enrollment rates. In the last year, for instance, enrollment rates decreased overall (-.7%), with a 1% increase at the University of Nebraska at Lincoln, but a 1.7% decrease at the University of Nebraska at Omaha.

Fluctuations in enrollment rates of these two schools may not always match the overall enrollment trend. In these cases, graduates may be electing to enroll in other higher education schools or programs instead. Specific changes in type of institution attended are addressed on page 8.

Post-Secondary Enrollment Rate by Lunch Status



This chart illustrates post-secondary enrollment rates of several demographic groups of OPS graduates by lunch program participation. Over 50% of all demographic groups, except for full-time employees, unemployed graduates not seeking employment, multiracial and other racial, enrolled in some form of post-secondary education. Most (82.8%) of unemployed graduates but seeking employment were enrolled in school, as were most (74.3%) part-time workers.

Free and reduced lunch students are well-represented among those attending college, however it should be noted that the majority (60.4%) of students contacted participated in the program. Notably, a majority of students attending college were in the free or reduced lunch program (58.5%), but free or reduced lunch students also make up a larger proportion (61.0%) of those not attending.

Demographic groups with higher enrollment rates tended to have a higher representation of free or reduced lunch program students as well. For instance, Burke had the highest enrollment rate (68.0%) of all high schools, but also had the largest proportion of free or reduced (43.3%). This was not true among Asian graduates, who had the highest rate of attendance (69.8%) but a low proportion of self-pay students (19.8%).

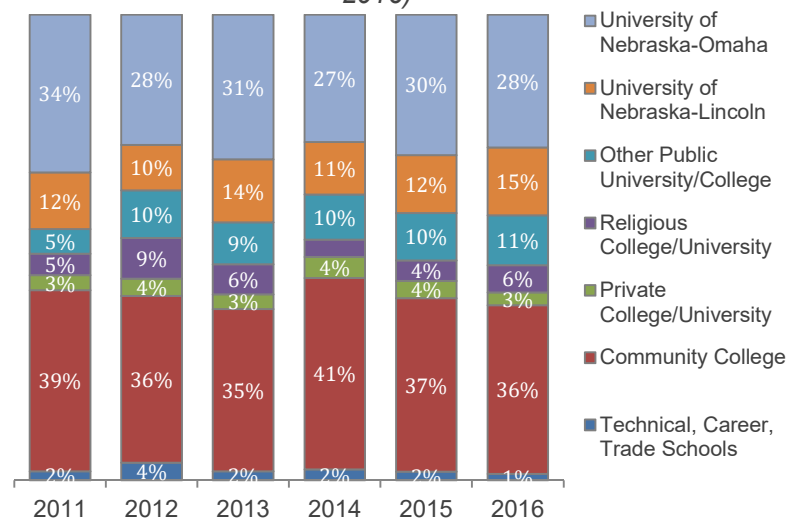
Type of Post-Secondary Enrollment by Year (2015-2016)

	2015		2016	
Nebraska Schools	1,179	54%	1,085	51%
Public University/College	651	30%	605	29%
-University of Nebraska-Lincoln	174	8%	189	9%
-University of Nebraska-Omaha	422	19%	369	17%
-Other Nebraska State School	55	3%	47	2%
Religiously Affiliated University/College	38	2%	60	3%
Private University/College	27	1%	14	1%
Community College	446	20%	388	18%
Technical, Career, or Trade School	16	0.7%	14	0.7%
Other Type of Education or Training	1	0.0%	4	0.2%
Out-of-State Schools	223	10%	214	10%
Public University/College	88	4%	92	4%
Religiously Affiliated University/College	23	1%	15	0.7%
Private University/College	25	1%	22	1%
Community College	76	3%	81	4%
Technical, Career, or Trade School	10	0.5%	4	0.2%
Other Type of Education or Training	1	0.0%	0	0.0%
Total Pursuing Further Education	1,402	64%	1,299	61%

Of graduates attending post-secondary education, most (83.5%) chose to stay in Nebraska to continue their education. Over half (55.8%) of those students pursuing post-secondary education in Nebraska chose to attend a public college or university, with the majority enrolled at either the University of Nebraska at Omaha (34.0%) or the University of Nebraska at Lincoln (17.4%). Other students attending in-state schools are enrolled at religiously-affiliated colleges or universities (5.5%), private colleges or universities (1.3%), community colleges (35.8%), and technical, career, or trade schools (1.3%). Of the graduates (16.5%) enrolled in out-of-state institutions 43.0% attend a public university or college, 7.0% a religiously affiliated university or college, 10.3% a private college or university, 37.9% a community college, and 1.9% a technical, career, or trade school.

The table above compares graduates' enrollment in post-secondary programs of the last two graduating classes. The graduating class of 2016 was slightly larger (2,845) than the class of 2015 (2,826). The distribution of students across types of educational institutions was similar; however, 2015 graduates were slightly more likely to attend a Nebraska public university or college than the 2016 graduates.

Post-Secondary Enrollment Type by Year (2011-2016)

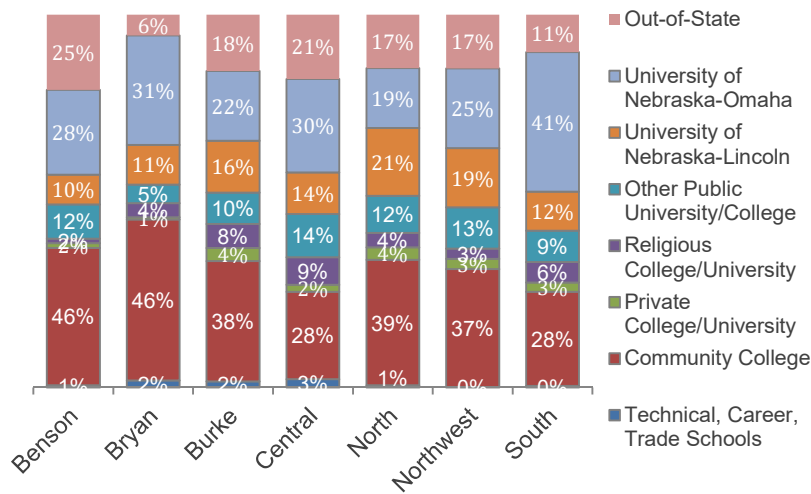


The types of institutions students have chosen to enroll at have remained rather stable over the past several years. Over a third of students each year choose to attend the Universities of Nebraska at Omaha and Lincoln, and another third attend community colleges. Specifically, nearly a third (28.7%) of students enrolled in post-secondary education chose to attend Metropolitan Community College in 2016.

There are notable differences in places chosen for enrollment among demographic groups. The table on p. 11 lists demographic group differences by institution type. Enrollment type is disaggregated by employment status, high school attended, gender, lunch status, English language learner status, and race/ethnicity.

A larger proportion of young women (62.2%) than men (60.3%) were enrolled, consistent with national trends (women = 71.9%, men = 67.4%)⁶.

Post-Secondary Enrollment Type by School

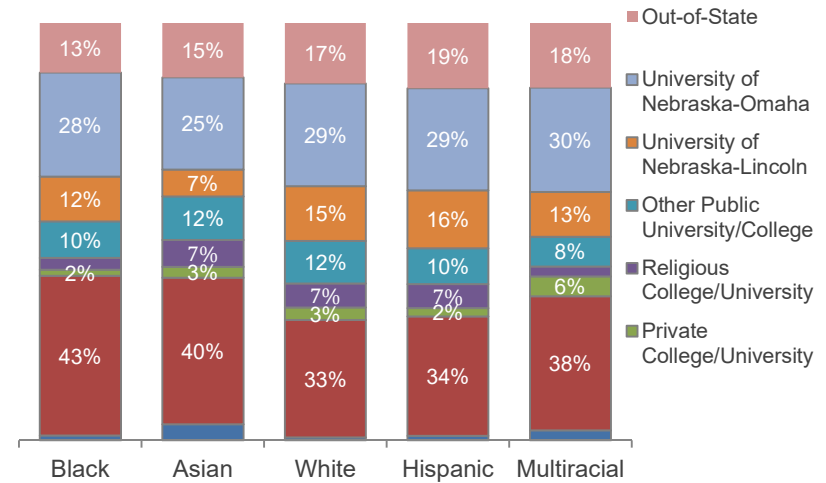


Burke had the highest rate of enrollment (68.0%) of all schools, followed by Central (64.4%) and North (64.1%). A smaller percentage of South (55.3%), Northwest (57.7%) Benson (63.1%), and Bryan (54.5%) graduates chose to pursue post-secondary education.

