



# FOLLOW-UP OF HIGH SCHOOL GRADUATES

Class of 2015 & 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 2015 *Follow-up of High School Graduates* is the 61st 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 2015 are compared to responses from 2013.

**Section 4** includes survey items for both the 2013 (longitudinal) and 2015 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 2015 (2,826 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 446 students completed the survey using Qualtrics online survey software.

The remaining students were contacted by phone to complete the survey, resulting in an additional 1,759 respondents. In total, 2,205 (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 Casey Bowyer at [casey.bowyer@ops.org](mailto:casey.bowyer@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.<sup>1</sup> 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 9<sup>th</sup> 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.

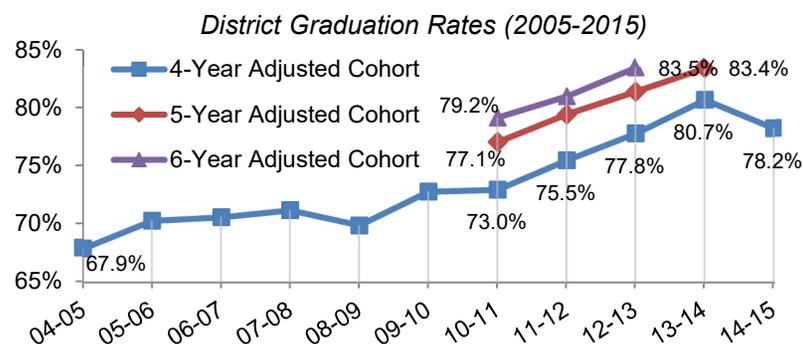
$$\frac{\text{\# Students in Adjusted Cohort Graduating High School in 4<sup>th</sup> Year}}{\text{Adjusted Cohort (of Freshman Class 4 Years Previous)}}$$

(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*.

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

(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*.

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



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 dropped by 2.5% from '13-14 (80.7%) to '14-15 (78.2%). It is important to note that '13-14 marked a record-setting peak for both OPS, state, and national graduation rates. According to the National Center for Education Statistics, the 2014 national average 4 year graduation rate for all public high schools reached an all-time high of 82%; the average 4 year graduation rate for Nebraska public schools was 90%<sup>2</sup>. National data on 2014-15 graduation rates have yet to be released. Additionally, the OPS '14-15 rate was still greater than the '12-13 rate (77.8%).

*4-Year Adjusted Cohort Graduation Rates by School*

	2013	2014	2015
Benson High Magnet	73.5%	72.2%	71.0%
Bryan Sr. High	74.7%	77.4%	74.6%
Burke High	86.3%	89.9%	87.6%
Central High	81.1%	81.7%	78.7%
North High Magnet	79.8%	82.4%	78.8%
Northwest High Magnet	72.5%	74.8%	73.9%
South High Magnet	72.5%	76.4%	77.6%
<i>District Average</i>	77.8%	80.7%	78.2%
<i>State Average</i>	88.5%	89.7%	88.9%

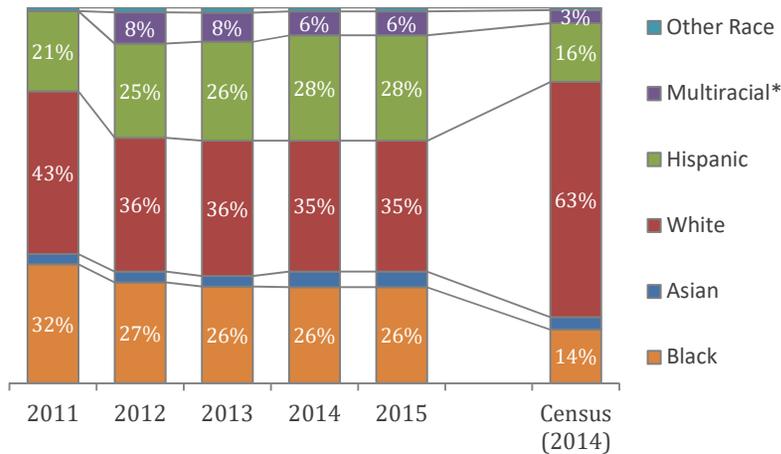
Graduation rate varies by high school, with Burke High typically graduating the largest percentage of students. Graduation rates for all schools have decreased in the past year except for South High (+1.2%), which had the most substantial increase to graduation rate last year (+3.9%) as well.

## GRADUATE CHARACTERISTICS

Graduates took between three to nine years to complete high school, though most (90.5%) graduated in their fourth year. Of the graduates contacted, there was a near even split between women (1102) and men (1103). The majority of students (59.5%) 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.<sup>3</sup> OPS high school graduates exhibit greater racial diversity than the city as a whole, with a growing Hispanic population.

*Graduate Racial Distribution over Time (2011-2015)*

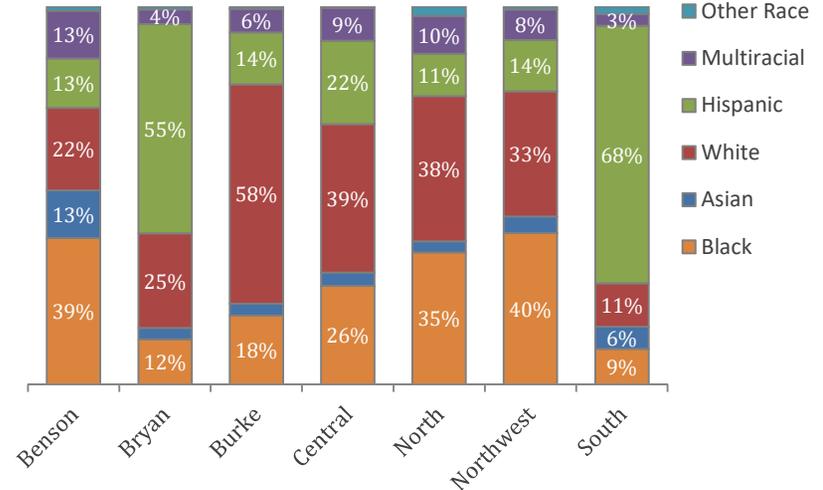


*Note:* New federal racial designations, namely the inclusion of the “Multiracial” category, were not implemented in this report until 2012. “Other” includes graduates identifying as Native American, Alaskan, Hawaiian, or Pacific Islander.

Racial composition within the Omaha Public Schools district varies from school-to-school. The majority of South (68%) and Bryan High graduates are Hispanic (55%), whereas Burke graduates the largest proportion of White (58%), Benson the largest proportion of Asian (13%) and Multiracial (13%), and Northwest the highest percentage of Black (40%) students. Central (39%) and North (38%) 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 (2015)*



*Racial and Gender Characteristics by High School Attended*

	Black		Asian		White		Hispanic		Multiracial		Other		Total by Gender		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Benson	53	48	16	17	22	35	17	17	19	14	2	1	129	132	261
Bryan	25	19	5	6	41	51	100	104	9	5	1	2	181	187	368
Burke	32	56	8	7	118	162	34	32	20	10	1	2	213	269	482
Central	80	59	13	6	114	95	72	46	28	18	2	0	309	224	533
North	67	73	3	9	62	92	24	21	17	23	8	2	181	220	401
Northwest	46	63	6	6	49	41	19	18	17	5	0	2	137	135	272
South	21	27	17	13	24	34	181	166	7	9	5	5	255	254	509
District	324	345	68	64	430	510	447	404	117	84	19	14	1,405	1,421	2,826

## Employment and Employment Goals

Approximately 55.8% of graduates reported that they were employed when contacted during the winter of 2015 and spring of 2016 (18.5% full-time, 35.4% part-time, and 2.0% armed forces.) Of the 44.2% not working, 15.2% were actively searching for employment and 28.9% were not looking for employment. Full-time workers spent an average of 38 hours per week on the job, while part-time workers spent 22 hours. Full-time workers were paid more per hour (\$10.69) than part-time workers (\$9.38).

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

- North (61.9%) and Central (61.7%) had the highest rate of overall employment among schools, with South (24.6%) and Benson (21.6%) graduating the highest proportion of full-time workers.
- Women (56.5%) had a slightly higher rate of overall employment than men (55.1%). Women were more likely to work part-time (+9.3%) and men more likely to work full-time (+7.0%).
- Graduates from the free/reduced lunch program were more likely to be employed (+3.6%) and to work full-time (+7.2%) than self-pay graduates.
- Graduates from the English Language Learners program were less likely to be employed (-30.6%) but were nearly as likely to work full-time (-1.5%) as non-ELL graduates.
- Hispanic graduates and the group comprised of Native Americans, Alaskans, Hawaiians, and Pacific Islanders had the highest rates of employment (64.1% and 64.0%, respectively). They both had the highest rates of full-time employment as well.

A majority of working graduates are employed in retail sales and service (35.3%) or hospitality and tourism (28.0%). Retail sales include jobs such as cashiers, supermarket clerks, and telemarketing. Hospitality and tourism include jobs such as cooks, waiters, bartenders, hosts and hostesses.

Choice of employment for graduates differs slightly by gender. The two most prominent job categories (retail sales/service and hospitality/tourism) were the same for either gender; however, the next most common job for men is transportation/distribution (e.g., stockers, package handlers) and for women is education and training (e.g., tutoring, child care).

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 five most prominent career clusters were: 1) health science, 2) education services, 3) arts, technology and communications, 4) business management and 5) 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.<sup>4</sup> 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 Science	33.7%	Scientific Research & Engineering	9.1%
Education & Training	12.4%	Business, Management, & Administration	8.9%
Human Services	8.1%	Arts, A/V Tech, & Communications	8.4%
Arts, A/V Tech, & Communications	7.1%	Architecture & Construction	8.1%
Law, Public Safety, & Security	5.8%	Health Science	8.1%

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, 80.6% are female. Similarly, 87.3% of those interested in human services are female. Conversely, all graduates interested in a manufacturing, 91.6% of graduates interested in information technology, and 96.1% of those interested in a career in transportation, distribution, and logistics are male. Finally, a slightly higher percentage of men (54.4%) than women (45.6%) were undecided on their occupational goal.

*Employment Status by Group Membership*

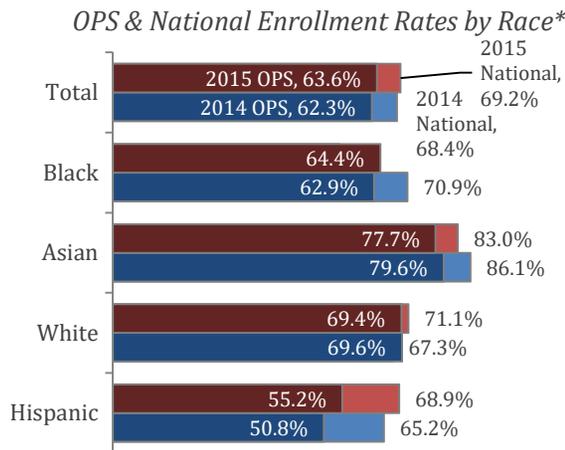
Group Membership	Employment Status						
	Employed Full-Time	Employed Part-Time	Armed Forces	Total Employed	Unemployed Searching	Unemployed Not Looking	Total Unemployed
All Graduates	18.5	35.4	2.0	55.8	15.2	28.9	44.2
Average Hours Worked/Week	37.97 hours	21.98 hours	-	-	-	-	-
Average Hourly Wage	\$10.69	\$9.38	-	-	-	-	-
<b>Post-Secondary Enrollment</b>							
Enrolled Full-Time	6.6	40.3	-	46.9	9.9	43.2	53.1
Enrolled Part-Time	24.7	50.6	-	75.3	8.0	16.7	24.7
Not Enrolled	37.1	26.1	-	63.2	26.2	10.6	36.8
<b>High School Attended</b>							
Benson High Magnet	21.6	29.4	1.0	52.0	13.7	34.3	48.0
Bryan Sr. High	19.2	35.9	2.1	57.3	20.6	22.1	42.7
Burke High	15.1	26.6	1.0	42.8	13.8	43.3	57.2
Central High	17.0	43.0	1.7	61.7	12.4	26.0	38.3
North High Magnet	16.9	41.9	3.1	61.9	13.1	25.0	38.1
Northwest High Magnet	14.6	35.0	5.3	54.9	19.9	25.2	45.1
South High Magnet	24.6	33.6	0.8	58.9	15.8	25.3	41.1
<b>Gender</b>							
Female	16.0	40.0	0.5	56.5	14.8	28.7	43.5
Male	21.0	30.7	3.4	55.1	15.7	29.2	44.9
<b>Lunch Status</b>							
Free/Reduced	21.4	34.5	1.4	57.3	17.4	25.3	42.7
Self-Pay	14.2	36.7	2.8	53.7	12.0	34.3	46.3
<b>ELL Participation</b>							
ELL Participant	17.1	9.2	0.0	26.3	17.1	56.6	73.7
Not ELL Participant	18.6	36.3	2.0	56.9	15.2	27.9	43.1
<b>Racial Category</b>							
Black	17.3	34.4	1.9	53.7	18.5	27.8	46.3
Asian	7.8	15.5	0.0	23.3	17.5	59.2	76.7
White	16.7	33.9	2.5	53.0	12.8	34.2	47.0
Hispanic	22.8	39.6	1.6	64.1	14.4	21.5	35.9
Multiracial	18.4	39.3	2.5	60.1	17.2	22.7	39.9
Other*	24.0	40.0	0.0	64.0	20.0	16.0	36.0

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

## EDUCATION

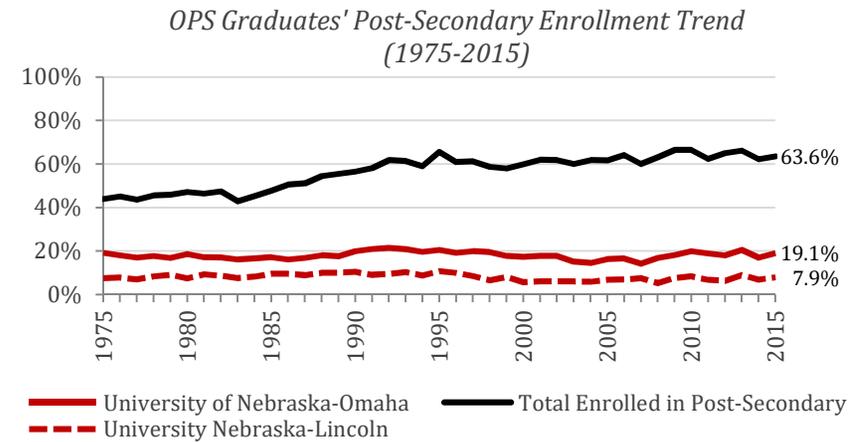
A majority of the graduates contacted (1,402; 63.6%) chose to pursue post-secondary education the semester following graduation. Most (87.5%) enrolled full-time, similar to national (91.6%) trends.<sup>5</sup> In this report, post-secondary education options include four-year colleges and universities (38.6%), with students attending public (33.5%), religiously-affiliated (2.8%), and private (2.4%) schools; two-year colleges (24.9%), including community colleges (23.7%) and technical, career, and trade schools (1.2%); and other options (0.1%) including seminars, workshops, apprenticeships, etc.

The 2015 enrollment rate (63.6%) is higher than the previous year's graduating class (62.3%) but lower than the 2015 national rate (69.2%) 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 (77.7%). Although Hispanic graduates enrolled at the lowest rate (55.2%), it has improved over the last year (50.8% in 2014).



*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.