Of the graduates enrolled in a post-secondary program:

- Nearly half (46.2%) of Benson graduates attended community colleges, and over a quarter (28.5%) attended UNO.
- Bryan graduates also primarily enrolled at community colleges (45.7%), at UNO (31.1%), and most likely to stay in-state (94.0%).
- Burke graduates had high rates of community college (37.9%), UNO (22.0%), and UNL (16.3%).
- Central graduated the largest proportion of students enrolled in public universities/colleges in Nebraska other than UNO or UNL (13.9%) and nearly a third attending UNO (30.1%).
- Over two-thirds of North graduates were the most likely to attend a 4-year university/ college (76.3%), with notable high enrollment at UNL (21.2%).
- A quarter of Northwest graduated were enrolled at UNL (25.0%), while 37.1% attended a community college.
- South graduates were the most likely (41.4%) to attend UNO.

Post-Secondary Enrollment Type by Race

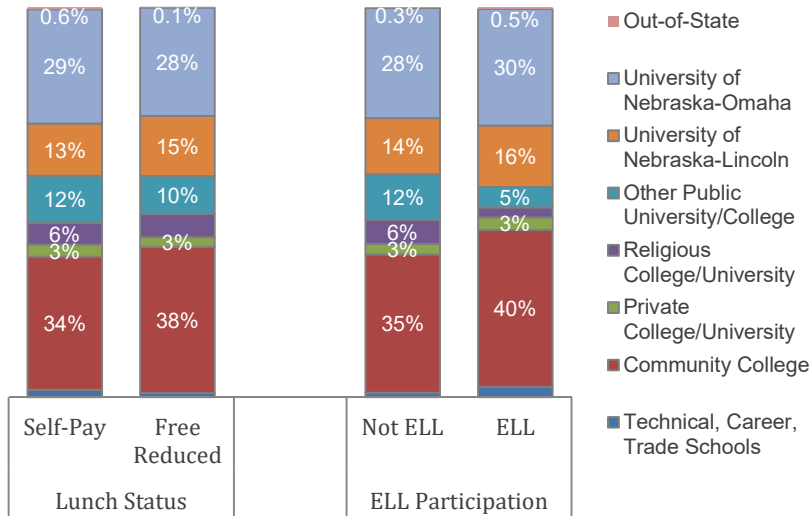


Asian graduates were the most likely (69.8%) to pursue post-secondary education. 61.6% of White and Black graduates were likely to attend post-secondary education, followed by Hispanic graduates (60.6%), and Multiracial (42.7%). The Other group, composed of Native American, Alaskan, Pacific Islander, and Hawaiian graduates, were the least likely to pursue post-secondary education (44.4%).

Racial groups varied in type of enrollment as well. Among graduates pursuing education within each group:

- Black students were the most likely to attend community colleges (43.3%).
- In 2015, Asian students had the highest proportion (42.5%) of students enrolled at the University of Nebraska – Omaha. However, in 2016, most of the Asian graduates opted to enroll in a community college.
- White students had the lowest proportion (32.7%) of graduates attending the community college, while 28.6% enrolled at the University of Nebraska – Omaha.
- Hispanic graduates had the second highest proportion of students enrolled at UNO (29.0%) and represented the largest proportion of out of state enrollment (18.5%).
- Multiracial graduates were the most likely (29.6%) to attend the University of Nebraska - Lincoln, and a large proportion attended community college (38.0%).

Post-Secondary Enrollment Type by Lunch Program and ELL Program Participation



The figure above compares enrollment types for students by lunch programs and by participation in the English Language Learner program. Self-pay students were slightly more likely to attend 4-year university or college (+2.6%), while students in the free or reduced lunch programs were more likely to attend a community college (+3.4%) than graduates that participated in the self-pay lunch program.

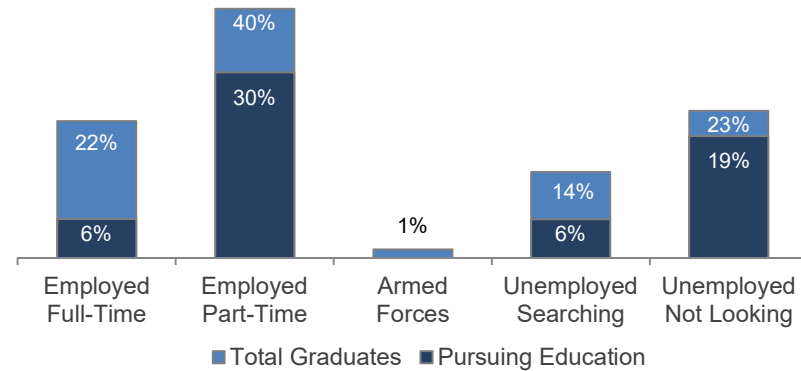
Graduates who participated in the English Language Learners program attended either UNO (29.8%) or community colleges (40.3%). Those who did not participate in the program accounted for all graduates attending any of the other types of institutions and those enrolled out-of-state.

EMPLOYMENT STATUS BY POST-SECONDARY ENROLLMENT

After graduating high school, students decide how to begin the next stages of their lives. Most (82.7%) choose to pursue higher education (63.6%) or to begin working (62.9%). Some pursue one path exclusively, although many choose to both attend school and work in various degrees.

Graduates who were employed part-time enrolled in post-secondary education at a higher rate (29.5%) than graduates employed full-time (6.2%), unemployed but job searching (6.1%) and unemployed but not job searching (19.4%).

Employment Status by Post-Secondary Enrollment



Most post-secondary students (58.3%) were employed, primarily working part-time (48.2%). A substantial proportion of students (41.7%) chose to not work or look for employment, the majority of whom (44.7%) were enrolled full-time. Part-time students were more likely to work (74.8%) than students enrolled full-time (55.2%).

A small percentage (11.6%) of graduates were neither employed, seeking employment, nor enrolled in school. Over a third of these students (35.8%) wanted to take a break from school but were planning to enroll in the future (35.5%).

Type of Post-Secondary Enrollment by Group Membership

Group Membership	Percent Pursuing Post-Secondary Education	University or Four-Year College								Community College		Technical, Career, or Trade School	
		Public				Religiously Affiliated		Private		In-State	Out-of-State	In-State	Out-of-State
		University of Nebraska-Lincoln	University of Nebraska-Omaha	Other Nebraska State School	Out-of-State	In-State	Out-of-State	In-State	Out-of-State				
All Graduates	61.27	14.55	28.41	3.62	7.08	4.62	1.15	1.08	1.69	29.87	6.24	1.08	0.31
Employment Status													
Employed Full-Time	6.18	2.29	18.32	0.00	0.76	1.53	0.00	0.00	0.76	63.36	6.87	3.05	0.76
Employed Part-Time	29.53	11.98	34.66	3.67	3.35	4.79	0.80	0.96	0.80	31.47	6.87	0.48	0.16
Seeking Employment	6.13	17.69	23.85	3.08	10.77	5.38	0.77	0.77	0.77	29.23	5.38	0.77	1.54
Not Looking	19.39	21.41	23.60	4.87	13.63	5.11	2.19	1.70	3.41	17.03	5.35	1.46	0.00
High School Attended													
Benson High Magnet	63.11	10.00	28.46	0.77	10.77	1.54	0.00	0.77	0.77	32.31	13.85	0.77	0.00
Bryan Sr. High	54.51	11.26	31.13	3.31	1.99	3.97	0.00	0.00	0.66	42.38	3.31	1.99	0.00
Burke High	68.04	16.29	21.97	2.65	7.20	6.06	1.52	1.14	3.03	32.20	5.68	1.52	0.38
Central High	64.43	13.51	30.12	3.09	10.81	6.18	2.70	0.77	1.54	23.17	5.02	1.93	0.77
North High Magnet	64.20	21.15	18.59	3.21	8.33	4.49	0.00	1.92	1.92	32.69	6.41	0.64	0.00
Northwest High Magnet	57.67	18.55	25.00	6.45	6.45	3.23	0.00	1.61	1.61	28.23	8.87	0.00	0.00
South High Magnet	55.27	11.63	41.40	6.05	3.26	4.19	1.86	1.40	1.40	23.72	4.19	0.00	0.47
Gender													
Female	62.16	16.52	30.14	3.33	6.38	3.77	0.87	1.01	2.03	29.86	4.35	0.87	0.29
Male	60.30	12.32	26.44	3.94	7.88	5.58	1.48	1.15	1.31	29.89	8.37	1.31	0.33
Lunch Status													
Free/Reduced	60.27	15.39	27.76	3.16	6.58	4.61	1.32	0.66	1.84	31.32	6.18	0.79	0.26
Self-Pay	62.75	13.36	29.31	4.27	7.79	4.64	0.93	1.67	1.48	27.83	6.31	1.48	0.37
ELL Participation													
ELL Participant	66.09	15.71	29.84	2.62	2.62	2.62	0.00	2.62	0.52	34.03	6.28	1.57	1.05
Not ELL Participant	60.40	14.38	28.21	3.80	7.87	4.97	1.18	0.81	1.90	29.20	6.24	0.99	0.18
Racial Category													
Black	61.62	12.13	28.20	4.59	5.25	2.62	0.66	0.33	1.31	37.05	6.23	1.31	0.00
Asian	69.79	7.46	25.37	2.99	8.96	7.46	0.00	2.99	0.00	38.81	1.49	0.00	4.48
White	61.59	15.27	28.60	4.30	7.53	5.59	1.08	0.86	2.58	27.10	5.59	0.86	0.00
Hispanic	60.60	16.45	28.98	2.61	7.57	4.96	1.83	1.57	0.78	25.59	8.36	1.31	0.00
Multiracial	57.26	12.68	29.58	1.41	7.04	1.41	1.41	1.41	4.23	33.80	4.23	1.41	1.41
Other	44.44	50.00	12.50	0.00	12.50	12.50	0.00	0.00	0.00	12.50	0.00	0.00	0.00

Note: The first column lists the percentage of students in each demographic group that have chosen to pursue post-secondary education. The remainder of the table examines the distribution of enrolled students within each group. For instance, 61.2% of all graduates chose to pursue further education. Of the graduates who were enrolled, 72.8% chose to either attend UNO (28.4%), UNL (14.6%) or an in-state community college (29.9%). The remaining 27.2% chose to attend other types of post-secondary institutions, listed above.

CURRENT JOB, MAJOR, AND FUTURE OCCUPATIONAL INTERESTS

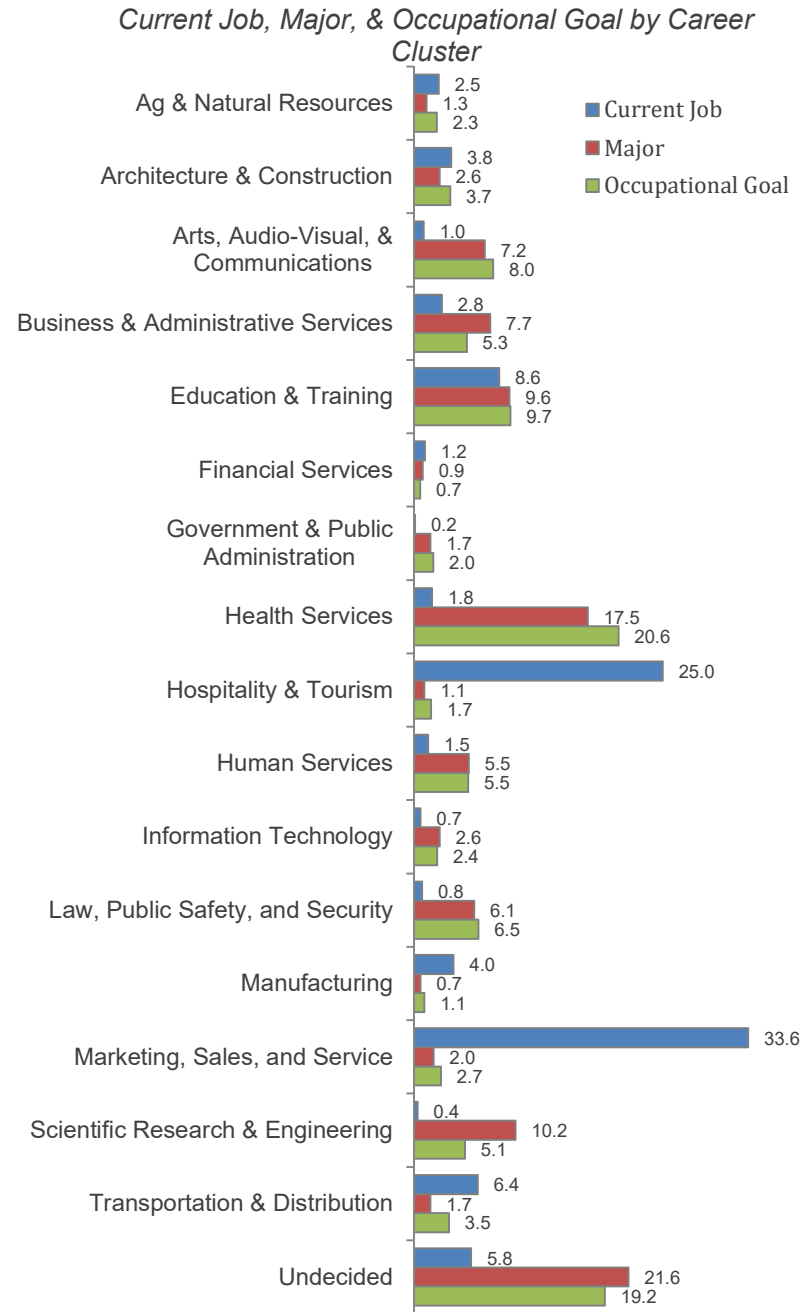
This chart shows in what major fields of study graduates were enrolled and how the major fields of study compare to graduates' career aspirations and current employment. The 16 Career Clusters were used to categorize both college majors and occupational fields (see Appendix C for more detail). Most graduates selected majors that correspond with their career goal. Some graduates had not yet chosen a major at the time of contact.

The most popular college majors correspond with the most popular occupational goals. Situations when majors and goals do not match may reflect scenarios in which several college majors may successfully satisfy future occupational goals. For example, an individual interested in a career in medicine may major in biological sciences, humanities, mathematics, or social sciences.

Popularity of college majors has remained rather steady. A large proportion of students (21.6%) had not decided on a major at the time of the survey. Of students who reported a major field of study, the five most prominent fields for the class of 2016 were: 1) Health Services, 2) Education and Training, 3) Scientific Research and Engineering, 4) Business Management and Administration, and 5) Arts, Audio-Visual Technology, and Communications.

Top Five Major Fields of Study According to Gender

Women		Men	
Health Services	8%	Health Services	8%
Scientific Research & Engineering	6%	Education & Training	4%
Education & Training	5%	Arts, Audio-Visual, & Communications	4%
Business & Administration	3%	Scientific Research & Engineering	8%
Law, Public Safety & Security	3%	Business & Administration	4%



FACTORS INFLUENCING POST-SECONDARY ENROLLMENT

Graduates pursue further education for a number of reasons. The most common influences are the student's desire to pursue a career that required a college degree and their need to improve their skills. Graduates were asked to indicate agreement with any of the influences to attend post-secondary education listed in the table below; therefore, it was likely they chose more than one factor influencing their continued education.

Influential Factors to Pursue Education for 2016 Graduates

Reason for Pursuing	2016		
	All Grads	Self-Pay Lunch	Free or Reduced
Need to Improve Job Skills/Qualifications	70%	63%	68%
Pursuing a Career that Requires a Degree	79%	76%	88%
Parents Wanted Graduate to Attend	68%	61%	71%
College Is the Only Means to a Better Job	57%	49%	52%
Availability of Financial Resources	58%	47%	46%

Students from the free or reduced lunch program were more likely to be influenced by the career they are pursuing requiring a degree than graduates from the self-pay lunch program. Students from the free/reduced lunch program considered all other factors as more influential than self-pay lunch students.

Students have several opportunities to pay post-secondary education expenses, including those listed in the table below. Graduates were asked to indicate all methods of financing they utilized.

Influential Financing for 2016 Graduates

Reason for Pursuing	2016		
	All Grads	Self-Pay Lunch	Free or Reduced
Grants	46%	35%	54%
Scholarships	59%	65%	55%
Loans	31%	31%	32%
Personal earnings/savings	35%	48%	25%
Family/friends	33%	55%	17%
Employer assistance	1%	2%	0.79%

The table displays the differences in financing between students in the free/reduced lunch program and self-pay lunch students. Graduates from the free/reduced lunch program were much more likely (+19.4%) to receive grants than self-pay lunch graduates and received scholarships at about the same frequency of self-pay students.

Self-pay graduates were more likely to utilize all other forms of financing. They were more than twice as likely to receive financial assistance from family/friends or to pay with current or saved personal income.

Financing post-secondary enrollment was an influential factor among students not enrolled in post-secondary education as well. Inability to obtain funding for school was the second most common factor cited (40.9%) and was a greater influence for free/reduced (48.3%) lunch than self-pay (29.38%) graduates. Wanting to take a break from school (59.2%) was the most common factor cited for not enrolling. This was also more commonly voiced by free/reduced lunch students (+22.2%).

Believing that school "is worth it" was not a particularly popular reason for not pursuing post-secondary schooling (6.94%). Free or reduced lunch participants were also slightly more likely to refrain from enrolling due to poor test scores than self-pay student, and were nearly twice as likely to cite family issues/demands.