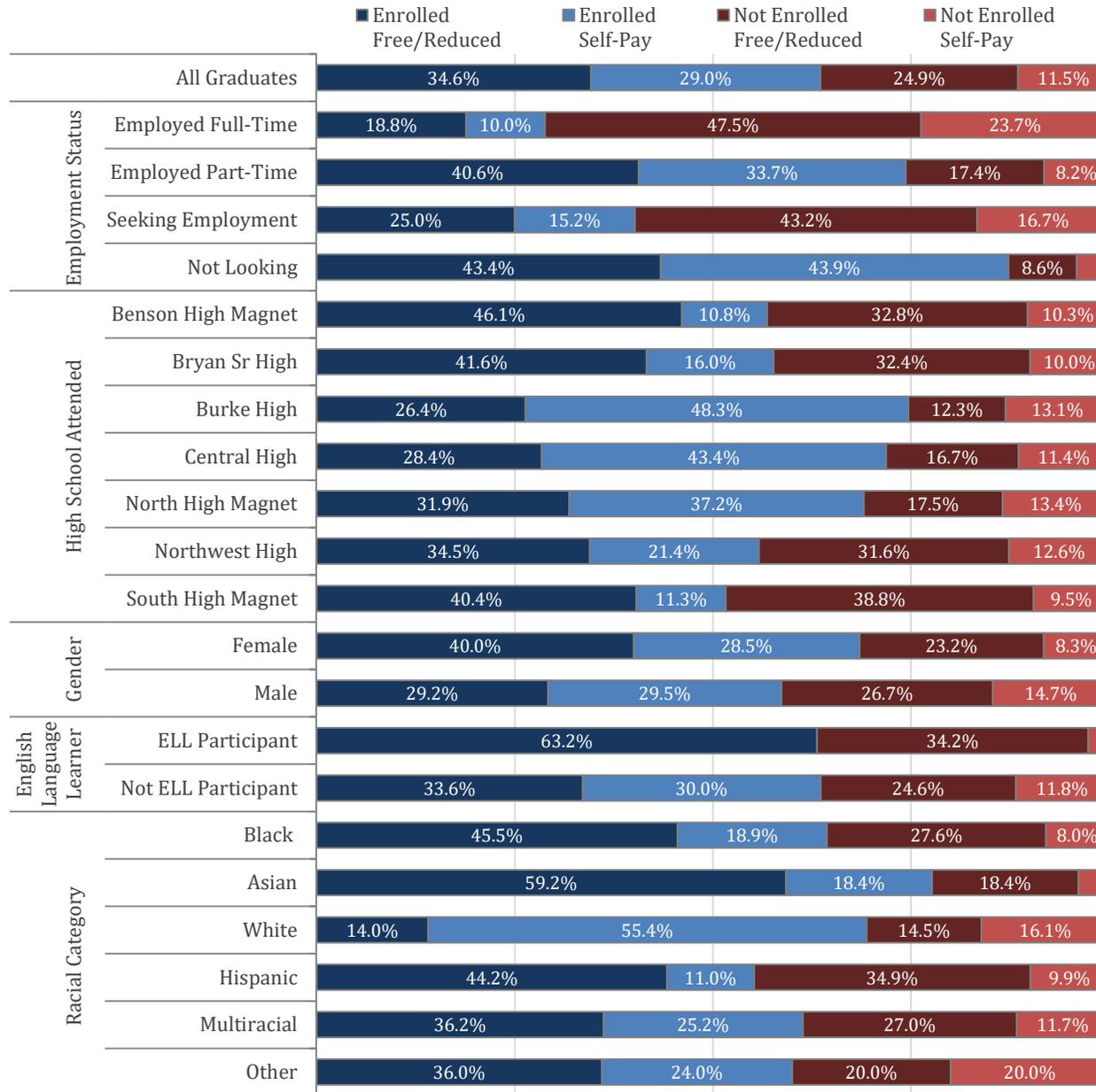
The OPS class of 2015 enrolled in post-secondary education at a lower rate than national averages of students overall and from each racial group averages aside from Black graduates (64.4%). The national enrollment rate among Black graduates dropped substantially in the last year (70.9% in 2014 to 54.6% in 2015).<sup>6</sup> Rates of enrollment for Asian and White graduates decreased slightly in 2015, but increases in Black, Hispanic, Native American, Alaskan, Hawaiian, and Pacific Islander graduates led to an overall increase. Post-secondary enrollment rates are listed in the figure to the left.



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 increased overall (+1.3%), at the University of Nebraska at Lincoln (+0.9%), and the University of Nebraska at Omaha (+2.1%).

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 and unemployed graduates seeking employment enrolled in some form of post-secondary education. Most (87.3%) of unemployed graduates not 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 (59.5%) of students contacted participated in the program. Notably, a majority of students attending college were in the free or reduced lunch program (54.4%), but free or reduced lunch students make up a larger proportion (68.4%) of those not attending.

Demographic groups with higher enrollment rates tended to have a larger representation of self-pay students as well. For instance, Burke had the highest enrollment rate (74.7%) of all high schools, but also had the largest proportion of self-pay students (61.4%). This was not true among Asian graduates, who had the highest rate of attendance (77.6%) but a low proportion of self-pay students (22.3%).

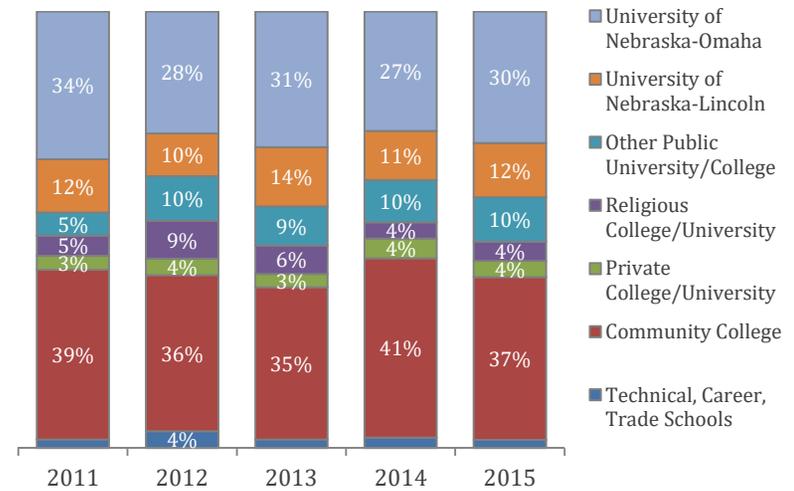
*Type of Post-Secondary Enrollment by Year (2014-2015)*

	2014		2015	
<b>Nebraska Schools</b>	1,219	51.8%	1,179	53.5%
Public University/College	631	26.8%	651	29.5%
-University of Nebraska-Lincoln	165	7.0%	174	7.9%
-University of Nebraska-Omaha	401	17.0%	422	19.1%
-Other Nebraska State School	65	2.8%	55	2.5%
Religiously Affiliated University/College	42	1.8%	38	1.7%
Private University/College	34	1.4%	27	1.2%
Community College	482	20.5%	446	20.2%
Technical, Career, or Trade School	27	1.1%	16	0.7%
Other Type of Education or Training	3	0.1%	1	0.0%
<b>Out-of-State Schools</b>	250	10.5%	223	10.1%
Public University/College	77	3.2%	88	4.0%
Religiously Affiliated University/College	12	0.5%	23	1.0%
Private University/College	33	1.4%	25	1.1%
Community College	120	5.1%	76	3.4%
Technical, Career, or Trade School	8	0.3%	10	0.5%
Other Type of Education or Training	-	0.0%	1	0.0%
<b>Total Pursuing Further Education</b>	<b>1,469</b>	<b>62.3%</b>	<b>1,402</b>	<b>63.6%</b>

Of graduates attending post-secondary education, most (84.1%) chose to stay in Nebraska to continue their education. Nearly half (46.4%) of students pursuing post-secondary chose to attend a Nebraska public college or university, with the majority enrolled at either the University of Nebraska at Omaha (30.1%) or the University of Nebraska at Lincoln (12.4%). Other students attending in-state schools are enrolled at religiously-affiliated colleges or universities (2.7%), private colleges or universities (1.5%), community colleges (31.8%), and technical, career, or trade schools (1.1%). Students enrolled in out-of-state institutions (15.9%) attend public (6.3%), religious (1.6%), private (1.8%) colleges or universities, community colleges (5.4%), or technical, career, or trade (0.7%) schools. Two students pursued an alternative type of training.

The table above compares graduates' enrollment in post-secondary programs of the last two graduating classes. The graduating class of 2015 was slightly smaller (2,826) than the class of 2014 (2,922). The distribution of students across types of educational institutions was similar; however, 2015 graduates were more likely to attend a Nebraska public university or college than the 2014 graduates.

*Post-Secondary Enrollment Type by Year (2011-2015)*

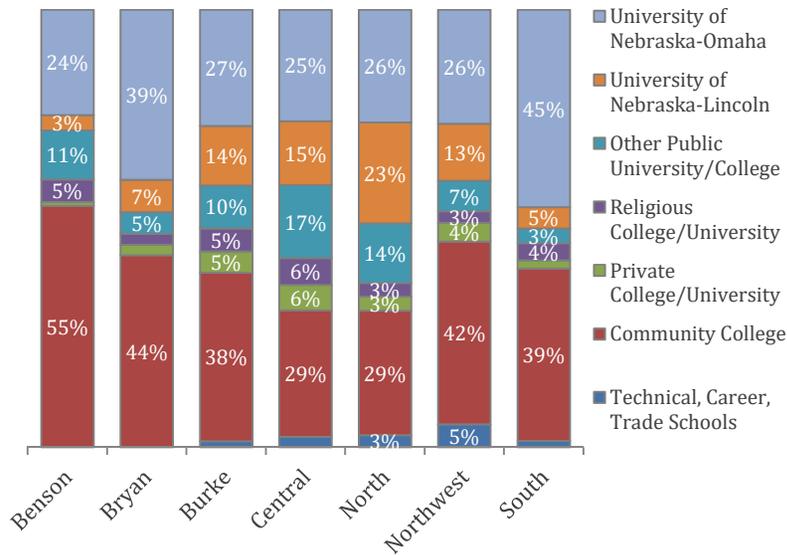


The types of institutions students have chosen to enroll at have remained rather stable over the past several years. Over a third of students each year choose to attend the Universities of Nebraska at Omaha and Lincoln, and another third attend community colleges. Specifically, nearly a third (31.0%) of students enrolled in post-secondary education chose to attend Metropolitan Community College in 2015.

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 (68.5%) than men (58.7%) were enrolled, consistent with national trends (women = 72.6%, men = 65.8%)<sup>7</sup>. Choices of enrollment were similar for women and men pursuing further education. Women, however, were more likely to attend the University of Nebraska - Omaha (+3.7%) or a private university (+2.6%). Men, on the other hand, were more likely to attend a Community College (+5.7%) or to enroll in a school outside of the state (+2.9%).

Post-Secondary Enrollment Type by School

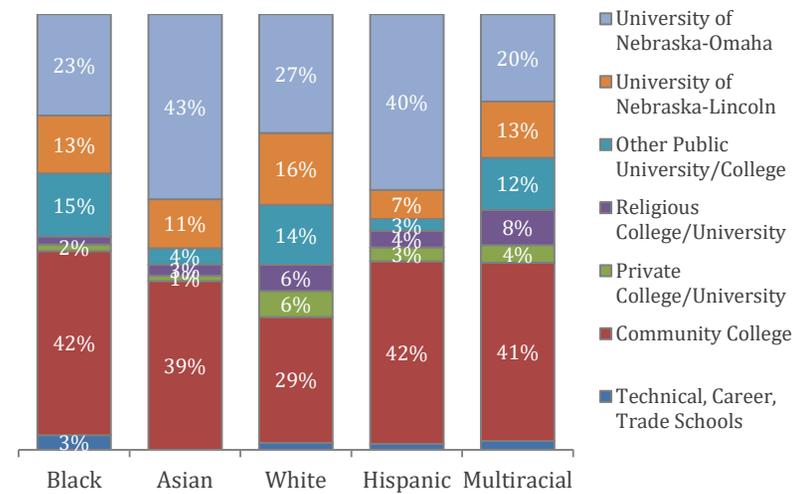


Burke had the highest rate of enrollment (74.7%) of all schools, followed by Central (71.8%) and North (69.1%). A smaller percentage of South (51.6%), Northwest (55.8%) Benson (56.9%), and Bryan (57.7%) graduates chose to pursue post-secondary education.

Of the graduates enrolled in a post-secondary program:

- Over half (55.2%) of Benson graduates attended community colleges, and a quarter (24.1%) attended UNO.
- Bryan graduates also primarily enrolled at community colleges (43.8%), at UNO (38.9%), and most likely to stay in-state (93.8%).
- Burke graduates had high rates of community college (38.5%), UNO (26.6%), and UNL (13.6%).
- Central graduated the largest proportion of students enrolled in private (5.8%) and out-of-state schools (27.0%).
- North graduates were the most likely to attend a 4-year university/college (68.8%), with notable high enrollment at UNL (23.1%).
- Northwest had the highest proportion (5.2%) of graduates enrolled in technical, career, or trade schools.
- South graduates were the most likely (45.1%) to attend UNO.

Post-Secondary Enrollment Type by Race

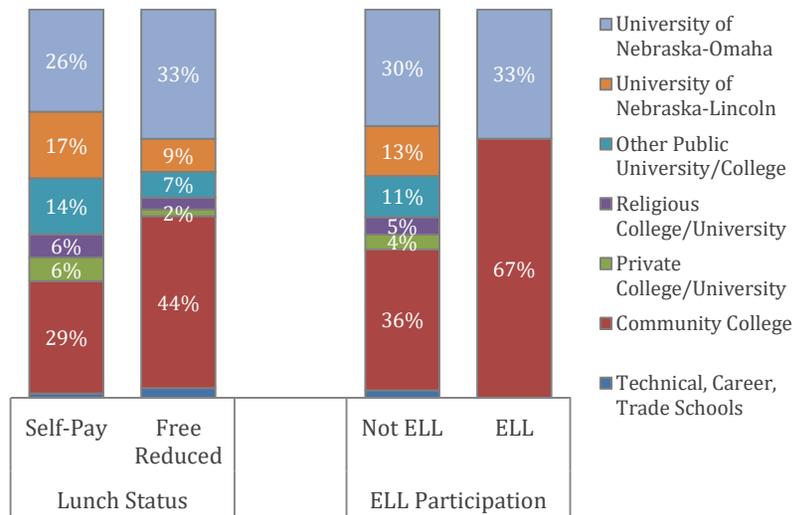


Asian graduates were the most likely (77.7%) to pursue post-secondary education. White graduates (69.4%) were the second most likely to pursue post-secondary education, followed by Black (64.4%), Multiracial (61.4%), a group composed of Native American, Alaskan, Pacific Islander, and Hawaiian graduates (60.0%), and Hispanic (55.2%) graduates.

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 (42.3%) and technical, career, or trade schools (3.3%)
- Asian students had the highest proportion (42.5%) of students enrolled at the University of Nebraska – Omaha.
- White students had the highest proportion (16.5%) of graduates attending the University of Nebraska – Lincoln.
- Hispanic graduates had the second highest proportion of students enrolled in community colleges (41.9%) and at UNO (40.3%).
- Multiracial graduates were the most likely (8.0%) to attend religiously affiliated colleges/universities, and a large proportion attended community college (41.0%).

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



Type of institution attended varied by lunch program participation. There was a slight increase in the percentage of students with self-pay lunch plans attending post-secondary education this year (71.6%) than last (69.9%). The same is true for students with free/reduced lunch plans. They enrolled in post-secondary education this year (58.1%) at a higher rate than last year (56.6%).

The figure above compares enrollment types for students by lunch programs and by participation in the English Language Learner program. Self-pay students were more likely to attend an in-state college or university (+3.8%), and to attend an out-of-state school (+8.9). Students in the free or reduced lunch programs, on the other hand, were more likely to attend a community college (+15.5%).

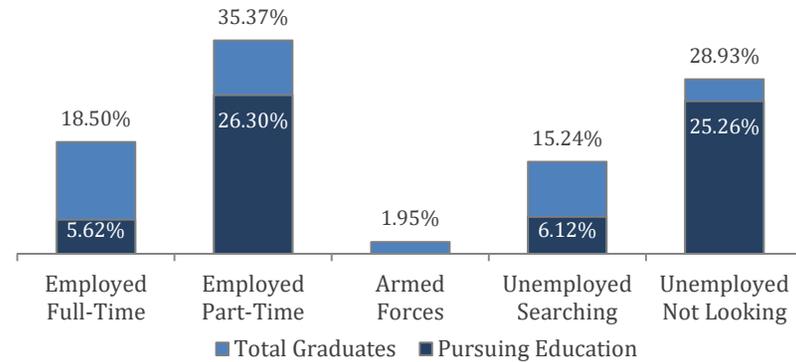
Graduates who participated in the English Language Learners program attended either UNO (33.3%) or community colleges (66.7%). Those who did not participate in the program accounted for all graduates attending any of the other types of institutions and those enrolled out-of-state.

**EMPLOYMENT STATUS BY POST-SECONDARY ENROLLMENT**

After graduating high school, students decide how to begin the next stages of their lives. Most (87.2%) choose to pursue higher education (63.6%) or to begin working (55.8%). Some pursue one path exclusively, although many choose to both attend school and work in various degrees.

Unemployed graduates attended school at a higher rate (71.0%) than employed (57.2%) graduates. Graduates who were neither working nor looking for employment were the most likely (87.3%) to attend school; most part-time workers (74.4%) attended as well; under half of students looking for employment (40.2%) were in school; and full-time workers (30.4%) enrolled at the lowest rate.

*Employment Status by Post-Secondary Enrollment*



The majority of post-secondary students (59.3%) were employed, primarily working part-time (48.8%). A large proportion of students (28.9%) chose to not work or look for employment, the majority of whom (23.9%) were enrolled full-time. Part-time students were more likely to work (75.4%) than students enrolled full-time (47.1%).