Influential Factors to Forgo Education for 2016 Graduates

Reason for Not Pursuing	2016		
	All Grads	Self-Pay Lunch	Free or Reduced
Wanted to Take a Break from School	59%	46%	68%
Career Doesn't Require a Degree	5%	5%	5%
Unable to Obtain Funding	41%	29%	48%
Grades/Test Scores Too Low	12%	10%	13%
Family Issues or Demands	18%	11%	22%
Do not think school is worth it	7%	8%	7%
Do not like school	5%	7%	5%
Other Reasons	19%	15%	21%

Of the graduates not enrolled when contacted for the survey, most (85.3%) stated they intend on pursuing post-secondary education in the future. The almost half (46.7%) plan on enrolling within the next year, with 26.1% expecting to enroll within the next six months.

Research has shown that parents' education is strongly related to a student's decision to pursue post-secondary education beyond high school academic performance⁷ and socioeconomic effects. Students with parents who attended post-secondary education are more likely to see it as a worthwhile pursuit. Exposure to a culture of post-secondary education may influence what a child knows, values, and is expected to pursue as a long-term goal.⁸ They are better prepared and supported by family members in planning for college.⁹ Parental post-secondary attendance for students in the free or reduced lunch programs was similar among graduates pursuing (29.7%) post-secondary education and those not pursuing post-secondary (32.3%) education. However, there is a significant difference in parental attendance between self-pay and free or reduced lunch students.

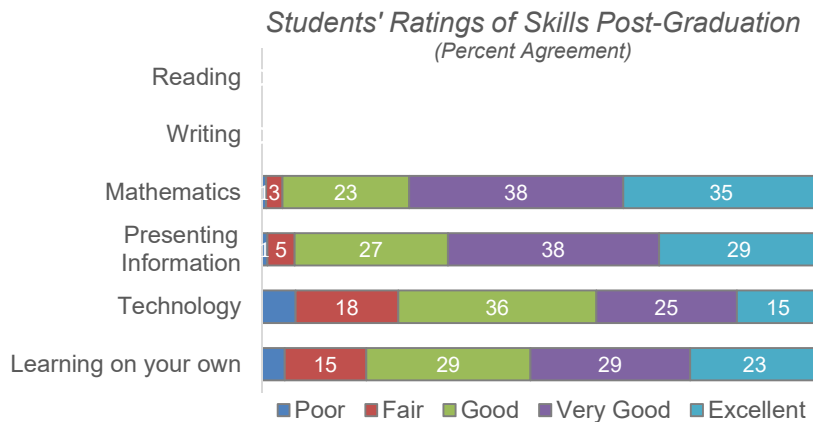
Self-pay students were significantly more likely (59.9%) to have a parent with a college degree than free/reduced lunch graduates (40.1%). This is especially true for graduates pursuing post-secondary education. Those self-pay graduates were three times as likely as free/reduced graduates to have a parent with a degree.

Group Membership	Enrolled in Post-Secondary Program						
	# of Students	% F/R Lunch	% of Parents Attended College	% of Parents Earned Degree	Mean Cumulative GPA	% Taken ACT	Mean ACT Composite
Total Enrolled	1299	58.5%	44.0%	34.0%	2.62	57.2%	19.73
Self-Pay Lunch	539	-	64.2%	54.7%	2.83	69.2%	22.01
Free/Reduced Lunch	760	-	29.7%	19.3%	2.47	48.7%	17.44
Black	305	79.0%	47.9%	33.1%	2.28	48.9%	16.71
Asian	67	71.6%	28.4%	26.9%	3.12	70.1%	19.02
White	465	27.3%	66.0%	54.2%	2.84	72.0%	22.17
Hispanic	383	79.1%	15.1%	9.9%	2.54	43.1%	18.02
Two Or More Races	71	50.7%	53.5%	42.3%	2.55	59.2%	18.67
Other	8*	62.5%*	50.0%*	37.5%*	2.55*	62.5%*	18.40*
Group Membership	Not Enrolled in Post-Secondary Program						
	Group Size	% F/R Lunch	% of Parents Attended College	% of Parents Earned Degree	Mean Cumulative GPA	% Taken ACT	Mean ACT Composite
Total Not Enrolled	821	61.0%	47.9%	36.8%	2.62	57.2%	19.45
Self-Pay Lunch	320	-	72.2%	60.3%	2.83	69.7%	21.99
Free/Reduced Lunch	501	-	32.3%	21.8%	2.49	49.3%	17.16
Black	190	75.8%	58.4%	41.1%	2.27	42.6%	17.32
Asian	29	75.9%	27.6%	27.6%	3.23	69.0%	17.65
White	290	28.6%	66.9%	53.4%	2.81	67.6%	21.57
Hispanic	249	85.5%	14.5%	10.0%	2.61	53.4%	17.55
Two Or More Races	53	62.3%	77.4%	62.3%	2.69	69.8%	20.81
Other	10*	60.0%*	30.0%*	30.0%*	1.93*	30.0%*	18.00*

Note: Figures with an asterisk (*) following them constitute groups sizes of 20 or fewer people. Take caution when interpreting the associated percentages.

COLLEGE AND CAREER PREPAREDNESS

In order to better understand how prepared OPS graduates felt for life after high school, they were asked to rate their ability and skill levels in the domains listed below.

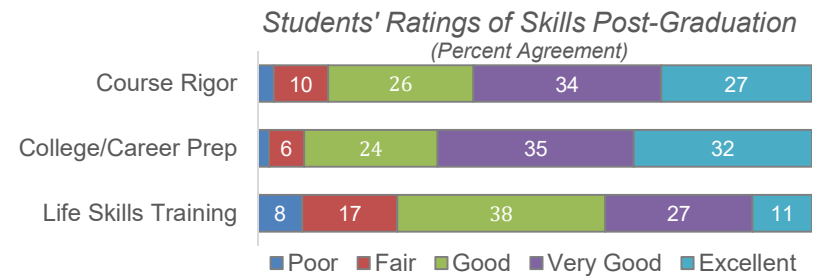


Graduates were most confident in their reading skills, with most (73.6%) reporting their skills to be either excellent or very good. Most students also thought that they were very good or excellent at learning on their own (67.6%), writing (66.7%), and using technology (61.1%).

Math skills received the lowest ratings, with 24.5% of graduates suggesting their skills are either fair (18.4%) or poor (46.0%).

Students were asked to rate the quality of the three components of their education at OPS listed in the chart to the right. Of the three, students felt half felt satisfied with the college and career preparation provided. Most (79.0%) felt it was at least good (29.0%), if not very good (25.9%) or excellent (24.0%). College and career preparation involves study skill development, opportunities to explore education and career paths, and assistance with applications to college, scholarships, and FAFSA.

Students were also satisfied overall with their high school course rigor. Rigor was rated as at least good by 74.9% of graduates. Rigorous courses are those with high standards, comparable to college-level difficulty, and challenging homework. Students also considered the availability of advanced courses.



Although most of students (66.3%) were satisfied with the quality of life skills training, it was the area graduates thought most needed to be improved. Life skills training received the most ratings of fair (50.0%) or poor (13.7%) quality. Life skills training involves help with resume writing, budgeting and financial planning, writing checks, preparing taxes, and the like.

In addition to graduates' opinions, we can look to behavioral indicators of their skill levels, such as participation in remedial or co-requisite college courses, to identify areas for improvement. Remedial courses typically do not count toward degree requirements, but help bridge the gap between a students' current skill level and the level expected for more rigorous courses required for a college degree. Co-requisite courses provide supplemental academic instruction to students scoring just below college-ready cut scores. Unlike remedial courses, students earn credits toward their degree by completing co-requisite courses. Over half (58.2%; 756) of students pursuing post-secondary education (1299) took or were planning to take at least one remedial or co-requisite course.

Remedial courses were more common among graduates, with 251 (25.1%) taking or planning to take remedial college courses. A substantial portion (19.32%) of college students enrolled in both math and English remedial courses, a few were enrolled in math only (6.0%) or English only (5.7%) courses.

A third of the graduates currently enrolled in post-secondary education (34.0%; 441) took co-requisite courses. 20.9% of these students took both math and English co-requisite courses, with the remaining nearly evenly split between math (7.7%) and English (5.3%) courses only.

LIVING ARRANGEMENTS

Graduates financed their housing costs in many ways, including staying with another person for free, having someone else pay their rent, paying rent themselves, or owning their place of residence. Additionally, graduates choose to stay in different environments, some choosing to live alone, with parents, other relatives, friends, or in group housing (such as dorms, Greek housing, etc.).

Below are some of the more notable differences in living arrangements. In addition to the type of housing graduates select and how they finance it, graduates provided their marital status and the number of dependents (children) they have.