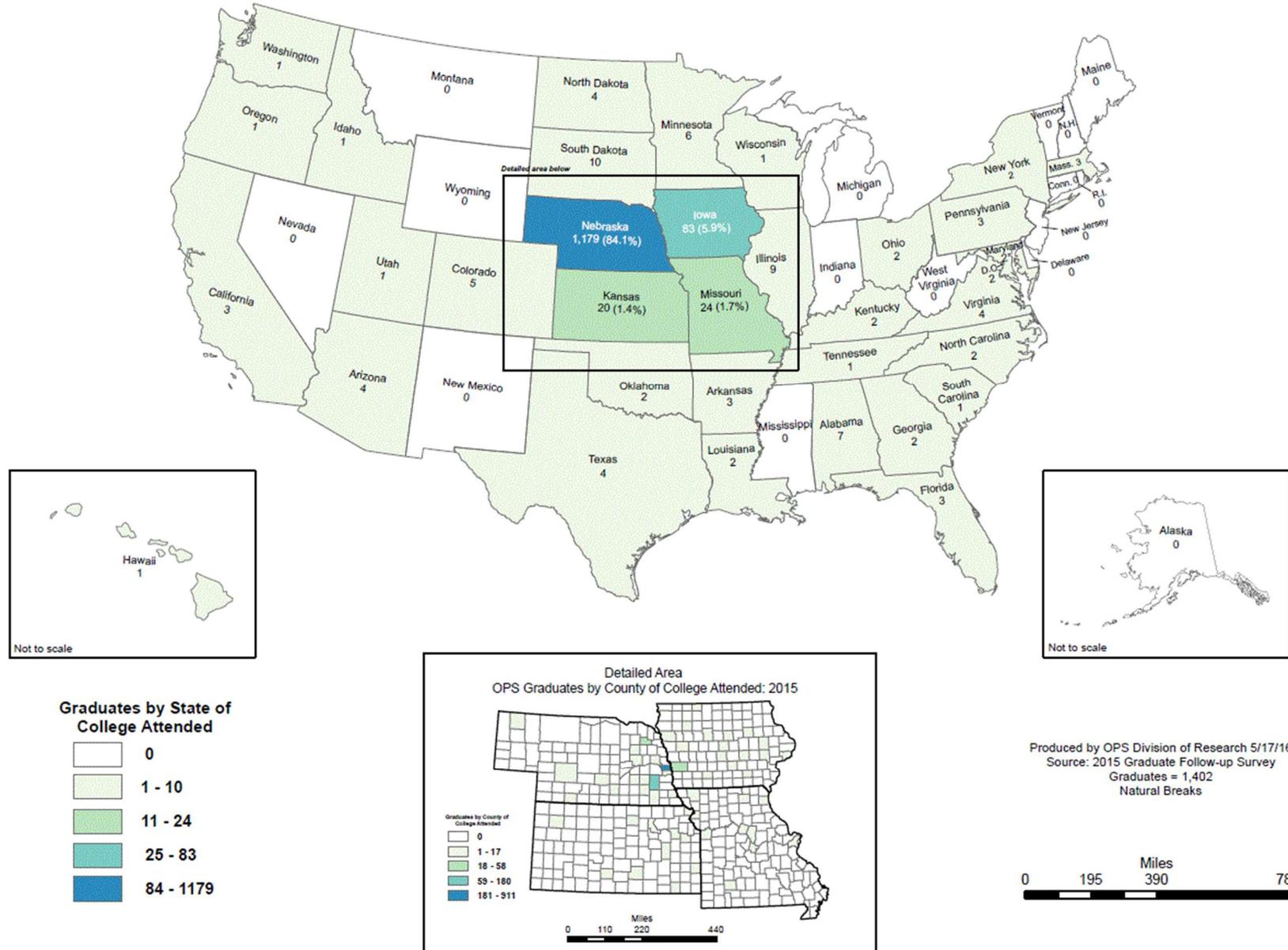
A small percentage (3.7%) of graduates were neither employed, seeking employment, nor enrolled in school. Half of these students (56.8%) wanted to take a break from school but were planning to enroll in the future (75.3%), and many (12.4%) were unable to attend due to permanent disability. Graduates in this group were more likely to be married (7.4% vs. 1.1%) or have children (17.3% vs. 5.6%) than the total group of graduates.

*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	63.58	12.41	30.10	3.92	6.28	2.71	1.64	1.93	1.78	31.81	5.42	1.14	0.71
<b>Employment Status</b>													
Employed Full-Time	5.62	2.42	18.55	1.61	0.81	-	-	0.81	0.81	66.13	4.03	3.23	1.61
Employed Part-Time	26.30	8.28	35.69	2.76	3.62	3.28	1.38	2.59	1.38	35.00	4.83	0.52	0.69
Seeking Employment	6.12	14.07	25.19	4.44	8.89	5.93	2.22	2.96	2.22	26.67	5.19	1.48	0.74
Not Looking	25.26	18.67	28.19	5.57	9.34	1.97	2.15	1.26	2.33	22.44	6.28	1.26	0.18
<b>High School Attended</b>													
Benson High Magnet	56.86	3.45	24.14	4.31	6.90	2.59	2.59	0.86	-	50.86	4.31	-	-
Bryan Sr. High	57.65	7.41	38.89	2.47	2.47	1.85	0.62	2.47	-	40.74	3.09	-	-
Burke High	74.67	13.64	26.57	5.24	4.55	3.15	2.10	1.75	3.15	32.17	6.29	1.40	-
Central High	71.84	14.53	25.34	5.41	11.15	2.70	3.38	1.69	4.05	21.96	6.76	1.01	1.35
North High Magnet	69.06	23.08	25.79	3.17	10.41	2.26	0.90	2.26	0.90	21.27	7.24	0.45	2.26
Northwest High Magnet	55.83	13.04	26.09	2.61	4.35	1.74	0.87	4.35	-	38.26	3.48	4.35	0.87
South High Magnet	51.63	4.85	45.15	2.43	0.97	3.88	-	0.97	0.97	35.44	3.88	1.46	-
<b>Gender</b>													
Female	68.51	12.05	31.79	3.84	5.56	3.18	1.85	2.91	1.99	30.07	4.50	1.46	0.66
Male	58.66	12.83	28.13	4.02	7.11	2.16	1.39	0.77	1.55	33.85	6.49	0.77	0.77
<b>Lunch Status</b>													
Free/Reduced	58.11	8.52	33.29	2.88	3.80	2.36	0.66	1.31	0.39	38.27	6.03	1.57	0.92
Self-Pay	71.64	17.06	26.29	5.16	9.23	3.13	2.82	2.66	3.44	24.10	4.69	0.63	0.47
<b>ELL Participation</b>													
ELL Participant	63.16	-	33.33	-	-	-	-	-	-	66.67	-	-	-
Not ELL Participant	63.60	12.85	29.99	4.06	6.50	2.81	1.70	1.99	1.85	30.58	5.61	1.18	0.74
<b>Racial Category</b>													
Black	64.40	13.29	23.26	4.83	9.67	0.91	0.91	0.30	1.21	31.42	10.88	1.51	1.81
Asian	77.67	11.25	42.50	1.25	2.50	1.25	1.25	1.25	-	37.50	1.25	-	-
White	69.42	16.47	27.18	4.96	8.73	3.57	2.38	2.58	3.37	24.80	3.97	0.79	0.79
Hispanic	55.19	6.72	40.32	2.15	0.54	3.23	0.54	2.69	0.54	40.05	1.88	1.34	-
Multiracial	61.35	13.00	2-	5.00	7.00	3.00	5.00	2.00	2.00	29.00	12.00	2.00	-
Other	60.00	-	26.67	-	6.67	6.67	-	-	-	60.00	-	-	-

*Note:* The first column lists the percentage of students in a given 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, 63.6% of all graduates chose to pursue further education. Of the graduates who were enrolled, 74.3% chose to either attend UNO (30.1%), UNL (12.4%) or an in-state community college (31.8%). The remaining 25.7% chose to attend other types of post-secondary institutions, listed above.

## LOCATIONS OF POST-SECONDARY EDUCATION INSTITUTIONS ATTENDED



**CURRENT JOB MAJOR AND FUTURE OCCUPATIONAL INTERESTS**  
 Students are distributed across 35 states and the District of Columbia. Most (84.1%; 1,179) students chose to attend a senior in Nebraska, particularly in Douglas (65.0%; 911) and Lancaster (12.8%; 180) counties. Of students attending school in Iowa (5.9%; 83), most are located in Pottawattamie County (4.1%; 58). 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.

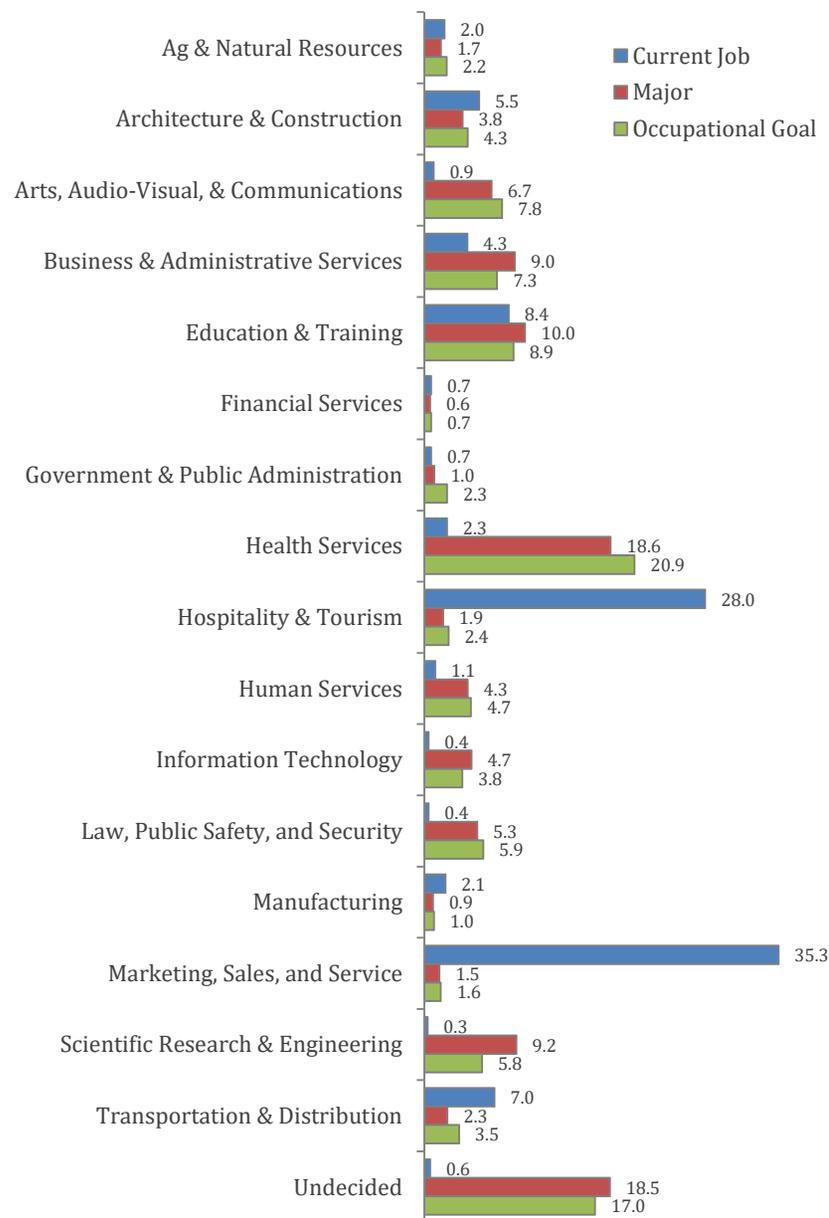
Popularity of college majors has remained rather steady. A large proportion of students (18.5%) had not decided on a major at the time of the survey. Of students who reported a major field of study, the five most prominent fields for the class of 2015 were: 1) Health Services, 2) Education and Training, 3) Scientific Research and Engineering, 4) Business Management and Administration, and 5) Arts, Audio-Visual Technology, and Communications. Aside from Scientific Research and Engineering, the four other majors listed were the most popular among last year's graduates as well, though the ranking of majors has changed.

*Top Five Major Fields of Study According to Gender*

Women		Men	
Health Services	28.19%	Business, Management, & Administration	12.05%
Education & Training	13.29%	Scientific Research & Engineering	11.74%
Human Services	6.98%	Information Technology	9.23%
Scientific Research & Engineering	6.98%	Architecture & Construction	7.51%
Business, Management, & Administration	6.44%	Arts, Audio-Visual, & Communications	7.36%

Majors, like occupational goals, varied by gender. For instance, women were substantially more likely to choose a course of study in health sciences or education & training, whereas a higher proportion of men chose an Information Technology major.

*Current Job, Major, & Occupational Goal by Career Cluster*



## FACTORS INFLUENCING POST-SECONDARY ENROLLMENT

Graduates pursue further education for a number of reasons. The most common influences are the student's need to improve their skills and the graduate's parents wanting them to attend further education. 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 2015 Graduates*

Reason for Pursuing	2015		
	All Grads	Self-Pay Lunch	Free or Reduced
Need to Improve Job Skills/Qualifications	69.61	63.38	74.84
Pursuing a Career that Requires a Degree	78.82	80.44	77.46
Parents Wanted Graduate to Attend	67.62	66.20	68.81
College Is the Only Means to a Better Job	57.28	51.02	62.52
Availability of Financial Resources	58.35	54.30	61.73

Students from the self-pay lunch program were more likely to be influenced by the career they are pursuing requiring a degree than graduates from the free/reduced 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.

*Education Financing for 2013 & 2015 Graduates*

Type of Funding	2015		
	All Grads	Self-Pay Lunch	Free or Reduced
Grants	54.35	40.38	66.06
Scholarships	56.49	56.96	56.09
Loans	33.38	40.69	27.26
Personal earnings/savings	30.31	41.16	21.23
Support from family/friends	28.32	39.91	18.61

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 (+25.7%) 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 about twice as likely to receive financial assistance from family/friends or to pay with current or saved personal income. They were also more likely to take out loans to pay for college.

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 (40.4%) and was a greater influence for free/reduced (42.7%) lunch than self-pay (35.2%) graduates. Wanting to take a break from school (56.3%) was the most common factor cited for not enrolling. This was also more commonly voiced by free/reduced lunch students (+6.0%).

Although believing that school "is worth it" was not a particularly popular reason for not pursuing post-secondary schooling (2.4%), it was cited by self-pay students three times as often as free/reduced lunch students. Self-pay students were also slightly more likely to refrain from enrolling due to poor test scores, whereas free/reduced lunch graduates were more likely to have put school off to deal with family issues. Self-pay graduates were also more likely to provide alternative reasons for not enrolling in school than those listed in the table.

*Influential Factors to Forgo Education for 2015 Graduates*

Reason for Not Pursuing	2015		
	All Grads	Self-Pay Lunch	Free or Reduced
Wanted to Take a Break from School	56.29	52.17	58.18
Career Doesn't Require a Degree	2.37	2.77	2.18
Unable to Obtain Funding	40.35	35.18	42.73
Grades/Test Scores too Low	9.09	10.67	8.36
Family Issues or Demands	19.05	17.39	19.82
Do not think school is worth it	2.37	4.35	1.45
Do not like school	2.49	2.37	2.55
Other Reasons	23.41	31.23	19.82

Of the graduates not enrolled when contacted for the survey, most (88.0%) stated they intend on pursuing post-secondary education in the future. The majority (54.3%) plan on enrolling within the next year, with 27.0% expecting to enroll within the next six months. Plans for future enrollment and expected timeframe for doing so were similar for graduates in both lunch programs.

Research has shown that parents' education is strongly related to a student's decision to pursue post-secondary education beyond high school academic performance<sup>8</sup> 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.<sup>9</sup> They are better prepared and supported by family members in planning for college.<sup>10</sup>

Graduates pursuing further education were almost twice as likely to come from families with at least one parent that obtained a college degree. Parental post-secondary attendance for students in the free or reduced lunch programs was similar among graduates pursuing (21.0%) post-secondary education and those not pursuing post-secondary (18.2%) education. However, there is a large difference in parental attendance between self-pay and free or reduced lunch students.

Self-pay students were significantly more likely (54.7%) to have a parent with a college degree than free/reduced lunch graduates (19.8%). 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. Similarly, students with parents who attended post-secondary chose to enroll at a higher rate (75.4%) than those whose parents did not (57.5%).

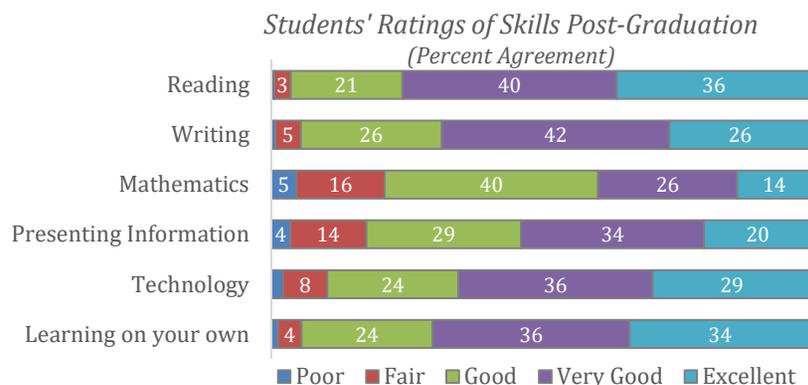
Additionally, students enrolled in post-secondary programs performed better in high school. Students attending college had, on average, higher high school GPA (+0.66) and ACT scores (+2.82) than those not attending college. Students not attending college, understandably, took the ACT at about half the rate of those enrolled in school. Further, for those students pursuing post-secondary education, students receiving free/reduced price lunch had lower GPA (-0.36) and ACT scores (-4.31) compared to students not receiving free/reduced price lunch.