- Graduates most commonly stay with their parents for free (46.6%) or pay for their own group housing (43.9%), which includes dormitories, Greek housing, and the like.
- Students in the free or reduced lunch program were more likely (24.9%) to pay for their own housing than self-pay (19.0%) students.
- A higher proportion of full-time enrolled students (21.9%) paid for housing than students attending part-time (16.1%) or not enrolled (3.9%) in a post-secondary program.
- Unemployed students who were not looking for a job (5.8%) and graduates unemployed but job seeking (10.7%) were less likely to pay rent than those students working part-time (17.0%).
- 33 graduates (1.6%) were married at the time of the study, which is about double the last year's 18 married graduates in 2015.
- Married graduates were about 6 times as likely (48.5%; 16) to have children as unmarried graduates (6.9%; 114).
- Most parents (76.4%) had only one child.

2013 GRADUATES (LONGITUDINAL SAMPLE): THREE YEARS AFTER GRADUATION

INTRODUCTION

OPS contacted a portion (635) of the total (2,905) graduates from the 2012-13 school year to participate in the longitudinal portion of the graduate follow-up study. These students participated in the graduate follow-up survey last year and will continue to be contacted for the next several years. Students were selected for the sample to reflect demographic characteristics of the total graduating class within each school. The table below breaks down participant race, gender, and lunch status of graduates who responded to the survey this year.

Approximately five to six months after graduation, the Research Department sent the 2013 graduates a questionnaire via email, receiving 154 completed surveys. The remaining 481 students were contacted by phone, with 248 additional graduates completing the survey. In sum, 402 (66.3%) graduates from the survey sample participated in the study.

Racial, Gender, and Lunch Program Characteristics

	Female		Male		Total
	F/R	Self-Pay	F/R	Self-Pay	
Black	44	11	24	10	89
Asian	4	3	4	0	11
White	26	61	28	63	178
Hispanic	46	10	31	9	96
Multiracial	9	5	6	3	23
Other	2	1	1	1	5
Total	131	91	94	86	402

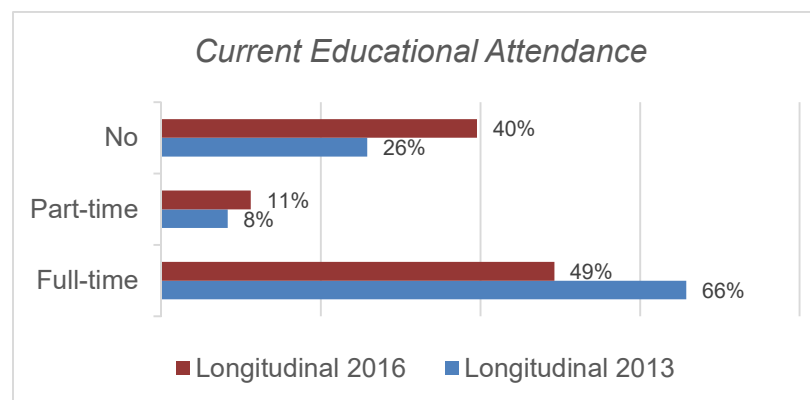
Comparisons between 2013 and 2015 responses throughout this section refer to the responses given in each year *by the same set of graduates*. That is, responses obtained this year are not compared to the overall set of responses last year. Instead, responses from graduates who participated this year are compared to the responses given by those same graduates in the past.

Although graduates were selected for the sample with similar demographic characteristics to the total set of 2013 graduates, their pattern of responses may differ. This leads to differences in the figures reported for 2013 between this report and the original 2013 graduate follow-up report. For instance, graduates who responded to the survey this year were enrolled in a post-secondary.

EDUCATION

Twenty-three percent of graduates have already completed a certification. Of those, graduates earned associate degrees (21.9%), bachelor's degrees (11.0%), certifications (58.2%), work-related training (7.7%), or other training (2.2%).

For the second year in a row, the overall rate of post-secondary enrollment has dropped substantially (-13.7%) in the past year. Enrollment decreased among full-time students (-16.4%), though some have chosen to enroll part-time (+2.9%) or to not pursue post-secondary education this year.



Most students (82.3%) are attending schools in Nebraska. Students are enrolled in public (48.2%), private (25.0%), and religiously affiliated (16.1%) colleges or universities; community college (8.9%); or technical, career, or trade (1.8%) schools. Most have chosen to follow a four-year (75.7%) or two-year (18.5%) program.

Students who are not enrolled primarily chose to take a break from school (46.5%) or were unable to obtain the necessary funding (40.0%). The vast majority (81.7%) are still planning on attending in the future, with many (41.8%) planning to attend within 12 months from the time of the study.

EMPLOYMENT STATUS BY POST-SECONDARY ENROLLMENT

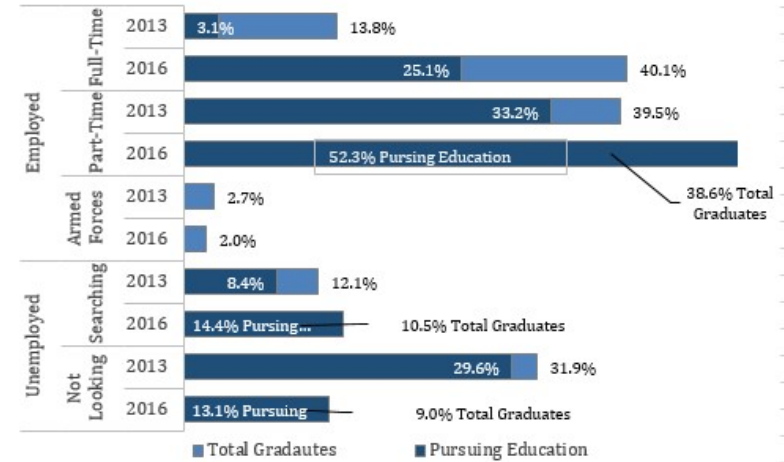
The rate of employment has increased (+25.2%) dramatically since 2013 among full-time (+22.6%) and part-time (+2.7%) employees. Most (80.6%) of the graduates contacted are currently working.

The average hours worked per week by full-time employees has increased from 38.5 hours/week to 40.0 hours/week. Full-time employees now earn an average of \$13.60/hour, representing a \$4.21 increase in wages since 2013 (\$9.39). On the other hand, part-time employees are working fewer hours but receiving higher wages than they did in 2013. Work weeks among part-time employees have dropped from 21.4 hours/week to 20.5 hours/week. Their average pay has grown from \$8.59/hour to \$11.30/hour, resulting in higher weekly net pay in 2016.

Overall, full and part-time working graduates enrolled in school at a lower rate (58.0%) than in 2013 (68.2%). However, full-time workers were more likely to enroll this year (37.9%) than in 2013 (22.7%). The decrease in enrollment among part-time workers from 2013 (84.1%) to 2015 (82.0%) outweighed the increase among full-time workers. Enrollment was similar among unemployed graduates (70.5%) and part-time workers. Over half (55.7%) of graduates looking for work and some (83.3%) of the graduates not looking for work enrolled in school.

The national unemployment rate for 20 to 24-year-olds ranged from 10.6% to 12.7% over November 2016 to May 2017¹⁰, when graduates were contacted. Comparing this figure to the proportion of 2012-13 graduates without work (19.5%) may seem alarming, however, it is important to consider how the Bureau of Labor and Statistics calculates the rate of unemployment. They include only those people who do not have a job but have actively looked for one in the previous four weeks in the unemployment population. People who are unemployed but have not looked-for employment in the past four weeks are not considered part of the labor force.¹¹

Therefore, the best comparison to the bureau's figures would be the percent of OPS graduates who are unemployed and searching for employment (10.5%). The rate of unemployed 2012-13 graduates, then, is equivalent to the 10.6% to 12.7% for people in their age group throughout the US.



In 2016, most graduates not enrolled in post-secondary education are working instead. They have chosen to enlist in the armed forces (2.0%), work full-time (25.1%), or work part-time (38.6%). Of the unemployed and unenrolled graduates (14.5%), most (10.1%) were looking for employment at the time of the study.

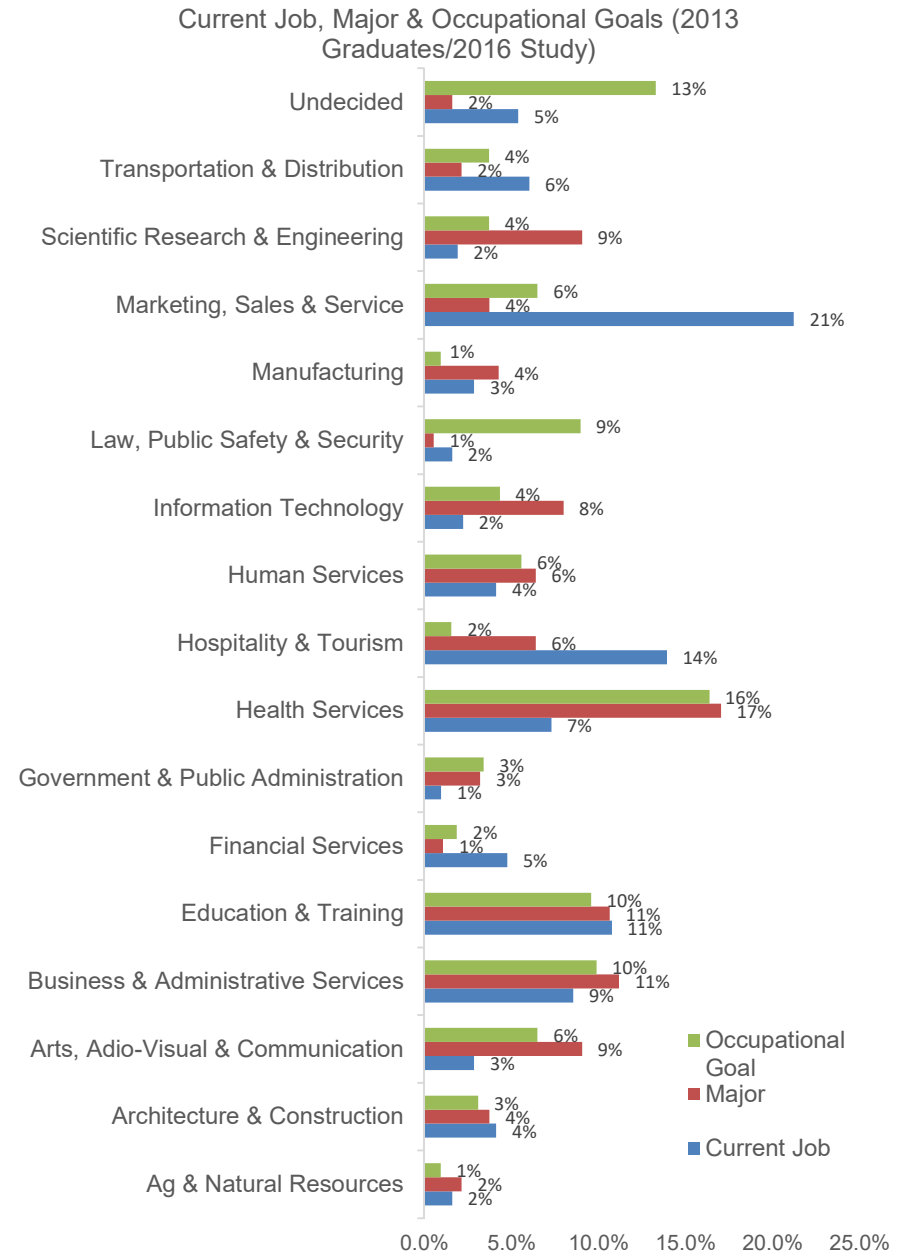
There are very few graduates (7 graduates) who are unemployed, not looking for work, and not enrolled in school.

CURRENT JOB, MAJOR, AND FUTURE OCCUPATIONAL INTERESTS

Working graduates are most frequently employed in the field of marketing, sales, and service, though fewer are this year (21.2%) than in 2013 (40.9%). The hospitality and tourism industry is the next most popular job field (13.9%), though it continues to drop for the second year in a row (-13.4%) in popularity since 2013. Instead, graduates have begun to move into the fields of health science (+6.1%), business administration (+2.7%), and financial services

Students who are enrolled in post-secondary education are much more decisive in their plans. The percent of students who are undecided about their major has decreased by about three-quarters between this year (1.6%) and 2013 (16.9%). Most students have chosen to major in health services (17.0%), business administration (11.2%) or Education & Training (10.6%).

Students continue to better align their college majors and current jobs with the career paths they wish to pursue. Health services have been the most desirable career path among these graduates over the past few years. Some of the greatest changes in college majors, specifically increases in graduates working health services jobs and pursuing degrees in health sciences and scientific research and engineering, direct students to a path of achieving that goal. The same is true for graduates pursuing careers in the arts, audio-visual production, and communications. Graduates are not only viewing it as a goal but are also more frequently majoring in the field, indicating that they are beginning to take the necessary steps to qualify for work in that field.



LIFE SATISFACTION

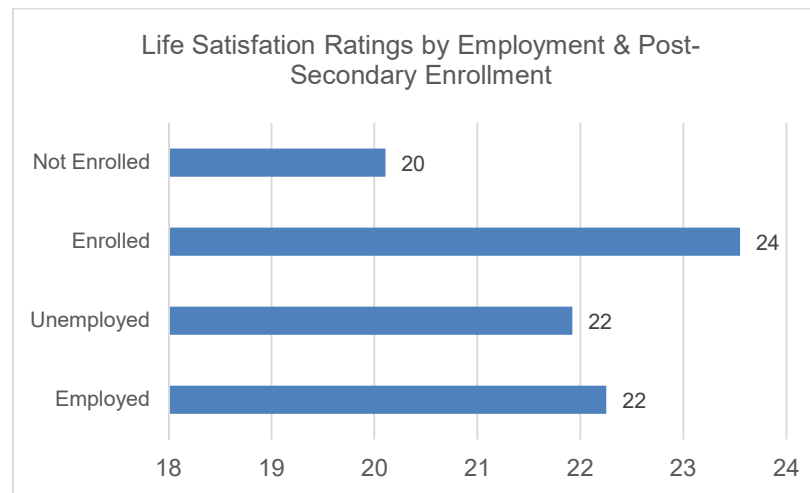
Graduates also completed the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985), which measures global cognitive judgments of respondents' life satisfaction. Graduates rated how much they agreed with the five statements below on a 7-point scale, ranging from *strongly disagree* (1) to *strongly agree* (7).

1. In most ways, my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far, I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Responses on all five items were added together to create a scale score. Scale scores ranged between 5 (extremely dissatisfied) and 35 (extremely satisfied). The authors suggest interpreting scale scores with the benchmarks below.

Scale Score	Interpretation
31 – 35	Extremely satisfied
26 – 30	Satisfied
21 – 25	Slightly satisfied
20	Neutral
15 – 19	Slightly dissatisfied
10 – 14	Dissatisfied
5 – 9	Extremely dissatisfied

The average scale score for 2013 graduates in 2016 was 22.2 as compared to 26.22 in 2016, indicating they are slightly less satisfied. However, graduates' life satisfaction scores ranged across the entire spectrum of possible scores (0–35). An interesting comparison, in line with the focus of this report, is how satisfaction differs by employment and education status.



As seen in the figure above, unemployed graduates provided the lowest (21.9) life satisfaction scores. On the other hand, graduates who were enrolled in post-secondary education scored highest (23.6) among the four sets of graduates.

LIVING ARRANGEMENTS

Under half (40.6%) of the 2013 graduates live with their parents, a small decrease from 2013 (51.1%). The greatest changes in living arrangements were among graduates living in group housing (-20.4%; 18.0%) and living with friends (+20.3%; 22.4%). The trend suggests that graduates may have transitioned from college dormitories or Greek housing to off-campus housing with friends. The number of graduates living alone has also doubled (+5.3%; 9.3%) within the past two years. Students are also more likely to pay their own rent (+22.6%; 64.1%) than stay with someone rent-free (-22.8%; 28.2%) this year.

There has been a 2-year increase in the number of graduates married this year (5.5%) from 2013 (1.9%). Of the married graduates contacted, many (36.8%) have children. In contrast, only 11.3% of unmarried graduates contacted have children.

APPENDIX A

2016 Graduate Follow-Up Survey Items

1. Is the student unable to complete the survey?

- Yes - Please state the reason (1) _____
- No (2)

2. Which of the following best describes your present employment situation?

- Employed Full-Time (1)
- Employed Part-Time (2)
- Full-Time Member of the Armed Forces (3)
- Full-Time Household Manager (4)
- Unemployed - Seeking Employment (5)
- Unemployed - NOT Looking For Employment (6)

If (5) Is Selected Then Skip To Q7

If (6) Is Selected, Then Skip To Q7

If (4) Is Selected, Then Skip To Q7

If (3) Is Selected, Then Skip To Q7

3. What job are you currently performing? If you have multiple jobs, please list your primary position.

4. What field is your job in? If you are unsure of the field, please select the final option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)

5. In total, how many hours do you typically work each week? (Including all jobs.)

- 5 or fewer (1)
- 6 (2)
- 7 (3)
- ...
- 55 or greater (51)

6. What is your average hourly wage? (Including tips)

- \$5 or less (1)
- \$6 (2)
- \$7 (3)
- ...
- \$35 or greater (31)
-

7. What is your general career goal? In other words, what job would you like to pursue for your career?

8. What field do you intend to work in? If you are unsure, please select the last option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)

9. Following graduation from high school (as of the Fall semester of 2015), have you participated in any educational or training classes or activities? If so, do/did you attend full or part time?