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	1402	54.4%	53.3%	40.2%	2.85	79.9%	19.90
Self-Pay Lunch	639	-	77.5%	63.2%	3.04	87.0%	22.07
Free/Reduced Lunch	763	-	33.0%	21.0%	2.68	73.9%	17.76
Black	331	70.7%	59.8%	42.9%	2.48	71.3%	17.29
Asian	80	76.3%	20.0%	16.3%	3.13	78.8%	18.00
White	504	20.2%	76.0%	60.1%	3.09	84.3%	22.89
Hispanic	372	80.1%	22.0%	15.9%	2.81	81.7%	18.34
Two Or More Races	100	59.0%	56.0%	41.0%	2.76	80.0%	19.60
Other	15*	60.0%*	80.0%*	40.0%*	2.67*	80.0%*	17.25*
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	803	68.5%	34.6%	22.9%	2.19	37.5%	17.08
Self-Pay Lunch	253	-	45.8%	33.2%	2.27	39.1%	18.84
Free/Reduced Lunch	550	-	29.5%	18.2%	2.16	36.7%	16.22
Black	183	77.6%	45.4%	29.5%	1.96	33.9%	15.40
Asian	23	82.6%	13.0%	8.7%	2.71	43.5%*	14.90
White	222	47.3%	50.5%	35.6%	2.39	38.3%	20.02
Hispanic	302	77.8%	14.9%	9.3%	2.17	40.1%	15.98
Two Or More Races	63	69.8%	47.6%	27.0%	2.14	34.9%	17.32
Other	10*	50.0%*	50.0%*	40.0%*	2.01*	10.0%*	20.00*

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.



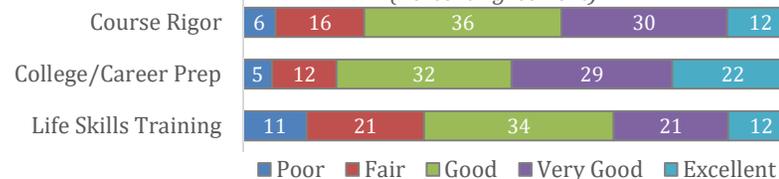
Graduates were most confident in their reading skills, with most (75.7%) reporting their skills to be either excellent or very good. The majority of students also thought that they were very good or excellent at learning on their own (70.1%), writing (68.4%), and using technology (65.4%).

Graduates' skills in presenting information received the second lowest ratings with 17.6% of graduates rating themselves as fair (14.0%) or poor (3.6%). Math skills received the lowest ratings, with 21.0% of graduates suggesting their skills are either fair (16.3%) or poor (4.7%). The 2015 graduates rated themselves lower in these two areas than last year's graduates.

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 most satisfied with the college and career preparation provided. Most (83.1%) felt it was at least good (31.8%), if not very good (29.1%) or excellent (22.1%). 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 78.1% of graduates. Rigorous courses are those with high standards, comparable to college-level difficulty, and challenging homework. Students also took into account the availability of advanced courses.

*Students' Ratings of Skills Post-Graduation*  
(Percent Agreement)



Although the majority of students (67.2%) 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 (21.4%) or poor (11.5%) 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. About half (48.5%; 680) of students pursuing post-secondary education (1,402) took or were planning to take at least one remedial or co-requisite course.

Remedial courses were more common among graduates, with 529 (37.7%) taking or planning to take remedial college courses. A large portion (20.7%) of college students enrolled in both math and English remedial courses, many enrolled in math only (11.4%), and some in only English (5.6%) courses.

About half as many students (19.0%; 267) took co-requisite courses. A little over half of that group (10.0%) took both math and English, with the remaining nearly evenly split between math (4.6%) and English (4.5%) courses only.

## **LIVING ARRANGEMENTS**

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Graduates financed their housing costs in a number of 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 (48.8%) or pay for their own group housing (21.3%), which includes dormitories, Greek housing, and the like.
- Students in the free or reduced lunch program were less likely (33.5%) to pay for their own housing than self-pay (44.5%) students.
- A higher proportion of full-time enrolled students (47.0%) paid for housing than students attending part-time (23.4%) or not enrolled (27.3%) in a post-secondary program.
- Unemployed students who were not looking for a job (42.6%) and graduates working full-time (44.8%) were more likely to pay rent than those looking for employment (21.1%) or working part-time (38.7%).
- Unemployed graduates not seeking employment, however, were primarily enrolled in school full-time (82.8%) and living in group housing (38.4%).
- Only 18 graduates (0.8%) were married at the time of the study, which is about half as many as last year's 35 married graduates.
- Married graduates were about ten times as likely (55.6%; 10) to have children as unmarried graduates (5.2%; 114).
- Most parents (85.5%) had only one child.

## 2013 GRADUATES (LONGITUDINAL SAMPLE): TWO YEARS AFTER GRADUATION

### INTRODUCTION

OPS contacted a portion (636) 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 156 completed surveys. The remaining 480 students were contacted by phone, with 328 additional graduates completing the survey. In sum, 484 (76.1%) 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	43	7	26	12	88
Asian	5	1	2	1	9
White	22	59	25	52	158
Hispanic	49	11	38	9	107
Multiracial	8	7	6	3	24
Other	1	2	1	1	5
<b>Total</b>	<b>128</b>	<b>87</b>	<b>98</b>	<b>78</b>	<b>391</b>

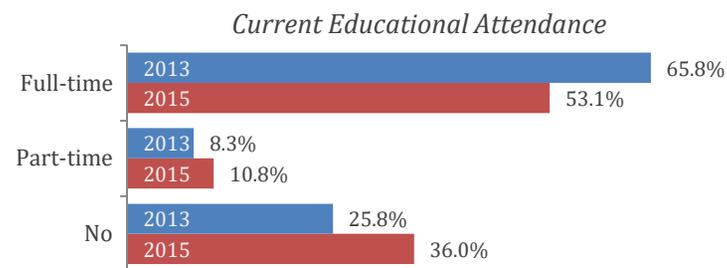
Comparisons between 2013 and 2015 responses throughout this section refer to the responses given in each year *by the same set of graduates*. That is, responses obtained this year are not compared to the overall set of responses last year. Instead, responses from graduates who participated this year 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 more likely to have been enrolled in school in the winter of 2013 (74.2%) than the total set of survey respondents (66.2%).

### EDUCATION

Fifteen percent of graduates have already completed a certification. Graduates earned associate degrees (2.1%), certifications (11.1%), work-related training (1.7%), or other training (0.6%).

The overall rate of post-secondary enrollment has dropped substantially (-10.2%) in the past year. Enrollment decreased among full-time students (-12.7%), though some have chosen to enroll part-time (+2.5%) or to not pursue post-secondary education this year.



Most students (82.4%) are attending schools in Nebraska. Students are enrolled in public (55.6%), private (7.3%), and religiously affiliated (7.3%) colleges or universities; community college (30.0%); or technical, career, or trade (0.8%) schools. Most have chosen to follow a four-year (75.5%) or two-year (20.3%) program.

Of those graduates enrolled in the past year, the most common reasons for attending school are pursuing a career that requires a degree (80.9%) or their parents wanted them to attend (63.1%). Although many students attend because they think that college is the only means to a better job (57.3%) and need to improve their job skills (51.8%), these views are less popular than last year (72% & 73.9% respectively).

Students who are not enrolled primarily chose to take a break from school (46.9%) or were unable to obtain the necessary funding (43.8%). The vast majority (92.3%) are still planning on attending in the future, with many (38.5%) planning to attend within six months from the time of the study.

## EMPLOYMENT STATUS BY POST-SECONDARY ENROLLMENT

The rate of employment has increased (+24.1%) dramatically since 2013 among full-time (+20.3%) and part-time (+3.6%) employees. Most (80.0%) of the graduates contacted are currently working.

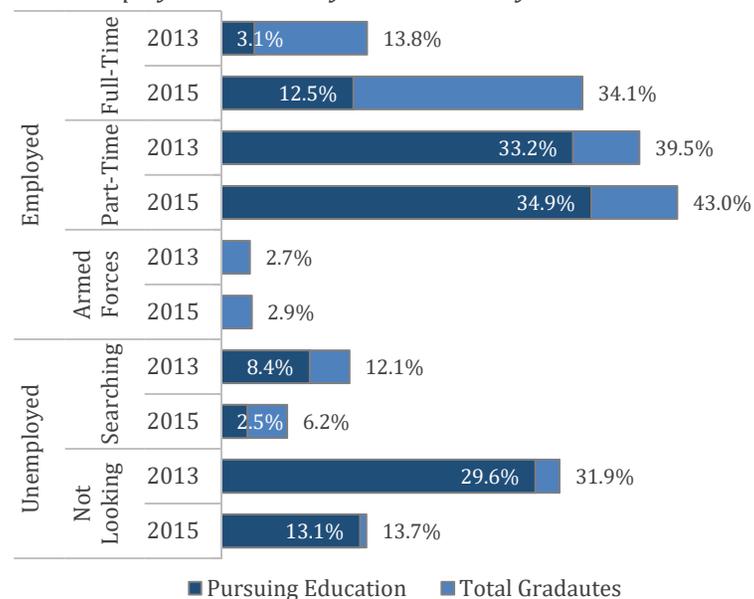
The average hours worked per week by full-time employees has increased from 38.5 hours/week to 40.0 hours/week. Full-time employees now earn an average of \$11.53/hour, over two dollars more than wages in 2013 (\$9.39). On the other hand, part-time employees are working fewer hours but receiving higher wages than they did in 2013. Work weeks among part-time employees have dropped from 21.4 hours/week to 20.6 hours/week. Their average pay has grown from \$8.59/hour to \$10.06/hour, resulting in higher weekly net pay in 2015.