- No (1)
- Full-time 12 semester hrs, 15 quarter hrs, or 6 semester hrs for Graduate Students (2)
- Part-time (3)

If No (1) Is Selected, Then Skip To Q20

10. What is the name of the school you attend(ed)?

- University of Nebraska - Omaha (1)
- University of Nebraska - Lincoln (2)
- University of Nebraska - Kearney (3)
- Metropolitan Community College (4)
- Iowa Western Community College (5)
- Creighton University (6)
- Wayne State College (7)
- College of Saint Mary (8)
- Bellevue University (9)
- Other (10)

If Other (10) Is **Not Selected**, Then Skip To Q15

11. Please type the full name of the school you attend.

12. What state is the school in?

13. In what city is the school located?

14. Which of the following categories best describes your present school? The first three options typically represent institutions with 4-year degree programs, while the last three tend to offer degrees or accreditation in two years or less.

- Public University or College (1)
- Religiously Affiliated University or College (2)
- Private University or College (3)
- Community College (4)
- Technical, Career, or Trade School (5)
- Other (seminars, workshops, apprenticeships, etc.) (6)

15. Which of the following best describes your educational program?

- 4-Year Program (1)
- 2-Year Program (2)
- Military Training (3)
- Apprenticeship (4)
- 1-Year Program (5)
- Online Classes (6)
- Other (Please describe your program) (7) _____

16. Which of the following categories is your field of study (major) in? If you are unsure which field it falls under, please type your major in the final option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)
- Other (Please enter your major in the space below): (18) _____

17. Are you taking or planning to take remedial or co-requisite college courses? Please select all that apply. If you do not plan to take either type of course, please proceed to the next question.

Remedial Courses: Generally courses that have course numbers starting with a zero or numbers less than 100 are considered developmental courses, or courses that prepare students for college-level courses. While these courses will not count toward your degree credit requirements, they are great "refresher" courses to help improve your math and writing skills (and increase the likelihood of success) when you do take regular college courses.

Co-requisite Courses: Co-requisite courses provide supplemental academic instruction to students scoring just below college-ready cut scores. Unlike remedial courses, students earn credits toward their degree by completing co-requisite courses.

	English (1)	Math (2)
Remedial Courses (1)	<input type="checkbox"/>	<input type="checkbox"/>
Co-requisite Courses (3)	<input type="checkbox"/>	<input type="checkbox"/>

18. Which of the following factors influenced your decision to attend college? (Choose all that apply to you.)

- The need to improve job skills/qualifications (1)
- The availability of financial resources (2)
- Your parents wanted you to attend college (3)
- The belief that college was the only means to a better job (4)
- Other (5) _____

19. What is/was your source of financial support? (Pick all that apply to you.)

- Financial aid grants (1)
- Loans (2)
- Personal earnings/savings (3)
- Family/friends (4)
- Scholarships (5)
- Employer assistance (6)
- Other (7) _____

Display Only if No (1) Is Selected in Q9

20. Which of the following factors influenced your decision to not attend college, or to leave school after one semester? (Choose all that apply to you.)

- The need to save up money for college (1)
- Unable to obtain enough funding (scholarships, loans) to pay for tuition (2)
- Wanted to take a break from school (3)
- Decided to work instead (4)
- Family related issues or demands (5)
- Poor academic performance (6)
- Other (7)

Display Only if No (1) Is Selected in Q9

21. Do you plan to attend college in the future?

- Yes (1)
- No (2)

If No (2) Is Selected, Then Skip To Q23

22. When do you plan to attend college?

- Within the next 6 months (1)
- Between 6 months to 1 year (2)
- Between 1 to 2 years (3)
- Greater than 2 years in the future (4)
- Undecided (5)

23. Did either of your parents (or guardian) attend any type of formal education beyond high school?

- Yes (1)
- No (2)

If No (2) Is Selected, Then Skip To Q27

24. Did either of your parents or guardian complete any type of college degree?

- Yes (1)
- No (2)

25. Are you married?

- Yes (1)
- No (2)

26. Do you share housing with other people? If so, who do you live with?

- Alone (1)
- Group Housing (dormitories, Greek housing, etc.) (2)
- Parent(s) / Guardians(s) (3)
- Other Relative(s) (4)
- Friend(s) (5)

27. How do you pay for housing?

- Another person allows me to stay with them, free of charge (1)
- Another person pays my rents (2)
- I pay rent (including taking loans for campus housing) (3)
- I own my house/condo/etc. (4)

28. Do you have any dependents/children? If so, how many?

- None (1)
- 1 (2)
- 2 (3)
- 3 (4)
- More than 3 (5)

29. As a result of your experience in Omaha Public Schools, how would you rate your ability/skill level in the following areas?

There are five options, from lowest to highest: poor, fair, good, very good, and excellent.

	Poor	Fair	Good	Very Good	Excellent
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Please rate the quality of the following features related to your education at Omaha Public Schools on a scale from 1 - 5, with 1 being poor and 5 being excellent.

	Poor	Fair	Good	Very Good	Excellent
Course Rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College and Career Prep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life Skills Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course rigor (e.g., high standards, comparable to college-level difficulty, challenging homework, advanced courses available) (1)

College and career preparation opportunities (e.g., study skill development, opportunities to explore education/career path, assistance with applications to college, scholarships, FAFSA, etc.) (2)

Life skills training availability (e.g., resume writing, budgeting and financial planning, writing checks, preparing taxes, etc.) (3)

31. Is there anything you think Omaha Public Schools could have done to better prepare you?

APPENDIX B

2016 Longitudinal Graduate Follow-Up Survey Items

1. Is the student unable to complete the survey?

- Yes - Please state the reason (1) _____
- No (2)

2. Which of the following best describes your present employment situation?

- Employed Full-Time (1)
- Employed Part-Time (2)
- Full-Time Member of the Armed Forces (3)
- Full-Time Household Manager (4)
- Unemployed - Seeking Employment (5)
- Unemployed - NOT Looking For Employment (6)

If (5) Is Selected Then Skip To Q7

If (6) Is Selected, Then Skip To Q7

If (4) Is Selected, Then Skip To Q7

If (3) Is Selected, Then Skip To Q7

3. What job are you currently performing? If you have multiple jobs, please list your primary position.

4. What field is your job in? If you are unsure of the field, please select the final option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)

5. In total, how many hours do you typically work each week? (Including all jobs.)

- 5 or fewer (1)
- 6 (2)
- 7 (3)
- ...
- 55 or greater (51)

6. What is your average hourly wage? (Including tips)

- \$5 or less (1)
- \$6 (2)
- \$7 (3)
- ...
- \$35 or greater (31)
-

7. What is your general career goal? In other words, what job would you like to pursue for your career?

8. What field do you intend to work in? If you are unsure, please select the last option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)

9. Are you currently participating in any educational or training classes or activities? If so, are you attending full- or part-time?

- No (1)
- Full-time 12 semester hrs, 15 quarter hrs, or 6 semester hrs for Graduate Students (2)
- Part-time (3)

If No (1) Is Selected, Then Skip To Q17

10. What is the name of the school you attend(ed)?

- University of Nebraska - Omaha (1)
- University of Nebraska - Lincoln (2)
- University of Nebraska - Kearney (3)
- Metropolitan Community College (4)
- Iowa Western Community College (5)
- Creighton University (6)
- Wayne State College (7)
- College of Saint Mary (8)
- Bellevue University (9)
- Other (10)

If Other (10) Is **Not Selected**, Then Skip To Which Q15

11. Please type the full name of the school you attend.

12. What state is the school in?

13. In what city is the school located?

14. Which of the following categories best describes your present school? The first three options typically represent institutions with 4-year degree programs, while the last three tend to offer degrees or accreditation in two years or less.

- Public University or College (1)
- Religiously Affiliated University or College (2)
- Private University or College (3)
- Community College (4)
- Technical, Career, or Trade School (5)
- Other (seminars, workshops, apprenticeships, etc.) (6)

15. Which of the following best describes your educational program?

- 4-Year Program (1)
- 2-Year Program (2)
- Military Training (3)
- Apprenticeship (4)
- 1-Year Program (5)
- Online Classes (6)
- Other (Please describe your program) (7) _____

16. Which of the following categories is your field of study (major) in? If you are unsure which field it falls under, please type your major in the final option.

- (Select from the 16 Career Clusters) (1-16)
- Undecided (17)
- Other (Please enter your major in the space below): (18) _____

Display Only if No (1) Is Selected in Q9

17. Which of the following factors influenced your decision to not attend college, or to leave school after one semester? (Choose all that apply to you.)

- The need to save up money for college (1)
- Unable to obtain enough funding (scholarships, loans) to pay for tuition (2)
- Wanted to take a break from school (3)
- Decided to work instead (4)
- Family related issues or demands (5)
- Poor academic performance (6)
- Other (7)

Display Only if No (1) Is Selected in Q9

18. Do you plan to attend college in the future?

- Yes (1)
- No (2)

If No (2) Is Selected, Then Skip To Q27

19. When do you plan to attend college?

- Within the next 6 months (1)
- Between 6 months to 1 year (2)
- Between 1 to 2 years (3)
- Greater than 2 years in the future (4)
- Undecided (5)

20. Have you obtained any degrees or certifications since graduating high school?

- Yes (1)
- No (2)

If No (2) Is Selected, Then Skip To Q22

21. What is the highest level degree/certification you have obtained?

- Bachelor's degree (1)
- Associate degree (2)
- Journey person status (3)
- Certificate (greater than 2 years to complete) (4)
- Certificate (1 to 2 years to complete) (5)
- Certificate (less than 1 year to complete) (6)
- Any type of work-related training or seminars beyond initial job training (7)
- Other (8) _____

22. Are you married?

- Yes (1)
- No (2)

23. Do you share housing with other people? If so, who do you live with?

- Alone (1)
- Group Housing (dormitories, Greek housing, etc.) (2)
- Parent(s) / Guardians(s) (3)
- Other Relative(s) (4)
- Friend(s) (5)

24. How do you finance housing?

- Another person allows me to stay with them, free of charge (1)
- Another person pays my rents (2)
- I pay rent (including taking loans for campus housing) (3)
- I own my house/condo/etc. (4)

25. Do you have any dependents (children)? If so, how many?

- None (1)
- 1 (2)
- 2 (3)
- 3 (4)
- More than 3 (5)

26. As a result of your experience in Omaha Public Schools, how would you rate your ability/skill level in the following areas?

There are five options, from lowest to highest: poor, fair, good, very good, and excellent.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
In most ways my life is close to my ideal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The conditions of my life are excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far I have gotten the important things I want in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over, I would change almost nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX C

OCCUPATIONAL CODE SHEET 16 CAREER CLUSTERS

1. **Agriculture, Food, and Natural Resources**

- Landscapers, Gardeners, Lawn Care Workers, Grounds Crew
- Veterinarians, Veterinary Assistants, Plant or Animal Scientists
- Geologists, Mining Engineers, Mining Machine Operators
- Forest Harvesting and Protection, Fish and Game Wardens, Rangers, Natural Resource Managers
- Farmers and Ranchers, Butchers and Meat Cutters, Agricultural Products Inspectors, Animal Handlers, Groomers, and Trainers, Pest Control, Recycling Specialist

2. **Arts, Audio-Visual Technology, and Communications**

- Actors, Dancers, Musicians, Models, Producers, Directors, Writers
- Photographers, Designers (Interior and Fashion), Artists, Radio/TV Production
- Typesetters, Lithographic Production, Printing Press Operators, Bindery Workers, Photographic Process Workers
- Audio and Video Systems Technicians, Special Effects Technicians
- Telecommunications Technicians, Equipment, Cable, and Line Installers/Repairers
- Newscasters, Reporters, Editors, Broadcast Technicians

3. **Business, Management, and Administration**

- Executives, Department Managers, Managers and Assistant Managers of Restaurants, Hotels, Supermarkets, and Retail Stores, Entrepreneurs/Business Owners
- Accountants, Tax Preparers, Bookkeepers, Auditors, Bill Collectors, Billing Clerks
- Employment Interviewers, Personnel and Payroll Clerks, Human Resource Managers, Compensation and Benefits Administrators
- Data Entry Persons, Database Managers, Data Processors
- File Clerks, Office Managers, Secretaries, Receptionists, Stenographers

4. **Architecture and Construction**

- Plumbers, Carpenters, Electricians, Roofers, Brick Layers, Concrete Masons, Iron Workers, Drywall Installers and Finishers, Architects, Draftsmen, Painters, Construction Engineers
- Home Heating, Air Conditioning, and Refrigeration Installation and Repair, Solar Technician
- Surveyors, Earth Moving Equipment and Crane Operators, Road and Highway Builders

5. **Education and Training**

- Teachers, Coaches, Trainers, Aerobics or Religious Instructors, Lecturers, Professors, Librarians, Tutors, Library Assistants, Priest/Preachers/Missionaries
- Child Care, Nanny, Teachers' Aides
- School Administrators, Deans, Supervisors, Educational Researchers
- Counselors, Developmental and School Psychologists, Speech Pathologists
- Foreign Language Interpreter
- College Recruiter

- 6. Finance**
 - Stock and Investment Brokers, Real Estate Managers
 - Financial Managers, Financial Planners
 - Insurance Agents, Insurance Adjusters, Actuaries
 - Bank Tellers, Bank Officers, Loan Officers, Debt Collectors
- 7. Health Science**
 - Pharmacist, Paramedic, Physician, Surgical Technologist, Dentists, Optometrists, Psychologist/Psychiatrists, Radiologists, Sports Medicine Specialists
 - Registered Nurse, Physical Therapist, Dental and Medical Assistants, Nursing/Psychiatric Aides, Licensed Practicing Nurse, Nurse Practitioners, Dental Hygienist, Chiropractor
 - Hospital Building and Grounds Maintenance, Hospital Equipment Maintenance
 - Public Health Administrators, Nurse Educators, Medical Records Technicians
- 8. Hospitality and Tourism**
 - Cooks, Waiters, Bartenders, Hosts/Hostesses, Food Preparers, Food Safety and Sanitation Inspectors
 - Lifeguards, Athletes, Sports Officials, Amusement Park Attendants, Gaming and Recreational Operators
 - Ticket Agents, Travel Agents, Tour Directors, Convention Services, Movie Theater Workers, Hotel Reservation Personnel
 - Household (House Keeping) Workers, Baggage Attendants, Front Desk Attendants
 - Janitorial
- 9. Human Services**
 - Barbers, Cosmetologists, Nail Technician, Massage Therapist
 - Social Service Workers, Geriatric Service Workers, Community Service Organizers, Consumer Credit Counseling, Peace Corp Worker
 - Career Counseling, Family Counseling, Dietitians, Nutritionists
 - Mortician, Coroner
 - Homemaker
- 10. Information Technology**
 - Webmaster, Web Designer
 - Data Analysts, Database Specialists, Help Desk Technicians
 - Computer Analyst, Computer Programmers, Software Engineers and Designers
 - Computer Support Technicians, Network Engineers and Administrators
- 11. Law, Public Safety, and Security**
 - Fire Fighters, Fire Chiefs, Fire Inspectors and Investigators, Dispatchers
 - Criminal Justice Professionals, Corrections Officers, Police, Guards, Detectives, Special Agents, Bailiffs, Forensic Experts, Search & Rescue Technicians
 - Lawyers, Legal Assistants, Paralegal Personnel, Judges

12. Manufacturing

- Dental and Eyeglass Technicians, Jewelers, Musical Instrument Makers and Repairers, Precision Assemblers, Blacksmith
- Electronics (including Computer) Repair/Installation, Vending Machine Repairers
- Furniture Makers, Upholsterers, Shoe/Leather Production, Apparel/Textile Production, Factory Line Workers, Plastics Production, Machine Operators, Industrial Engineers, Forklift Operator, Mail Inserting Machine Operator
- Industrial Inspectors, Tool and Die Workers, Welders, Commercial/Industrial Equipment Repair and Installation, Sheet Metal Workers, Production Managers, Foremen

13. Government and Public Administration

- Individuals working in regulatory services (Utilities, Communications, Water)
- Tax Collectors and Assessors, Defense Services
- Legislators, Legislative Aides, Governmental Leaders, Foreign Language Interpreters, Economists
- Occupational Safety Technicians, Pollution Control Technicians, Energy Management, Garbage/Sanitary Engineers

14. Marketing, Sales, and Service

- Advertising Agents, Marketing Research, Public Relations Writers
- Warehouse Managers, Shipping and Receiving Clerks, Route Sales Persons
- E Commerce, Sales Supervisors, Wholesale Distributors, Small Business Entrepreneurs
- Real Estate Sales, Appraisers, Miscellaneous Retail and Wholesale Sales, Sale of Products and Services, Pharmaceutical Sales, Telemarketing, Supermarket Clerks, Cashiers

15. Science, Technology, Engineering, and Mathematics

- Environmental Engineers, Water Treatment Operators
- Laboratory Researchers, Biologist, Chemist, Physicist, Meteorologist, Sociologist
- Civil, Electrical, and Mechanical Engineers, Petroleum and Rocket Specialists, Mathematicians, Statisticians

16. Transportation, Distribution, and Logistics

- Flight Attendants, Bus, Truck, or Taxi Drivers, Rail Transportation, Pilots, Moving Van Drivers, Dispatchers, Air Traffic Controllers
- Urban Planners, Transportation Regulators
- Transportation Safety Analysts, Emergency Services Jobs
- Automobile, Motorcycle, and Aircraft Mechanics, Autobody Technicians, Car Washers
- Warehouse Operations Managers, Shipping and Receiving Clerks, Packers and Handlers, Postal Clerks, Mail Carriers, Dock Workers, Stockers

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