Overall, full and part-time working graduates enrolled in school at a lower rate (61.5%) than in 2013 (68.2%). However, full-time workers were more likely to enroll this year (36.6%) than in 2013 (22.7%). The drop in enrollment among part-time workers from 2013 (84.1%) to 2015 (81.2%) outweighed the increase among full-time workers. Enrollment was similar among unemployed graduates (78.1%) and part-time workers. Under half (40.0%) of graduates looking for work and most (95.5%) of the graduates not looking for work enrolled in school.

The national unemployment rate for 20 to 24 year-olds ranged from 9.6% to 8.6% over November 2015 to February 2016<sup>11</sup>, when graduates were contacted. Comparing this figure to the proportion of 2012-13 graduates without work (19.9%) 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.<sup>12</sup>

Therefore, the best comparison to the bureau's figures would be the percent of OPS graduates who are unemployed and searching for employment (6.2%). The rate of unemployed 2012-13 graduates, then, is exceptionally lower than the average rate (9.6-8.6%) for people in their age group throughout the US. The unemployment rate is, as expected, higher than the overall local rate. The rate of unemployment among people 16 years of age or older in the Omaha-Council Bluffs area labor force was 3.0% in May of this year.<sup>13</sup>

*Employment Status by Post-Secondary Enrollment*



Most graduates not enrolled in post-secondary education are working instead. They have chosen to enlist in the armed forces (5.7%), work full-time (59.8%), or work part-time (22.4%). Of the unemployed and unenrolled graduates (4.4%), most (3.7%) were looking for employment at the time of the study.

There are very few graduates (0.6%; 3 graduates) who are unemployed, not looking for work, and not enrolled in school. These graduates had family related issues to contend with, were recovering from a medical procedure, or were differently abled. The graduate recovering from a medical procedure planned to attend college in the future.

While the rate of enrollment has decreased (-10.2%) since 2013, there has been a more substantial increase in the rate of employment (+24.1%). Furthermore, 15% of students had already earned a certification or degree. It is likely in the coming years that students will continue to transition into the workforce at higher rates. Enrollment will likely continue to decrease as students will begin completing degrees and certifications or withdrawing from post-secondary education.

**CURRENT JOB, MAJOR, AND FUTURE OCCUPATIONAL INTERESTS**

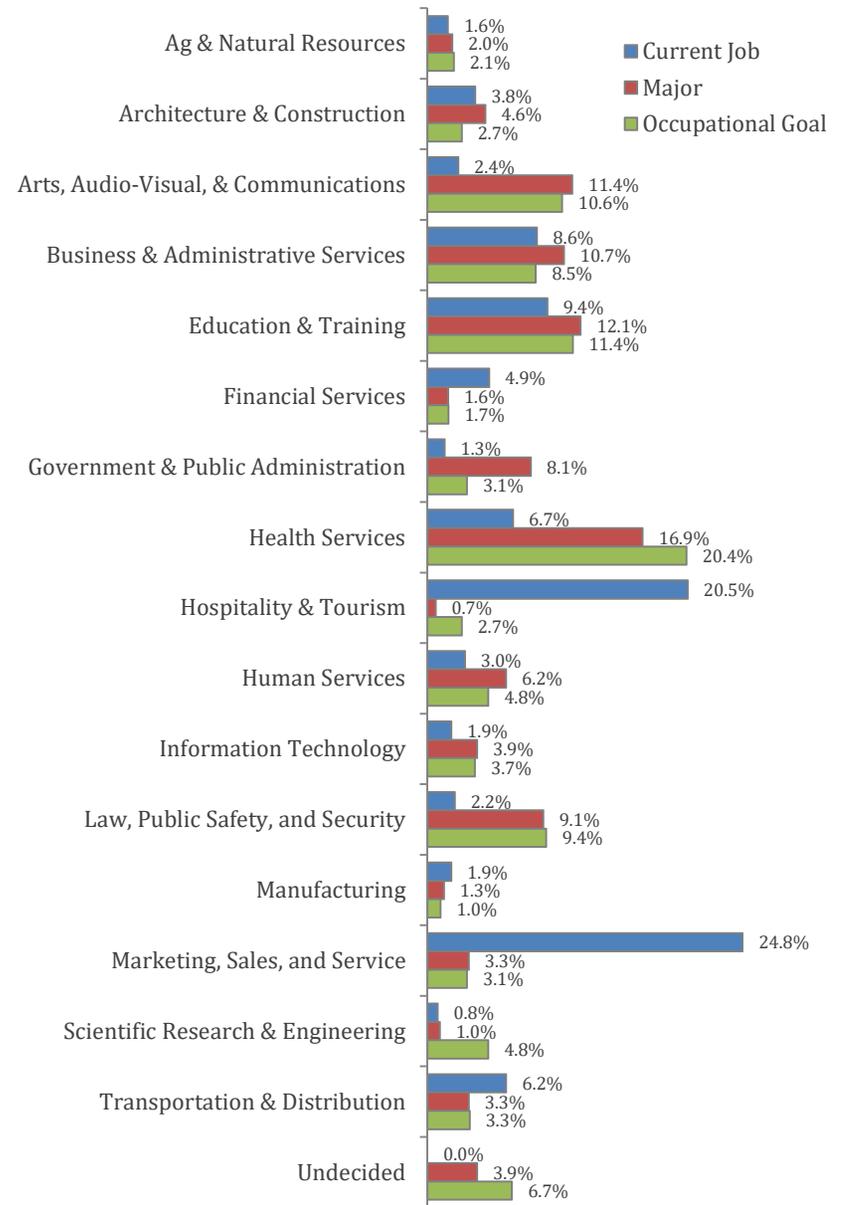
Working graduates are most frequently employed in the field of marketing, sales, and service, though fewer are this year (24.8%) than in 2013 (40.9%). The hospitality and tourism industry is the next most popular job field (20.5%), though it has dropped (-6.8%) in popularity since 2013. Instead, graduates have begun to move into the fields of health science (+5.5%), business administration (+3.3%), financial services (+3.2), and legal professions (+2.2%). Participation rates in all other industries changed by less than 2.0% in the past two years.

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 (3.9%) and 2013 (16.9%). There are fewer students pursuing a major in the government and public administration fields (-3.7%). Instead, more students have chosen to major in the arts, audio-visual production, and communications (+5.2%) and transportation (+2.1%). Health services continues to be the dominant field of study (16.9%), followed by education and training (12.1%) and arts, audio-visual production, and communications (11.4%).

Similarly, graduates are continuing to develop their goals for the future. Fewer graduates (-4.8%) were still undecided of their occupational goals this year. Graduates are primarily interested in pursuing careers in health services (20.4%), education and training (11.4%), and arts, audio-visual production, and communications (10.6%). Interest is increasing among students to pursue a career in the arts, audio-visual production, and communications (+2.9%) and business administration (+2.1%).

It is interesting to see that students are beginning 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.

*Current Job, Major & Occupational Goals (2013 Graduates)*



## 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 to interpret 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 was 26.22, indicating they are generally satisfied. However, graduates' life satisfaction scores ranged across the entire spectrum of possible scores (5–35). 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 who were not enrolled in school provided the lowest (27.4) life satisfaction scores. On the other hand, unemployed graduates who were enrolled in school scored highest (27.4) among the four sets of graduates. Satisfaction differed little between employed (26.1) and unemployed (26.7) graduates. However, enrolled graduates (27.1) were more satisfied than unenrolled (24.5) 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 amount 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 (+16.9%; 58.4%) or have assistance paying rent (+2.0%; 8.9%) than stay with someone rent-free (-19.3%; 31.7%) this year.

There has been a slight increase in the amount of graduates married this year (3.0%) from 2013 (1.9%). Of the married graduates contacted, many (35.7%) have children. In contrast, only 10.0% of unmarried graduates contacted have children.

## APPENDIX A

### 2015 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"/>				
Writing	<input type="radio"/>				
Mathematics	<input type="radio"/>				
Presenting Information	<input type="radio"/>				
Technology	<input type="radio"/>				
Learning on your own	<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"/>				
College and Career Prep	<input type="radio"/>				
Life Skills Training	<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

### 2015 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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